

Madison Metropolitan School District



Whitehorse Middle School

State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

School Overview

Whitehorse Middle School has an intentional focus on equity that is based on providing quality core instruction with targeted skill instruction in order to accelerate learning while tending to and strengthening relationships to ensure that all students are college, career and community ready. This focus is at the center of all priority-setting and decision-making in order to empower all students to achieve their full potential both socially and academically. Whitehorse promotes teamwork, collaboration, professionalism, restorative practices, and a strong dedication to life-long learning. We believe these attributes are essential in order to reach our academic goals and foster a warm and welcoming community of learners in which all students thrive.

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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 the WI FORWARD.

Evaluation Data Source: Forward ELA (Grades 3-8)

Strategy 1

Staff will align Reading Extension Periods school-wide in terms of format, grading, and their use of data analysis to inform effective small-group instruction. Q1 - Staff will commit to and implement a common extension format and curricular resources. Q2 - Staff will determine each student's literacy/math gaps per various assessments building-wide: iReady, formative, and summative assessments in the Core and Extension Classroom so that they can develop individual and/or small groups to accelerate learning and more efficiently and effectively fill knowledge gaps. Q3 - Staff will communicate each student's current academic level and knowledge gaps with families and students through conferencing. Initial placement and growth throughout the year will be charted. Q4 - Staff will celebrate and communicate student success and gains to plan for future growth while mapping out summer 2026 learning goals. Formative Review Data - A3000 Lexile Diagnostic

Strategy 2

Staff will create and utilize common standards-based grade-level ELA assessments whose format is more similar to the WI FORWARD Assessment than in years past. Q3--Staff will pull and analyze questions from the FORWARD exam to see how they are organized and worded. Staff will then compare their common grade-level assessments with the FORWARD questions to look for differences and change these assessments to better match the FORWARD. Formative Review Data - FORWARD Assessment

Performance Objective 2

By the end of three years, we will have increased our students' math proficiency by 10 percentage points as measured by the WI FORWARD.

Evaluation Data Source: Forward Math (Grades 3-8)

Strategy 1

Staff will align Math Extension Periods school-wide in terms of format, grading, and their use of data analysis to inform effective small-group instruction. Q1 - Staff will commit to and implement a common extension format and curricular resources. Q2 - Staff will determine each student's literacy/math gaps per various assessments building-wide: iReady, formative, and summative assessments in the Core and Extension Classroom so that they can develop

individual and/or small groups to accelerate learning and more efficiently and effectively fill knowledge gaps. Q3 - Staff will communicate each student's current academic level and knowledge gaps with families and students through conferencing. Initial placement and growth throughout the year will be charted. Q4 - Staff will celebrate and communicate student success and gains to plan for future growth while mapping out summer 2026 learning goals. Formative Review Data - iReady Diagnostic

Strategy 2

Staff will create and utilize common standards-based grade-level math assessments whose format is more similar to the WI FORWARD Assessment than in years past. Q3--Staff will pull and analyze questions from the FORWARD exam to see how they are organized and worded. Staff will then compare their common grade-level assessments with the FORWARD questions to look for differences and change these assessments to better match the FORWARD. Formative Review Data - FORWARD Assessment

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

Staff will create a school-wide system that analyzes trends in student attendance, organizes and executes school-wide events that center on academic and social-emotional success, and creates individual plans to improve student-specific attendance concerns. Staff will create this system with the content gained during professional learning on Developmental Designs. Skills and systems learned during this professional development will create a school culture where more students feel a sense of belonging and mattering, thus increasing overall attendance rates. Q1 - Staff will formalize and refine our Universal Systems for positive student behavior and ensure that Advisory lessons are designed and implemented in each classroom and grade level. All Staff will engage in differentiated Developmental Designs professional development (Day 1 of 4). Q2- SBLT and PBIS teams will analyze the 2025-26 Attendance Data and information from student empathy interviews for attendance mindsets in students. They will then conduct focus interviews and find mentorship partners for chronically absent students. All Staff will engage in differentiated Developmental Designs professional development (Day 2 of 4). Q3 - Staff will analyze Quarter 1 & 2 attendance data while addressing grade-level attendance challenges. All Staff will engage in differentiated Developmental Designs professional development (Day 3 of 4). Q4 - Staff will maintain, monitor, and continuously improve our school-wide systems for attendance improvement. All Staff will engage in differentiated Developmental Designs professional development (Day 4 of 4). Formative Review Data - Data Dashboard 2.0

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 the FORWARD.

Evaluation Data Source: Forward ELA (Grades 3-8)

Strategy 1

Staff will align Reading Extension Periods school-wide in terms of format, grading, and their use of data analysis to inform effective small-group instruction Q1 - Staff will commit to and implement a common extension format and curricular resources. Q2 - Staff will determine each student's literacy/math gaps per various assessments building-wide: iReady, formative, and summative assessments in the Core and Extension Classroom so that they can develop individual and/or small groups to accelerate learning and more efficiently and effectively fill knowledge gaps. Q3 - Staff will communicate each student's current academic level and knowledge gaps with families and students through conferencing. Initial placement and growth throughout the year will be charted. Q4 - Staff will celebrate and communicate student success and gains to plan for future growth while mapping out summer 2026 learning goals. Formative Review Data - A3000 Lexile Diagnostic

Strategy 2

Staff will create common standards-based grade-level ELA assessments whose format is more similar to the WI FORWARD Assessment than in years past. Q3--Staff will pull and analyze questions from the FORWARD exam to see how they are organized and worded. Staff will then compare their common grade-level assessments with the FORWARD questions to look for differences and change these assessments to better match the FORWARD. Formative Review Data - FORWARD Assessment

Strategy 3

All ELA, CC, and UA Teachers will create their Student Learning Objective as a part of their Educator Effectiveness that names African American students as their focus students throughout the school year. Q1 - Teachers will meet following BOY diagnostic to determine focus students. Q2 - Teachers will collaborate on strategies that best support these learners and put into practice instructional strategies that accelerate learning. Q3 - Teachers will meet to analyze MOY diagnostic data, determine the effectiveness of their selected instructional strategies to accelerate learning, and adapt as needed. Q4--Teachers will meet to analyze EOY diagnostic data, determine the effectiveness of their selected instructional strategies to accelerate learning, and adapt for the next year as needed. Formative Review Data - A3000, iReady, Lexile Diagnostic, Frontline EE, WI FORWARD

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 the FORWARD.

Evaluation Data Source: Forward Math (Grades 3-8)

Strategy 1

Staff will align Math Extension Periods school-wide in terms of format, grading, and their use of data analysis to inform effective small-group instruction. Q1 - Staff will commit to and implement a common extension format and curricular resources. Q2 - Staff will determine each student's literacy/math gaps per various assessments building-wide: iReady, formative, and summative assessments in the Core and Extension Classroom so that they can develop individual and/or small groups to accelerate learning and more efficiently and effectively fill knowledge gaps. Q3 - Staff will communicate each student's current academic level and knowledge gaps with families and students through conferencing. Initial placement and growth throughout the year will be charted. Q4 - Staff will celebrate and communicate student success and gains to plan for future growth while mapping out summer 2026 learning goals. Formative Review Data - iReady Diagnostic

Strategy 2

Staff will create common standards-based grade-level math assessments whose format is more similar to the WI FORWARD Assessment than in years past. Q3--Staff will pull and analyze questions from the FORWARD exam to see how they are organized and worded. Staff will then compare their common grade-level assessments with the FORWARD questions to look for differences and change these assessments to better match the FORWARD. Formative Review Data - FORWARD Assessment

Strategy 3

All Math Teachers will create their Student Learning Objective as a part of their Educator Effectiveness that names African American students as their focus students throughout the school year. Q1 - Teachers will meet following BOY diagnostic to determine focus students. Q2 - Teachers will collaborate on strategies that best support these learners and put into practice instructional strategies that accelerate learning. Q3 - Teachers will meet to analyze MOY diagnostic data, determine the effectiveness of their selected instructional strategies to accelerate learning, and adapt as needed. Q4--Teachers will meet to analyze EOY diagnostic data, determine the effectiveness of their selected instructional strategies to accelerate learning, and adapt for the next year as needed. Formative Review Data - iReady Diagnostic, Frontline EE

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

Staff will create a school-wide system that analyzes trends in African-American student

attendance, organizes and executes school-wide events that center on academic and social-emotional success, and creates individual plans to improve student-specific attendance concerns. Staff will create this system with the content gained during professional learning on Developmental Designs. Skills and systems learned during this professional development will create a school culture where more students feel a sense of belonging and mattering, thus increasing overall attendance rates. Q1 - Staff will formalize and refine our Universal Systems for positive student behavior and ensure that Advisory lessons are designed and implemented in each classroom and grade level. All Staff will engage in differentiated Developmental Designs professional development (Day 1 of 4). Q2- SBLT and PBIS teams will analyze the 2025-26 Attendance Data and information from student empathy interviews for attendance mindsets in students. They will then conduct focus interviews and find mentorship partners for chronically absent students. All Staff will engage in differentiated Developmental Designs professional development (Day 2 of 4). Q3 - Staff will analyze Quarter 1 & 2 attendance data while addressing grade-level attendance challenges. All Staff will engage in differentiated Developmental Designs professional development (Day 3 of 4). Q4 - Staff will maintain, monitor, and continuously improve our school-wide systems for attendance improvement. All Staff will engage in differentiated Developmental Designs professional development (Day 4 of 4).
Formative Review Data - Data Dashboard 2.0