

Madison Metropolitan School District



Olson Elementary School

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

School Overview

Olson has been a part of the Madison Metropolitan School District (MMSD) since 2008.

Uniquely located on the west side of Madison, our school serves a diverse population of students and families from neighborhoods close to Elver Park and Hawks Landing. The Olson staff holds the collective belief that all students are OUR students. Through SEL groups, known as RISE (Relationships Enhance School Excellence), students learn to work with peers in kindergarten through fifth grade to build their sense of community and belonging at Olson.

Olson continues to have a strong focus on academic learning by training all academic staff in LETRS professional development. We are committed to a strong equity focus, specifically in the area of early literacy, so that all students have access to literacy skills from the moment they enter our building. We are Olson, we are one; TOGETHER WE CAN!

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...	6
Goal 3 : African American children and youth excel in school.	7



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

(4K) 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.

Strategy 2

(K-5): C3 teams will implement small group lessons with fidelity (explicit, clear, correct) to increase student achievement by: (a) working with C3 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.

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

Develop and strengthen collaborative teacher teams (C3 teams) focusing on student progress via data/observations, intervention implementation, and high quality student work

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

MTSS team meets regularly using a multi-tiered approach to support teacher requests and student needs while also seeking guardian input

Strategy 2

All classrooms will implement universal strategies including morning meeting, SELs lessons, and social contracts

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

(4K)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.

Strategy 2

(K-5): C3 teams will implement small group lessons with fidelity (explicit, clear, correct) to increase student achievement by: (a) working with C3 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.

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

Develop and strengthen collaborative teacher teams (C3 teams) focusing on student progress via data/observations, intervention implmentation, and high quality student work

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.

Strategy 1

MTSS team meets regularly using a multi-tiered approach to support teacher requests and student needs while also seeking guardian input

Strategy 2

All classrooms will implement universal strategies including morning meeting, SELs lessons, and social contracts