

# Madison Metropolitan School District



## Emerson Elementary School

State Report Card: Meets Expectations (3 star)

## 2025-2026 School Improvement Plan



# Table of Contents

|                                                                                                  |   |
|--------------------------------------------------------------------------------------------------|---|
| <b>Goals</b>                                                                                     | 4 |
| Goal 1 : Every child is on track to graduate ready for college, career, and community.           | 5 |
| Goal 2 : The district and every school in it is a place where children, staff, and families t... | 7 |
| Goal 3 : African American children and youth excel in school.                                    | 8 |



# 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 regularly monitor student data and engage in collaborative data analysis to plan strategies for responding to student needs during targeted literacy instruction. Data analysis will inform was targeted instruction will occur in small groups within Skills block and All Block. Teachers will continue to build their skills in targeted literacy instruction through the Skills Block at the K-2 level and ALL Block at the 3-5 level.

### Strategy 2

Teachers will build core instructional practices including purposeful academic discussions, gradual release of responsibility with modeling, and meaningful use of learning targets in literacy instruction.

## 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 regularly monitor student data and engage in collaborative data analysis to plan strategies for responding to student needs during math instruction. Teachers will use student data from the FastBridge Math Screeners, Bridges Unit Assessments, Bridges Checkpoints, and Bridges Interims to [differentiate whole group math instruction to accelerate learning for all students or provide targeted math instruction for students that need additional support beyond core].

### Strategy 2

Teachers will build core instructional practices including purposeful academic discussions, gradual release of responsibility with modeling, and meaningful use of learning targets in math instruction.

### **Strategy 3**

Teachers will provide many opportunities for students to practice foundational math concepts to build math fluency. This can be daily practice, reflex math, teaching strategies to obtain math fluency.

# 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

Actively monitor attendance data and systems and intervene to promote the best opportunity for all students to attend school.

### Strategy 2

Grade level teams will meet as a PLCs together during planning meetings to build collective efficacy (ICS) around curriculum and problem solving and cultivate a positive professional culture. New Emerson Teacher PLCs will meet monthly to do the same.

### Strategy 3

School leaders and staff will collaborate with families around student academic achievement, sharing data in context and celebrating learning. To do this, teachers will provide data to families (that they understand) around where their child is academically in formal and informal conference and each grade will have at least one academic celebration a year with their families.

# 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

School teams monitor student data disaggregated by focus group and engage in collaborative data analysis including literacy, math, and engagement data on a regular basis. In addition to academic data, learning walks will critically reflect on who we are serving and not serving, with a focus on our SF3 students for debrief. Weekly we are also monitoring behavior data/calls and looking for disproportionality.

## 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

School teams monitor student data disaggregated by focus group and engage in collaborative data analysis including literacy, math, and engagement data on a regular basis. In addition to academic data, learning walks will critically reflect on who we are serving and not serving, with a focus on our SF3 students for debrief. Weekly we are also monitoring behavior data/calls and looking for disproportionality.

## 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

School teams monitor student data disaggregated by focus group and engage in collaborative data analysis including literacy, math, and engagement data on a regular basis. Weekly we are also monitoring behavior data/calls and looking for disproportionality.