

Madison Metropolitan School District

LM Carey Elementary School

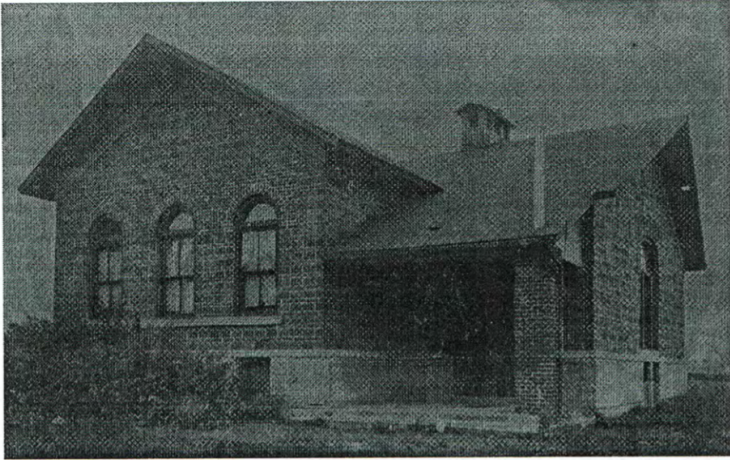
State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

School Overview

Lori Mann-Carey is a 4k-5th grade school in the Madison Metropolitan School District. We proudly serve 399 students this year. We are currently one of the largest, diverse elementary school populations in the Madison Metropolitan School District. We have the unique opportunity to build a community that resembles the world we want our scholars to experience. One that is inclusive and equitable for all. This experience requires creating these conditions within our walls.

Of our 399, 6% is Asian, 18% Two or more races, 27% LatinX, 35% Black and 14% white. Currently 25% are English Language Learners and 16% of students receive special education services. Additionally, 77% of students qualify as low-income. In the 2019-2020 school year our enrollment reached almost 450, due to COVID 19 we have seen a slight decline in enrollment, however our numbers are comparable to the beginning 19-20 school year and increased over the period of time.



Frank Allis School in 1917

Frank Allis was built in 1916 and opened its doors to the first students in 1917. The land was built upon 2 acres donated by the Frank Allis family, a local wealthy family. It was given in honor of her husband, Frank Allis. At the time of its construction the location was in an area that did not have a school house in close proximity for several miles. The current location of Frank Allis allowed these families to access instruction without transportation barriers. This location was 4014 Major Ave. Many updates and revisions were made to this space over several years. Frank Allis left the town of Blooming Grove and became part of the city of Madison in 1962. The building has had several updates for city violations in order to remain up to code but no large construction.

Some of the founders of Frank Allis have the streets surrounding Frank Allis named after them. Charles Nichols, Knute Hegg, Frank Boman, The Dempsey Brothers, William & John Dennot, and William Maher. Buckeye Rd is the street in front of Frank Allis. Before it was Buckeye it used to be known as Main Avenue. Frank Main had a farm on Main Road and a home right across from the Lake Edge Church.

Frank Allis was created during a social-political climate in which many sub groups did not have basic human rights established. Women of all racial groups could not vote nor could Blacks. Educational rights were no different. Wisconsin became a state in 1848, while it had never been a slave state many slaves were brought to Wisconsin from southern owners. However, due to Wisconsin being a free state the Black population grew significantly from the 20th century to 6% today. In 1896, Plessy VS Ferguson legitimized "separate but equal" as a national policy. Not even Brown VS Board of Ed was enough for Wisconsin to overturn current segregated systems. The lawsuit of Amos, et al. v. Board of School Directors of the City of Milwaukee(1965) was the beginning of a legal push the state needed.

Since the opening of Frank Allis enrollment continued to climb, reaching about 400 by 1960. At this time the school district in Monona Grove opened and a decrease in enrollment was witnessed. At one point in the 1970's we considered closing the school doors as a result. The district turned the space into district offices to avoid closure. During this time, our demographics are described as primarily white families with about 10% families of color. The building experience is described as active parent involvement being a neighborhood school, a few teachers of color were also hired. Racism among building staff and with families of color is described as presently covert. The increase of families of color and overall enrollment occurred in the 1980's. The school was included in the desegregation efforts of the district. This plan allowed the school to enroll students living south of Madison's Beltline. As a result, they began bussing students from the Rimrock area to keep it open. They made this adjustment rapidly. East side parents voiced opposition to the integration but it still occurred. The school became more diverse and about four to five years later white families began leaving to McFarland, St Dennis, Abundant Life, etc. Overall, parents remained supportive of the school and instruction.

During this time, Language Immersion was added to our curriculum options at Frank Allis as we partnered with Nuestro Mundo. This increased our shift in demographics to be inclusive of LatinX families. With the shift in demographics an internal cultural shift occurred in the building. Cultural divides were present in the building that created environments that did not always aid in the educational outcomes for all students, especially those of color. There was an apparent disconnect between staff and families/ students of color. An additional divide described by former staff of color was present between staff of color and white staff. At this time a total of 6 teaching staff were reported to be employed and the number climbed and fluctuated as the years went on. Over the years, the intentional focus to continue increasing a focus around relationships has occurred with limited success.

As Frank Allis enters the 2000's a sharp awareness of inherent biases and the need to develop and center practices around anti-racist work has grown over time. Our kindergarten through 3rd grade classes, average 15 students. The SAGE (Student Achievement Grant in Education) grant from the state keeps kindergarten through 3rd grade class sizes at 15 or fewer. Grades 4th and 5th average 25. Frank Allis families continue to have the option of Dual Language Immersion instruction in kindergarten through 4th grade. In the most recent pre-pandemic years, Allis has ranked as meeting few expectations.

Leadership has continued to create conditions that increase community stakeholder and parent engagement with this work. In addition to providing continued learning opportunities for staff around anti-racist, self-development through the lens of equity, we continue to sharpen our instructional planning in order to assist all students in reaching their full academic potential. In a pre-pandemic world we are providing opportunities for students to develop skills in the world of Academics, Arts, Identity, Self-Expression and Social Skills. One of our highlighted ways is capturing student voice through student forum groups, collecting parent and community voice through FCA, and a future Multicultural Parent Groups in support of Excellence, Disney Productions, Athletic Teams, etc. We have also increased our virtual methods of connections with each group listed above for cohesiveness of voice. Our work is in support of each student exiting from Frank Allis as career, college and/or community ready. In order to do so, our largest focus will remain grounded in our dedication to our continued growth and excellence as educators. By staying committed to our own Excellence we can ensure our compass is focused on our mission to assist your students in transcending all barriers they may encounter within and beyond our walls.

In 2023, we enter a transition to Southside Elementary. Southside Elementary is not the final name for our current building but it is a temporary name that represents our physical move from Frank Allis back to the Southside Community that the majority of our students are from. In this new space we are continuing our work because we are not new to the community. We are the community and are now looking to increase our impact with programming and resources for the community. Over the last 3 years we have consistently increased our student outcomes with our most recent report card taking us in to Meeting Expectations. As we continue our work we look forward to the continued growth academically as our access for attendance has greatly increased being positioned in the community. We will actively seek out continued opportunities for new partnerships and development in the community as we recognize it requires a wholistic approach to meet the needs of all families.

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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 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

Teachers will engage with the literacy curriculum and pacing calendar with fidelity in order to effectively plan forward to support student academic growth in core (as indicated in weekly plans, schedules, and curricular completion)

Strategy 2

Literacy supports and interventions using Sonday, Benchmark, and other designated materials occurring with integrity with biweekly progress monitoring beginning in October using either microphases, checkpoints or word study groupings.

Strategy 3

Classrooms will engage with small groups with integrity during core, based on literacy screeners and diagnostics and using curricular materials (EL or Benchmark)

Strategy 4

Mann Carey staff will engage more deeply in the literacy curricula by implementing daily protocols (5F) and student to student discourse (5G) during core. This will be observed weekly walkthroughs. Walkthroughs will inform coaching, PD and feedback to 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: FastBridge Math (Grade 2)
Forward Math (Grades 3-8)
ACT Math (Grade 11)

Strategy 1

Teachers will engage with the math curriculum and pacing calendar with fidelity in order to effectively plan forward to support student academic growth in core (as indicated in weekly plans, schedules and curricular completion).

Strategy 2

Using math screeners, teachers will create and implement small group math instruction using Bridges workplaces, number corner activity, and intervention curricular materials. All students will engage in small group instruction during core math instructional time.

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

Grade-level teams will support African American and Hispanic/Latinx students with attendance below 90% by creating monthly support plans, contacting families after two unexcused absences, and celebrating improved attendance in class newsletters,. Progress will be tracked and reviewed monthly by the SBLT and Student Support Team

Performance Objective 2

Mann Carey students and staff will feel a sense of belonging, safety and community in their classrooms and in the school.

Evaluation Data Source: Regularly observe the engagement of diverse scholar demographics during the Mann Carey Way activities.

Informal Exit Tickets: Use exit tickets to gather immediate feedback on students' SEL experiences and engagement levels.

Climate and Exit Surveys: Include questions about Sense of Belonging and Safety in climate surveys and exit surveys to gather data at the classroom level. Behavioral Referral data

Strategy 1

The Mann Carey Way (Leadership, Mindfulness and Community) is a new school wide social and emotional learning framework that includes shared language and expectations, grade level circles and SELs lessons across the school.

Strategy 2

Every classroom will implement morning meetings and afternoon closing circles. During that time, students will connect with their peers, group problem solve, have a space to talk about feelings, reflect on the day and build relationships and community.

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)
Aimsweb
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

Classrooms will engage with small groups with integrity, based on literacy screeners and diagnostics and using curricular materials (EL or Benchmark). Staff is continuously analyzing disaggregating data to keep a focus on our SF3 population and planning for those student's success.

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/Forward

Strategy 1

Using math screeners, teachers will create and implement small group math instruction using Bridges Intervention curricular materials. All students will engage in small group instruction during math instructional time. Targeted students will also engage in targeted Dreambox intervention. Staff is continuously analyzing and disaggregating data to keep a focus on our SF3 population and planning for those student's success.

Performance Objective 3

By the end of three years, we will have increased our African American 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

Grade-level teams will support African American and Hispanic/Latinx students with attendance

below 90% by creating monthly support plans, contacting families after two unexcused absences, and celebrating improved attendance in class newsletters,. Progress will be tracked and reviewed monthly by the SBLT and Student Support Team