

Madison Metropolitan School District



Lindbergh Elementary School

State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

School Overview

Lindbergh is a small school on the Northside of Madison, currently serving 171 students. We receive Federal Funding from Title 1 due to the majority (77%) of our students experiencing poverty. We have 74 female students (43%) and 97 male students (57%). Our diverse student body is comprised of 26 Asian students (15%) (specifically including 15 Hmong students (9%)), 48 African American students (28%), 29 Latino students (17%), 32 Multiracial students (19%), and 36 White students (21%). Twenty-six (26, 15%) of our students are receiving special education services and 18 of our students (11%) receiving Advanced Learner services. Finally, 42 students are identified as English Language Learners (25%).

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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)

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: K-5th grade ALL Block and differentiated, in class small group instruction. Next steps: student centered rigorous non-teacher dependent small group work that teacher's can hold student's accountable for. in class tier 2 small group. Core instruction around small group work.

Strategy 1

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 use Task Cards for independent and collaborative work, which are 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

Strategy 3

Teachers and support staff will continue to implement a targeted skills block, based on initial microphases, during school wide foundational skills/ ALL Block.

Strategy 4

Staff will teach phonological awareness skills in a developmentally appropriate and meaningful way to all students, by planning explicit instruction as well as intentionally embedding activities into daily routines. (4K)

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)

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: PLC work around fact fluency

Strategy 1

We will gather more math data (Fastbridge) and provide structures and Professional Development for teacher to engage with this data and make adjustments and planning decisions according to it.

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

We will implement a tiered support system for students who are identified as consistently tardy/absent.

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

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, with a teacher/instructional coach focus on Black student growth and achievement , (b) use data to implement microphase aligned instruction in small groups with fidelity to increase our Black student's achievement.

Strategy 2

Staff will use Task Cards for independent and collaborative work, which are 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. Instructional coach and teachers will pay particular attention to growth and achievement of Black students to accelerate growth.

Strategy 3

Teachers and support staff will continue to implement a targeted skills block, based on initial microphases, during school wide foundational skills/ ALL Block with special focus on tracking Black student's growth and achievement.

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

Teacher teams will administer and analyze pertinent math assessments at BOY, MOY, and EOY

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

We have identified that African American students are overrepresented in our attendance data. We will implement a tiered support system that seeks to understand and offer support for obstacles families may be facing to get to school.

Strategy 2

Increased communication between school and home via monthly comprehensive family newsletters