

Madison Metropolitan School District



Gillespie Middle School

State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

School Overview

Gillespie staff and students represent the rich diversity of the Madison area. In the 23-24 school year we are continuing our work to promote our District's Black Excellence vision along with the Early Literacy approach that will allow our scholars to read proficiently at every grade level.

Following a deep analysis of our academic and behavior data, we were compelled to rejuvenate our equity vision in a way that truly speaks to how we will remove barriers that perpetuate inequities while also ensuring our scholars have access to rigorous coursework.

We are excited to detail our approach in this school improvement plan. Specific focus in this plan is in engaging culturally responsive content, quality, grade level literacy instruction across all content areas, and we will remain focused on schoolwide AVID Critical Reading strategies (before, during and after reading) such as marking the text, charting the text, focus notes, etc. in order to promote learning for all students, especially our African American or Black scholars and scholars with IEPs. We will hone in on Focused Note Taking across all content areas in order to support student engagement with their texts.

Gillespie Middle School is a Title 1 School and has a sense of urgency to bring our students up to proficient levels in both reading and math, as measured by the Wisconsin Forward Exam. Our school qualifies for Additional Targeted Support and Improvement to ensure our students are meeting grade level expectations.

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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.

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

Strategy 1

With professional development, Gillespie will leverage AVID critical reading strategies (before reading, during reading and after reading strategies such as: marking the text, one pagers, focus notes, etc.) and engagement strategies across all content areas.

Strategy 2

Using data discussion to create and adjust small groups, teachers will use targeted instruction to meet student needs

Strategy 3

Classroom teachers, cross categorical teachers, and BRTs, will have protected time to co-plan for co-teaching in order to support students in all environments with plans communicated with SEAs and BRS staff.

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: Forward Math (Grades 3-8)

Strategy 1

Using data from i-Ready, WIN/Flex teachers will work with homogeneous, specialized small groups to continue advancing from their baseline.

Strategy 2

Extended Academics teachers will plan for targeted instruction for Hispanic and/or students receiving special education services in order to increase their growth towards proficiency progress monitored through the i-Ready adaptive program and ultimately reflected on the

Forward Exam.

Strategy 3

Math teachers attend weekly, structured planning to intentionally plan for providing rigorous grade level instruction in math at all levels.

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

Build attendance & tardy protocol/policy that uses data to support students and includes teaming structures that review data at the Universal level and create plans for students with Tier 2 & 3 needs.

Strategy 2

Build capacity for staff to address attendance concerns with students and families (e.g. accurate attendance taking, attendance streaks, attendance improvement plans, etc.)

Performance Objective 2

By the end of three years, we will have increased our students' perceptions of their relationships with other students by 13 percentage points as measured by climate survey data, specific questions regarding relationships with each other.

Evaluation Data Source: Percent Positive by the "Relationships with Students" Dimension from the student Climate Survey

Strategy 1

Build Tier 2 Intervention system that uses data to place students in appropriate Tier 2 interventions (i.e. Check in/Check out & BASE Groups).

Strategy 2

Build staff capacity for effectively using Circle of Power and Respect during the Advisory period.

Strategy 3

Build staff capacity for using Developmental Designs strategies for classroom management (e.g. empowering teacher language, looks like/sounds like/feels like, Circle of Power and

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.

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

Strategy 1

Intervention and small group instruction with a tracking system for students who identify as Black or African American to ensure each teacher's specific caseload of identified students (as per their SLO) are meeting proficiency.

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. A tracking system for students who identify as Black or African American will be used to ensure each teacher's specific caseload of identified students (as per their SLO) are meeting proficiency.

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

Strategy 1

WIN/Flex teachers will work with African American students to build skills, pre-teach content, practice fact fluency, and use AVID strategies to increase comprehension of math prompts and collaboration while monitoring growth on the i-Ready adaptive program and ultimately reflected on the Forward Exam.

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

Build attendance & tardy protocol/policy that uses data to support students by communicating more with families and students to discover the root of the absences.