

Madison Metropolitan School District



Marquette Elementary School

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

School Overview

Marquette Elementary School is a smaller school located less than two miles from the Wisconsin State Capitol and downtown Madison on the isthmus between Lake Mendota and Lake Monona. The school was built in 1939 and named for Jacques Marquette, a French explorer and missionary known for being the first European to map the northern Mississippi River. The original design of the school was to better facilitate its use as a community center and events. This sense of community continues to run deep at Marquette Elementary School.

Our location in the Marquette neighborhood and near Williamson (Willy) Street means we serve a diverse student population. Of our student population, 14% are Black and African American, 7% are of Hispanic heritage, 12% are multi-racial, and 1% are Asian.

We serve about 160 students in grades 3-5. Our students attend Lapham Elementary School for grades 4K-2. Marquette is housed in the same building as O'Keeffe Middle School and School-Based-Alternative. Red Caboose, a neighborhood child care center, runs an after school and summer program at Marquette. Many of our students and families engage in programs and activities at the WilMar Neighborhood Center and Goodman Community Center. The Wisconsin Department of Administration is our community partner and supports our school community in many ways. We appreciate being a part of such a vibrant eastside community.

As educators, we are dedicated to improving literacy by participating in science of reading professional development. We strive to meet the diverse educational and social emotional needs of our students with expertise and compassion. Our students with disabilities comprise about 15% of our student population. We have four percent of our students who are Multi-Lingual Learners and 24% are Advanced Learners. We work with families and community partners to support our families experiencing homelessness and transitioning into permanent housing. We embrace our LGBTQIA+ students and families.

Our students participate in a variety of activities and events at Marquette. The Lapham-Marquette Parent Teacher Group sponsors many events at the school. The most popular clubs are Garden Club and Scratch Club. Each year we hold a community read for our entire school community and host a Read Your Heart Out event to uplift Black literature, authors, and families.

A challenge faced by Marquette relates to disrupting the inequities that exist in our school system. Historically, our Black and African American students have not achieved at the same level as their white peers. In addition, our Black and African American students and their families do not report the same sense of belonging as their white peers. We have identified a need to improve the rigor and instructional strategies used to teach students, especially our students from historically marginalized communities. In recognition of this, we began a partnership with Integrated Comprehensive Systems for Equity (ICS) to make our systems more equitable and improve instruction for all students.

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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 Forward.

Evaluation Data Source: Forward ELA (Grades 3-8)

Strategy 1

Staff will co-plan with grade level teams to internalize modules in EL by (a) pre-reading texts, (b) backmapping end of unit performance task to ensure essential skills are taught through the unit toward tasks and targets needed to independently achieve high quality work at the end of the learning sequence (c) and planning for targeted instruction based on student data. Instruction will intentionally focus on total participation protocols , checks for understanding aligned to the learning target (indicators 4B - 4D) and meaning making through the use of protocols and student to student discourse (indicators 5E and 5F) to increase language development.

Strategy 2

Staff will create Early Literacy Intervention Plans for students who score below the 25% percentile on the Fall CBM reading/Aimsweb fluency assessment.

Performance Objective 2

By the end of three years, we will have increased our students' math proficiency by 10 percentage points as measured by Forward.

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

Strategy 1

Grade level teams regularly monitor student data and engage in collaborative data analysis to plan strategies for responding to student needs [within whole group instruction, targeted small group instruction focused on content that is connected to and promotes access to grade-level curriculum].

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 increase the number of students with an attendance rate of 90% or higher by 5 percentage points.

Evaluation Data Source: Percent of students with 90% or higher attendance rate.

Strategy 1

Personalized positive communication to families and a SELS focus on peer:peer conflict resolution strategies.

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 Forward.

Evaluation Data Source: Forward ELA (Grades 3-8)

Strategy 1

Staff will co-plan with grade level teams to internalize modules in EL by (a) pre-reading texts, (b) backmapping end of unit performance task to ensure essential skills are taught through the unit toward tasks and targets needed to independently achieve high quality work at the end of the learning sequence (c) and planning for targeted instruction based on student data. Instruction will intentionally focus on total participation protocols , checks for understanding aligned to the learning target (indicators 4B - 4D) and meaning making through the use of protocols and student to student discourse (indicators 5E and 5F).

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 Forward.

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

Strategy 1

Grade level teams regularly monitor student data and engage in collaborative data analysis to plan strategies for responding to student needs [within whole group instruction, targeted small group instruction focused on content that is connected to and promotes access to grade-level curriculum].

Performance Objective 3

By the end of three years, we will increase the number of Black and African American students with an attendance rate of 90% or higher by 10 percentage points.

Evaluation Data Source: Percent of African American students with 90% or higher attendance rate.

Strategy 1

Personalized positive communication to families and a SELS focus on peer:peer conflict

resolution strategies.