

Madison Metropolitan School District



Toki Middle School

State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

School Overview

Welcome to Akira Toki Middle School!

We are thrilled to have you join our vibrant community, where approximately 500 students come together each day to learn from one another and grow together.

Located on Madison's southwest side near the intersection of Whitney Way and Raymond Road, Toki Middle School serves students in grades 6-8. We share our building with Orchard Ridge Elementary School (K4-5), fostering a strong sense of community that we deeply value.

At Toki, we celebrate our diverse community. We believe that learning from different experiences enriches our educational environment, and we are fortunate to be in a place where this diversity is embraced. Our commitment to excellence and equity ensures that all students and staff thrive. We focus on developing strong learning partnerships with our students, enabling them to excel in a standards-based curriculum, engage in collaborative learning experiences, and participate in social and emotional learning. Our goal is to prepare students to be critical thinkers who are ready for college, careers, and active participation in their communities.

Our dedicated staff employs the Universal Design for Learning (UDL) Framework and the PLC+ Framework to become anti-racist educators. We strive to understand and implement inclusive practices that foster a sense of belonging for all students. The UDL Framework provides multiple options for how students access and engage with course materials, as well as how they demonstrate their learning.

Through the PLC+ Framework, we engage in regular data analysis and planning to critically examine our systems and structures. This allows us to address and dismantle the inequities faced by our Black students, students with IEPs, and all students who have historically been underserved by our school systems.

We are excited to embark on this journey of learning and growth together.

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Goals

Goal 1 Every child is on track to graduate ready for college, career, and community.

Performance Objective 1

By the end of three years, we will have increased our students' literacy proficiency by 10 percentage points as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge CBMreading (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

Teachers will ensure all students have access to rigorous instruction by analyzing grade-level standards to identify the Depth of Knowledge students will need to engage in to show proficiency in each standard. AVID Site Goal would live in lesson planning: First Step - Look at grade level standards for lessons Second Step - What DOK skills are students being asked to demonstrate understanding of that standard? Which DOK skill level is proficiency? Beyond proficiency?

Strategy 2

All staff will actively engage in the PLC+ process and co-planning to focus on analyzing grade-level standards, common assessments, and data reviews to increase student growth.

Strategy 3

Continued professional learning around equitable & culturally relevant systems, structures, and practices.

Performance Objective 2

By the end of three years, we will have increased our students' math proficiency by 10 percentage points as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge Math (Grade 2)
Forward Math (Grades 3-8)
ACT Math (Grade 11)

Strategy 1

Teachers will ensure all students have access to rigorous instruction by analyzing grade-level standards to identify the Depth of Knowledge students will need to engage in to show proficiency in each standard. AVID Site Goal would live in lesson planning: First Step - Look at grade level standards for lessons Second Step - What DOK skills are students being asked to

demonstrate understanding of that standard? Which DOK skill level is proficiency? Beyond proficiency?

Strategy 2

All staff will actively engage in the PLC+ process and co-planning to focus on analyzing grade-level standards, common assessments, and data reviews to increase student growth.

Strategy 3

Continued professional learning around equitable & culturally relevant systems, structures, and practices.

Goal 2

The district and every school in it is a place where children, staff, and families thrive.

Performance Objective 1

By the end of three years, we will have increased our students' attendance rate of 90% or higher by 15 percentage points.

Evaluation Data Source: Percent of students with 90% or higher attendance rate.

Strategy 1

Attendance task force regularly meets, analyzes attendance data, uses systems to prevent absenteeism before it affects achievement, and celebrates students with 90% or higher attendance.

Strategy 2

Continued professional learning around equitable & culturally relevant systems, structures, and practices.

Goal 3 African American children and youth excel in school.

Performance Objective 1

By the end of three years, we will have increased our African American students' literacy proficiency by 15 percentage points. as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge CBMreading (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

Teachers will ensure all students have access to rigorous instruction by analyzing grade-level standards to identify the Depth of Knowledge students will need to engage in to show proficiency in each standard. AVID Site Goal would live in lesson planning: First Step - Look at grade level standards for lessons Second Step - What DOK skills are students being asked to demonstrate understanding of that standard? Which DOK skill level is proficiency? Beyond proficiency?

Strategy 2

Use reading data to intentionally plan intervention supports.

Strategy 3

Continued professional learning around equitable & culturally relevant systems, structures, and practices.

Performance Objective 2

By the end of three years, we will have increased our African American students' math proficiency by 15 percentage points as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge Math (Grade 2)
Forward Math (Grades 3-8)
ACT Math (Grade 11)

Strategy 1

Teachers will ensure all students have access to rigorous instruction by analyzing grade-level standards to identify the Depth of Knowledge students will need to engage in to show proficiency in each standard. AVID Site Goal would live in lesson planning: First Step - Look at grade level standards for lessons Second Step - What DOK skills are students being asked to demonstrate understanding of that standard? Which DOK skill level is proficiency? Beyond

proficiency?

Strategy 2

Use math data to intentionally plan intervention supports.

Strategy 3

Continued professional learning around equitable & culturally relevant systems, structures, and practices

Performance Objective 3

By the end of three years, we will have increased our African American students' attendance rate of 90% or higher by 25 percentage points.

Evaluation Data Source: Percent of African American students with 90% or higher attendance rate.

Strategy 1

Attendance task force regularly meets, analyzes attendance data, uses systems to prevent absenteeism before it affects achievement, and celebrates students with 90% or higher attendance.

Strategy 2

Continued professional learning around equitable & culturally relevant systems, structures, and practices.