

Madison Metropolitan School District



Lake View Elementary School

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

School Overview

We are a community school where we strive to be a welcoming and inclusive place that builds on the assets of the community to help serve the identified needs of the students, families and community. Through a collaborative leadership structure and building partnerships with local organizations, families, and the larger community, we strive to be a hub of resources for everyone and create the conditions students need to thrive. Such resources include academic achievement, health and social services, youth and community development, and community engagement.

In addition, Madison has been home to the Hmong people since the late 70's. It has taken over forty years for a public school entity to create and adopt a bilingual program that serves one of its most marginalized underrepresented population of stakeholders. In 2016, the MMSD board approved the ELL plan to create a bilingual program for students who are heritage Hmong speakers and to house the program at Lake View. In 2017, Lake View became a Hmong Bilingual School and welcomed its first cohort of heritage Hmong speakers in Kindergarten! At the end of the 22-23 school year, Lake View has successfully promoted it's first bilingual cohort on to middle school!

What is more, in December of 2014, the Wisconsin State Forest Educator officially identified our school forest as a State of Wisconsin School Forest! Over the next four years, community members joined staff and students to expand the paths through the school forest to create the friendship circle and groundhog hill in hopes to expand outdoor learning. In the winter of 2018, Lake View partnered with Groundswell Conservancy to add two additional acres of woods to our school forest. Centered in equitable opportunities for students to engage and learn in and through the outdoors, we've added five nature stations for students, families, and the community to explore, learn, and enjoy in!

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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

At K-5: Staff will use data to refine instruction in small microphase groups and provide multiple daily opportunities to build fluency with connected text (small group instruction, independent practice, fluency routines).

Strategy 2

At 3-5: Staff will deliver small group instruction aligned to standards assessed in Module, while incorporating intentional conferring and feedback opportunities on student writing as well as microphase-aligned instruction for Consolidated phases.

Strategy 3

At K-5: Staff will co-plan with grade level teams based on student data, including Module assessments, microphase and fluency data, and high quality student work so we effectively co-serve all students.

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

At K-5: Teachers implement small group instruction using Bridges Intervention (20 minutes/day, sharing kids, organized manipulatives, Work Place or workbook for rest of class)

Strategy 2

At K-5: Staff will co-plan with grade level teams based on student data, including screener and interim data.

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

Teams will examine student attendance and collaborate with families to address challenges that hinder students' attendance and implement targeted supports to improve students' attendance from 60% of students above 90% in school year 23-24 to 65% in school year 24-25 to 70% in school year 25-26 and 75% of students (+ 49 students) above 90% in school year 26-27.

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.

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

Strategy 1

At K-2: Staff will implement the small group cycle lessons with fidelity to increase student achievement by: (a) work with grade level teams to collect and analyze African American student data monthly, (b) use data to determine microphase aligned instruction in small groups, (c) teach targeted skills with fidelity to increase student achievement.

Strategy 2

At 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 use unit assessments from Module to assess and provide feedback monthly for African American students.

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.

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

Strategy 1

At K-5: teachers implement grade level standards math curriculum with integrity focusing on whole group lesson with a focus on core instructional practices, specifically indicator 4D (checking for student understanding).

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.

Strategy 1

Teams will focus on and examine student attendance and collaborate with families to address challenges that hinder students' attendance and implement targeted strategies to improve students' attendance. For the 24-25 school year, 76% of African American students (+ 42 students) will increase their attendance rate to 90% or higher.

Goal 4 Multilingual learners will excel in school.

Performance Objective 1

Multilingual learners will fully access grade level literacy curriculum.

Strategy 1

ESL and BRTs will collaborate with grade level teams to leverage message abundance strategies and utilize ACCESS scores.