Madison Metropolitan School District

Crestwood Elementary

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

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School Overview

Crestwood is a flourishing school on the west side of Madison. Crestwood serves approximately 295 students from 4-Year-Old Kindergarten through Fifth Grade. Our scholars bring many strengths and backgrounds to our learning community from the neighborhoods we serve.

Crestwood is located in a beautiful tree-filled neighborhood, filled with people who care about our school and the community around it. Of our 295 students, 10% are African American, 15% are Latinx, 8% are two or more races, 5% are Asian, and 62% are White. Currently, 24% of our students receive free and reduced lunch and 7% are language learners. We strive everyday to support all learners and affirm their identities.

Our 50 staff members are extremely dedicated to challenging every student academically while supporting their social and emotional development. What makes Crestwood Elementary special is our strong relationships with students and families. Our main goals are to ensure that every student actively engages in the learning process, has consistent access to grade level standard-based curriculum and more based on indivdual needs, understands and appreciates the cultures of all, and meets their individual growth goals in order to become a productive member of a global society.

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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 Forward (Grades 3-5).

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

Strategy 1

Staff will intentionally align their instruction with EL Education's Core Practices to promote integrity and effectiveness in Literacy lessons. This includes: 1) Teachers implement quick checks for understanding--in both whole group and small group-- that are directly tied to the daily learning target. These checks will also support student self-reflection on their progress toward meeting that target. This aligns with Core Practice 29 and Practice 4D on the walk through tool. 2) Students actively engage in purposeful academic discussions where they listen to and build upon one another's ideas, promoting deeper understanding and collaboration. This aligns with Core Practice 20 and Practice 5F on the walk through tool. 3) Teachers and scholars document scholar learning through work displays which contain targets, questions, context (narrative about the learning) , multiple drafts, photographs, and reflections. This aligns with Core Practice 25 and Practice A4 on the walk through tool.

Performance Objective 2

By the end of three years, we will have increased our students' math proficiency by 10 percentage points as measured by Forward (Grades 3-5).

Evaluation Data Source: Forward Math (Grades 3-5)

Strategy 1

Staff will promote integrity and effectiveness in their Bridges lessons. This includes: 1) Teachers implement quick checks for understanding that are directly tied to the daily learning target. These checks will also support student self-reflection on their progress toward meeting that target. This aligns with Core Practice 29 and Practice 4D on the walk through tool. 2) Students actively engage in purposeful academic discussions where they listen to and build upon one another's ideas, promoting deeper understanding and collaboration. This aligns with Core Practice 20 and Practice 5F on the walk through tool.

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

Collectively build a school-wide matrix that focuses on expectations for staff and students and prioritizes understanding the "why" through professional development and tools. Continue to use the matrix to reinforce predictable, safe communities of learners throughout the building.

Strategy 2

Attendance data thresholds are established to target action and communication with all stakeholders -Greater than 90% prioritize school-wide universal prevention systems -Between 80% and 90% prioritize family and community engagement -Below 80% prioritize tiered interventions to address barriers to attendance

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 Forward ELA (Grades 3-8).

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

Strategy 1

Teachers will progress monitor scholars that identify as Black or African American using Fastbridge or Aimsweb to monitor progress towards their goals.

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 Forward (Grades 3-8).

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

Strategy 1

Teachers will use the Bridges Unit Screeners to plan scaffolds and supports for scholars who identify as Black or African American to access high-quality core instruction.

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

Teachers (classroom, ESL, CC, specials and interventionists) will prioritize relationship building with their scholars and families who identify as Black/African American, through proactive family texts/phone calls, personal invitations to school events, and developing "learning partnerships" (Hammond, 2014).