

Madison Metropolitan School District



Nuestro Mundo Elementary School

State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

School Overview

Nuestro Mundo Community School was created through a grassroots effort involving teachers and members of the community who recognized the increasing number of Latinx immigrants coming into our area around the turn of the millennium. The founders of the school envisioned a learning environment where one's language and culture was not viewed as something to be overcome, rather, they advocated for an approach that would honor and strengthen the home language and culture of immigrants from Mexico and Latin America. Further, the founders of the school wanted to preserve the fundamentals of integration and inclusivity. The program they would create would bring children of all racial, ethnic, and linguistic backgrounds together to learn with each other and from each other. The result of their hard work and vision is a school that implements a school-wide 90/10 dual language program, serving the needs of students and families in the Lake Edge and Rimrock/Moorland Rd communities.

Our values are best articulated through the Nuestro Mundo Pledge, which is heard every morning at the school: In Nuestro Mundo we value all people regardless of skin color, language, country of origin, gender, or ability. We are all human beings deserving of dignity, security, and opportunities.

Table of Contents

Goals	4
Goal 1 : Every child is on track to graduate ready for college, career, and community.	5
Goal 2 : The district and every school in it is a place where children, staff, and families t...	7
Goal 3 : African American children and youth excel in school.	8



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

In Spanish and English, staff will implement the small group 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 Spanish and English microphase aligned instruction in small groups with fidelity to increase student achievement

Strategy 2

In Spanish and English, staff will intentionally plan and deliver daily instruction using instructional practices for language and content development during their literacy blocks to increase students' engagement and comprehension of rigorous texts. Instruction will intentionally focus on the planning and implementation of transdisciplinary themes (one theme per unit for year 1 of IB candidacy).

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 implement grade level standards math curriculum with integrity focusing on [whole group lesson, small group instruction] with a focus on core instructional practices [checks for understanding aligned to the learning target (indicators 4B - 4D). or meaning making through the use of protocols and student to student discourse (indicators 5E and 5F)]

Performance Objective 3

Students in 3-5 grades achieving proficient or advanced levels on the Spanish Achieve 3000 Levelset will increase from 7% to 20% by June 2026.

Evaluation Data Source: Achieve 300 Levelset

Strategy 1

Intentional team planning around language comprehension including using common academic discussion protocols school-wide.

Strategy 2

Identify, communicate, and monitor common expectations for language comprehension instructional strategies to be used building-wide.

Strategy 3

Create look-fors related to common language comprehension strategies to be used for learning walks.

Strategy 4

Teachers and students will utilize the performance assessment (content + language) rubrics for reflection and evaluation for each unit of inquiry.

Strategy 5

Develop professional learning plan focused on language comprehension strategies.

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' average daily attendance rate to 94% .

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

Strategy 1

Behavior expectations (PBIS, DD) are developed collaboratively, stated positively, and include examples by setting Expected academic and social behaviors are taught, modeled, and practiced in classrooms and across other school settings

Strategy 2

Principal, Psychologist, PBIS Coach/Social Worker and classroom teacher will conduct consistent home visits for students who are chronically 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

In Spanish and English, staff will implement the small group 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 Spanish and English microphase aligned instruction in small groups with fidelity to increase student achievement. Teachers monitor student data disaggregated by focus group and engage in collaborative data analysis.

Strategy 2

In Spanish and English, staff will intentionally plan and deliver daily instruction using instructional practices for language and content development during their literacy blocks to increase student's engagement and comprehension of rigorous texts. 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). Teachers monitor student data disaggregated by focus group and engage in collaborative data analysis.

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 implement grade level standards math curriculum with integrity focusing on [whole group lesson, small group instruction] with a focus on core instructional practices [checks for understanding aligned to the learning target (indicators 4B - 4D). or meaning making through the use of protocols and student to student discourse (indicators 5E and 5F)]. Teachers monitor student data disaggregated by focus group 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

Behavior expectations (PBIS, DD) are developed collaboratively, stated positively, and include examples by setting Expected academic and social behaviors are taught, modeled, and practiced in classrooms and across other school settings. Teachers monitor student data disaggregated by focus group and engage in collaborative data analysis.