

Madison Metropolitan School District



Leopold Elementary School

State Report Card: Meets Few Expectations (2 star)

2025-2026 School Improvement Plan

School Overview

Aldo Leopold is a diverse Community School whose mission is to ensure that all of our children have multiple opportunities to meet their full potential through:

- providing a rigorous, culturally responsive curriculum that focuses on strengths, interests and levels of learning
- creating conditions for a safe, respectful environment that builds our children's identities as ongoing learners
- utilizing strong partnerships between students, families, staff and Community
- ensuring access to resources for food security, ongoing adult learning - and beyond! Our school motto is "Together We Can - Juntos Podemos".

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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-5: In Spanish and English, staff will implement the small group lessons, or ALL Block (ELI), with integrity to increase student achievement. Teachers will collaborate in instructional teams to (a) collect and analyze screener data three times per year and weekly assessment (b) use this formative and screener data to plan and deliver microphase-aligned small group instruction in Spanish and/or English with fidelity to increase student achievement in decoding and fluency.

Strategy 2

K-5- Grade level teams engage in co-planning inclusive of ESL, BRT and CC Teachers during weekly structured team meetings and or PLCs to internalize and modify curriculum for access of grade level standards in EL /units and Benchmark. Teams will (a) pre-read texts (b) backmap from end of unit performance task to align skills and targets and tasks (c) plan for targeted instruction and support for all students including strategies that promote language development for multilingual learners and accommodations aligned to IEPs and informed by student data. Instruction will focus on total participation protocols, checks for understanding aligned to the learning target (indicators 4B - 4D) and student discourse routines (Indicators 5E-5F) to promote engagement and meaning-making.

Strategy 3

Students with IEPs: Students with IEP literacy goals will participate in small group instruction as both part of core as well as Specifically Designed Instruction informed by progress monitoring.

Strategy 4

4 K Staff will use required core resources to deliver play-based, developmentally appropriate instruction through whole group, small group, and choice time activities and interactions.

Strategy 5

Students receiving ELL services will participate in small group instruction as both part of core as

well as ILP informed by progress monitoring.

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 implement math small group lessons. Teachers will collaborate in instructional teams to a) collect and analyze screener data (3x/year) and formative assessments and student work (b) use data to inform small group standards aligned instruction inclusive of Bridges intervention.

Strategy 2

K-5 Staff will implement grade-level math instruction using Bridges with fidelity, focusing on whole group lessons that integrate modeling, math discourse and academic language , student discourse routines (Indicators 5E-5F), and checks for understanding aligned to learning targets (Indicators 4B-4D) to promote engagement and meaning-making. Teacher teams will engage in co-planning to internalize Bridges units, key strategies, standards, and workplaces. Planning will include scaffolds for multilingual learner

Strategy 3

Students with IEPs: Students with IEP math goals will participate in small group instruction as both part of core as well as Specifically Designed Instruction informed by progress monitoring.

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

comprehensive attendance team composed of school stakeholders will meet bi-weekly to monitor attendance data and support the implementation of Tier 1, Tier 2, and Tier 3 interventions. The team will: (a) implement attendance interventions through formal caseloads for Attendance Connections, (b) ensure continued attendance team implementation and data-driven problem solving, and (c) integrate Culture & Climate structures (Crew/Pack) to strengthen student belonging and proactive engagement strategies

Performance Objective 2

By the end of three years, we will have increased our overall students' and family's positive response to perceptions of student safety, relationships and fairness to > 80%

Evaluation Data Source: Culture and Climate Survey, Internal Survey

Strategy 1

At Leopold Elementary, we will use an adaptation of the Crew structure called 'Pack' to build a school culture where every student and staff member experiences belonging, safety, and connection. Pack will provide intentional spaces for relationship-building, reflection, and community, supporting a positive school climate and academic engagement. Teachers will: (a) co-create classroom social contracts with students (b) Implement Universal routines and expectations for ways of working (independent, with a peer, whole group, in small groups, teacher led small groups,, etc.) and how we transition (c) revisit and reinforce these universal expectations through Pack Meetings, embedding student voice and shared accountability. Pack and Morning Meeting will also serve as structure for daily discussion and modeling of Habits of Character--(To be identified)to cultivate strong character and positive citizenship beyond the classroom. SEL instruction will be embedded into Pack using the revised SEL scope and sequence, Pack Lessons, Habits of Character, and Character Strong curriculum, aligned with CASEL competencies for Self-Management and Relationship Skills. These practices will promote prosocial behavior, strengthen peer relationships, and build students' capacity for self-regulation.

Strategy 2

We will implement Tito's Den, a dedicated calming room designed to enhance students' social-

emotional well-being and reduce disruptive behaviors. The Den will provide a structured environment where all students can engage in activities and skill building based on Social Emotional Learning (SEL) competencies and evidence based practices. We will implement calm corners in each classroom, equipped with appropriate tools and strategies leveraging the successful elements from other spaces (environment, language, accountability).

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

Teachers will use feedback that is asset-based, that focuses on growth (academic and behavioral), and that is culturally affirming.

Strategy 2

Teachers will strengthen the use of protocols to offer more space for student voice, fostering authenticity through creative thinking. Instruction will focus on total participation protocols, checks for understanding aligned to the learning target (indicators 4B - 4D) and student discourse routines (Indicators 5E-5F) to promote engagement and meaning-making.

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 will use feedback that is asset-based, that focuses on growth (academic and behavioral), and that is culturally affirming.

Strategy 2

Teachers will strengthen the use of protocols to offer more space for student voice, fostering authenticity through creative thinking.

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

A comprehensive attendance team will be made up of various school stakeholders to expand ownership of universal strategies. Attendance team will meet bi-weekly to monitor attendance and support implementation of Tier 1, Tier 2 and 3 interventions.