

Madison Metropolitan School District



Franklin Elementary School

2025-2026 School Improvement Plan

School Overview

Franklin school has an involved community, and we are grateful for the partnerships we have to support our learners and staff. We are a public 4K-2 school situated on the near Southside of Madison. We have 2 half day 4K programs at Franklin. We are paired with Randall School (grades 3-5). Many of our students ride a bus to and from school.

Overall our family and community are present and active within the school and beyond. Most of our teachers accept the help of family and community members within their classrooms to support learners.

Several members of our instructional staff have been teaching for 10+ years; many staff have remained at Franklin school for the greater part of their career.

Many families who live in our attendance areas consist of families with bachelor degrees and beyond. Additionally, there are families within our attendance area that are continuing their education while working full-time to provide for their growing families.

Due to our close proximity to the UW-Madison campus, we are a frequently requested location for practicum students in the education program. Additionally, student groups seek out ways to engage with Franklin school (i.e. film group) to share their learning and volunteer.

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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 AimsWeb+ (K, 1st, and 2nd).

Evaluation Data Source: AimsWeb+ EarlyReading (Grade KG and 1)
AimsWeb+ CBMreading (Grade 2)

Strategy 1

Staff will implement the small group cycle lessons with integrity (explicit, clear, correct) to increase student achievement by: (a) work with grade level teams to collect and analyze data three times per year, (b) use data to implement microphase aligned instruction in small groups with fidelity to increase student achievement.

Strategy 2

Staff will intentionally plan and deliver instruction which is aligned to grade level standards during their literacy and math blocks to increase student's engagement with core instructional resources to promote student to student discourse aligned to the learning target.

Strategy 3

Staff will implement daily, systematic phonological and phonemic awareness skills instruction in a developmentally appropriate and meaningful way to all students.

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 (K, 1, 2).

Evaluation Data Source: FastBridge Math (Grade K, 1, 2)

Strategy 1

Staff will provide targeted math instruction for students who are below expected grade level benchmarks by: (a) working with grade level teams to collect and analyze data three times per year, and (b) use data to plan for targeted math skills instruction.

Strategy 2

Staff will develop and strengthen collaborative teacher teams (C3 teams) in order to (a) deepen their understanding of grade level standards, (b) embed scaffolds throughout grade-level core instruction, and (c) provide or offer more inclusive ways for students to demonstrate their knowledge/understanding/learning.

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

Establish a three-tiered system to address chronic absenteeism through systematic action steps: Greater than 90%: prioritize school-wide universal prevention systems (including education with families), Between 80% and 89.9%: prioritize family and community engagement, and Below 80% prioritize tiered interventions to address barriers to attendance.

Strategy 2

All staff will foster an increased sense of belonging for students through explicit SEL instruction and celebration of all student's identity in order to increase student engagement and attendance at school.

Strategy 3

All staff will foster an increased sense of safety and belonging for students through teaching, modeling, and reinforcing common school wide expectations so school is predictable and consistent.

Strategy 4

Teachers and families will engage in regular, two-way meaningful communication about learning so student progress and successes can be shared through student work and assessment results, and hosting celebrations.

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(K, 1, 2)

Evaluation Data Source: FastBridge EarlyReading (Grade KG and 1)
FastBridge CBMreading (Grade 2)

Strategy 1

Staff will implement the small group cycle lessons with integrity (explicit, clear, correct) to increase student achievement by: (a) work with grade level teams to collect and analyze data three times per year, (b) use data to implement microphase aligned instruction in small groups with fidelity to increase student achievement, (c) review every other week progress monitoring data for any student who identifies as Black/African American or English Language Learner (EL) and is below the 25th percentile on literacy screener assessments.

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(K, 1, 2).

Evaluation Data Source: FastBridge Math (Grade K, 1, 2)

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

All staff will engage in a relationship focused routine with a student who identifies as Black/African American during each quarter of the school year.