

Madison Metropolitan School District



Gompers Elementary School

State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

School Overview

At Gompers, we wholeheartedly embrace the "We are Crew" mindset. As Kurt Hahn, founder of EL Education's Outward Bound, has said, "We are crew, not passengers, strengthened by acts of consequential service to others." In this spirit, we believe you, as valued members of our community, are integral to our Crew. It truly takes a village to raise a child, and it requires love, care, and partnership to do it well. Together, we will cultivate a thriving school community grounded in excellence, belonging, and continuous growth.

Through high-quality, culturally responsive, and relevant instruction anchored in the science of reading, we strive to provide meaningful and rigorous learning experiences for our scholars. We are dedicated to advancing social and language justice by centering the voices and unique experiences of historically marginalized communities. We celebrate the beautiful cultural and linguistic diversity that makes Gompers special, and we encourage our community's partnership throughout the school year. Whether it's volunteering in the classroom, attending our highly anticipated family nights, chaperoning a field trip, or other engagement, our community's involvement enriches our school.

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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/AIMSweb.

Evaluation Data Source: AIMSweb (K-3rd), FastBridge Reading (4th-5th Grade), Creative Curriculum Gold 4K.

Strategy 1

Teachers will apply foundational skills learning as taught in EC LETRS professional development in their play-based centers and small groups.

Strategy 2

By the end of three years, staff will meet weekly to analyze data, co-plan and create student specific support plans for implementation during literacy instruction.

Strategy 3

All learning environments will implement 3-5 consistent protocols to increase opportunities for student discourse and engagement.

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

Staff will meet monthly to analyze data and create student specific support plans for implementation of targeted math instruction. (small groups)

Strategy 2

4K Teachers will use FastBridge math and Teaching Strategies GOLD to inform small group

math instruction in the areas of numeral identification and counting objects.

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 participation in the climate survey across all populations (students, staff, & families) by 15 percentage points & will demonstrate domain competency with a positivity rate of at least 75%

Evaluation Data Source: Climate Survey Participation Data, Climate Survey Domain Positivity Data

Strategy 1

Increasing communication and awareness about the survey via Mini Conferences, include in school and classroom communications, and send out School Messengers weekly.

Strategy 2

Implement a school-wide SEL curriculum

Performance Objective 2

By the end of three years, we will increase the overall student attendance rate by 3 percentage points (from 91% to 94%) by increasing opportunities for student leadership & engagement in the school community

Evaluation Data Source: Attendance Data

Strategy 1

Continue strengthening community partnerships and increasing student engagement opportunities with Children's Theater of Madison (CTM), Girls on the Run, and Black Girl Magic.

Strategy 2

Increase student voice and leadership opportunities by developing a safety patrol and student government team with opportunities to lead school wide events and assemblies on a regular basis.

Strategy 3

Incentivize and celebrate all school attendance improvements

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 and Forward.

Evaluation Data Source: FastBridge Reading (4K-5th Grade)
Forward Math (Grades 3-8)

Strategy 1

All staff will continue to give students timely and specific feedback for continued growth. They will create a goal with students based on this feedback to move them towards end of the year expectations.

Strategy 2

Staff will implement the small group cycle lessons with fidelity (explicit and clear) 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 and 3-5 staff will implement the Teacher Guided Component, which is the small group cycle lessons for targeted practice with rigorous text and writing to achieve mastery by working with grade level teams to collect and analyze student work data three times per year. Instruction will intentionally focus on total participation protocols [checks for understanding aligned to the learning target (indicators 4B - 4D) and on meaning making through the use of protocols and student to student discourse (indicators 5E and 5F).]

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 and Forward.

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

Strategy 1

Teachers will continue to use FastBridge and Bridges Assessments as data points for math in order to drive small group instruction and workplaces.

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

The Family, Youth and Community Engagement Committee will increase our community engagement by offering and supporting school wide family events, focused on providing opportunities for the school community to have fun and connect.

Strategy 2

An attendance team will be created and will meet weekly/biweekly to discuss student absences. This group will problem solve concerns, contact parents/caregivers, and meet with teachers to discuss next steps. Initial focus will be on students who ended the 2023-24 school year with attendance under 90%. These students will be assigned Learning and Family partners with the goal of increasing their connection to the school and increase attendance related communications with parents/caregivers. Members of this team include: principal, nurse, secretary, and school social worker.