Madison Metropolitan School District

Lapham Elementary School

2025-2026 School Improvement Plan

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School Overview

Lapham Elementary is a small school located on the isthmus between beautiful Lake Mendota and Lake Monona. We are a unique school serving only Early Childhood (3 year olds) through 2nd grade. We have an eager staff willing to take on new inititives and reflect on their teaching practices. At Lapham, we seek to create an environment where all families and scholars experinece a strong sense of belonging and engage in trusting relationships.

At Lapham, we continue to see achievement gaps between our white scholars and scholars of color. Lapham staff are committed to anti-racism, relecting on implicit biases, and holding high expectations for all. High quality instruction, professional learning, coaching and collaborative planning are some of our best levers for equity. In partnership, we will achieve greatness!

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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

Strategy 1: K-2 ELA: Staff will co-plan with grade-level teams to internalize lessons in EL units by (a) aligning learning targets to grade-level standards, (b) planning for scaffolds based on student data, and (c) beginning to plan universally with CC teachers and BRTs to serve all students. Instruction will intentionally focus on total participation protocols, checks for understanding aligned to the learning target (indicators 4B - 4D), and meaning-making through protocols and student-to-student discourse (indicators 5E and 5F).

Strategy 2

Strategy 2: 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 3

Strategy 3: Lapham will align intervention groups with our C3 vision by having services received in the classroom where possible, eliminating the need for pullout in at least 3 out of 5 opportunities.

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

Strategy 1: Teachers implement grade level standards math curriculum with integrity focusing

on whole group lesson and core instructional practices. Instruction will intentionally focus on total participation protocols, checks for understanding aligned to the learning target (indicators 4B - 4D), and meaning-making through protocols and student-to-student discourse (indicators 5E and 5F).

Performance Objective 3

4K staff will implement small group literacy instruction in alignment with 4K Gold

Evaluation Data Source: Fastbridge Screener

Strategy 1

4K staff will implement phonemic awareness instruction in whole group and letter/sound identification small group by second quarter as taught in EC LETRS professional Development.

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

Strategy: Using a monthly rotation and defined schedule, all staff will implement Developmental Design routines to build classroom community and belonging, including: greeting, activity, share, message in collaboration with ALL staff, including BRTs, BRS, CC Teachers, SEAs, S.Wer, Psych, and AL Teacher

Strategy 2

Strategy 2: Staff will engage in personalized positive communication to families to increase attendance rates for all students. Teachers will utilize Social Contracts in classrooms to build community and create a culture of attending school. Teaching staff will call home when a scholar misses more than two consecutive days of school. School social worker will pair with community organizations to address root causes (ex: food security or mental health needs). Teachers, school social worker and health office will team around attendance supports in the school to have multiple touch points of family interaction. Tiers of intervention for attendance supports including attendance reminder letters, calls, and habitual truancy meetings when students are absent in order to help promote attendance. These tiers will be more clearly defined through the new MTSS process. Incentive charts for some of our Tier 2 & Tier 3 students along with our partnership with Engage Wisconsin.

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

Strategy: Strategy 1: K-2 ELA: Staff will co-plan with grade-level teams to internalize lessons in EL units by (a) aligning learning targets to grade-level standards, (b) planning for scaffolds based on student data, and (c) beginning to plan universally with CC teachers and BRTs to serve all students. Instruction will intentionally focus on total participation protocols, checks for understanding aligned to the learning target (indicators 4B - 4D), and meaning-making through protocols and student-to-student discourse (indicators 5E and 5F). In addition, teachers will monitor student data disaggregated by focus groups and engage in collaborative data analysis. (EE Focus)

Strategy 2

Strategy 2: All classroom teachers will participate in instructional coaching cycles for our SF3 (African American, Black and Mulit-racial black) students by proactively identifying students, targeting instruction, and progress monitoring weekly those students below the 25th percentile

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

Strategy: Teachers implement grade level standards math curriculum with integrity focusing on whole group lesson and core instructional practices. Instruction will intentionally focus on total participation protocols, checks for understanding aligned to the learning target (indicators 4B - 4D), and meaning-making through protocols and student-to-student discourse (indicators 5E and 5F). In addition, teachers will monitor student data disaggregated by focus groups and engage in collaborative data analysis.

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

Strategy 1: Lapham will provide bi-monthly events to create a stronger school-family relationship. In addition, intentional focus will be placed on reaching out to each family to invite them to such events through email, phone calls, and 1:1 meetings.

Strategy 2

Lapham will specifically reach out to families of color to "support and volunteer" via intentional sign-up at RSG and conferences, starting small with support/help with breakfast, morning meeting, etc.