Madison Metropolitan School District

Elvehjem Elementary School

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

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School Overview

Elvehjem Elementary is a 4K through fifth grade school in the Madison School District. We are a neighborhood school, surrounded by people who care about our school and the community around it. We serve approximately 400 students from a variety of cultures, which we celebrate as we learn about each other. It is our goal to ensure that all students, especially our African American and multiracial students, feel validated and affirmed at school. We, as a staff, are focusing on our intentional commitment to equity, sense of belonging and rigorous learning and outcomes for all of our students. We are committed to our district goal of Black Excellence and recognizing students' strengths and maximizing student potential to ensure equitable outcomes for African American and Multiracial students. We continue our journey, as life-long learners, to become anti-racist educators through examining our own biases and micro-aggressions and analyzing and changing policies and instructional practices to be more culturally and linguistically responsive. We have committed to creating a culture of feedback from students and families. This past year we hear from parents who told us: High Expectations Matter; Language and Tone Matter; Diversity Matters; and Student and Family Voice Matter. We use this feedback everytime our staff comes together to reflect and adjust so we can create the best possible experience for our students and families when the come to Elvehjem.

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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(2)/Forward/ACT.

Evaluation Data Source: FastBridge CBMreading (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

K-2 ELA: Staff will implement the small group cycle lessons with fidelity (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 co-plan with grade level teams to internalize modules in EL (a) pre-reading texts, (b) backmapping end of unit performance task to ensure essential skills are taught through the unit toward tasks and targets needed to independently achieve high quality work at the end of the learning sequence (c) and planning for targeted instruction based on student data. Instruction will intentionally focus on total participation protocols , checks for understanding aligned to the learning target (indicators 4B - 4D) and meaning making through the use of protocols and student to student discourse (indicators 5E and 5F) to support language development.

Strategy 3

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 8 times per year (mid and end of unit assessment). 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).]

Strategy 4

4K Staff will provide a literacy rich environment in the classroom, with opportunities for students to engage in phonological awareness skills and engage with print throughout the interest areas and using Creative Curriculum activities (in centers/playtime), as well as providing alphabet instruction and print concepts throughout the day in whole group and small group lessons with intentional, explicit instructional approaches.

Strategy 5

Staff will create Early Literacy plans for intervention for students who score below the 25 percentile on the Fall literacy screening data (early literacy and Rcbm).

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 will unpack and test drive assessments and use the planning template for unit planning and regularly monitor student data and engage in collaborative data analysis to plan strategies for responding to student needs within whole group instruction, targeted small group instruction focused on content that is connected to and promotes access to grade-level curriculum.

Strategy 2

4K teachers will review student data and document monthly to progress monitor students who require additional support and use data to plan for targeted small group and/or whole group instruction.

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

4K-5 staff establish positive and caring daily practices and routines to build connections with students and partner with families to clearly communicate importance of attendance and to support families when needed.

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

4K-2 staff will implement the small group cycle lessons with fidelity (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 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).] K-5 staff will use ISAAGs to narrow in the focus on specific skills and strategies and progress monitor growth of discrete skills.

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

Teachers & admin regularly monitor student data and engage in collaborative data analysis to plan strategies for responding to student needs within whole group instruction, targeted small group instruction focused on content that is connected to and promotes access to grade-level curriculum. K-5 staff will use ISAAGs for learning partners to narrow in the focus on specific skills and strategies, progress monitor growth of discrete skills, and conference with students on a regular basis about their goals and progress.

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

4K-5 staff develop positive and caring daily attendance practices and routines to build connections with students and partner with families to understand their experiences and needs for the school year to be successful. Staff will analyze focus student/learning partners attendance data 3 times a year to identify trends (days, months, times) to develop attendance support plans.