

# Madison Metropolitan School District



## Shorewood Elementary School

State Report Card: Significantly Exceeds Expectations (5 star)

## 2025-2026 School Improvement Plan

# School Overview

Shorewood Hills Elementary School serves the Village of Shorewood Hills and University of Wisconsin family housing. As a result, our student population of 380 Pre-K through 5th graders represents a wide variety of races and nationalities (24% Asian, 6% Black, 12% Hispanic, 9.4% Multi-racial, 1% American Indian, and 47% white). Our success comes from embracing this diversity. Our vision states: We will develop a welcoming school community of global citizens and drives three key strategies that have led to the realization of our students' potential: (1) Establishing an unapologetic anti-racist approach with all that we do; (2) Engaging families, students and staff in ways that build strong relationships; and (3) Leveraging our diversity and differentiating learning so that we hold all students to high academic expectations.

We know that establishing trusting relationships and a sense of belonging throughout the school community is key to ensuring all students achieve their full potential. Therefore, we take a conscious and intentional approach to our school's climate and culture through learning from parent panels and student circles. Additionally, staff implements the Welcoming School Gender Spectrum Program, and Social and Emotional Curriculum school wide.

Members of the school community are encouraged to build on strengths by taking risks and trying new approaches, especially given virtual learning. Our teacher teams meet regularly to focus on reading, examine student data, plan lessons and reflect on teaching practices. Teachers thoughtfully plan and implement reading lessons across content areas to engage students in collaboration, creative thinking and problem solving. This includes learning from complex texts written by diverse authors and illustrators on a variety of topics.

Our staff will build on previous years' momentum and continue to design strong lessons across content areas. In 2025-26, we will engage in professional learning and family partnerships to implement our school vision and goals.

Our school supports MMSD's vision that all students acquire the skills and abilities needed to be successful, including a mastery of content areas, growth mindset, self-knowledge, creativity, wellness, interpersonal skills, confidence, cultural competence, and community connection. Through these skills and abilities, our students will graduate college, career, and community ready.

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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 8 percentage points as measured by Fastbridge and Forward

**Evaluation Data Source:** Gold (4K)  
FastBridge Early Reading (Grade K-1)  
FastBridge CBMreading (Grade 2-5)  
Forward ELA (Grades 3-8)

### Strategy 1

Teams will co-plan and co-serve Module curriculum with integrity while also fostering a love for reading with authentic literature.

### Strategy 2

In grades K-2 teachers will follow and teach the Skills Block curriculum with integrity.

### Strategy 3

4K staff will implement the Creative Curriculum with fidelity and use the GOLD assessments to monitor progress.

### Strategy 4

In grades 3-5 teachers will establish and implement an ALL Block structure.

## Performance Objective 2

By the end of three years, we will have increased our students' math proficiency by 8 percentage points as measured by Fastbridge and Forward.

**Evaluation Data Source:** Gold (4K)  
FastBridge EarlyMath (Grade K-1)  
FastBridge aMath and CBM Automaticity (Grade 2-5)  
Forward Math (Grades 3-8)

### Strategy 1

Teams will co-plan and co-serve Bridges curriculum with integrity while fostering a positive

math identity.

## Strategy 2

Staff will build math language through student discourse

## Strategy 3

Targeted support will be provided to students who are above and below grade level.

## Performance Objective 3

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

**Evaluation Data Source:** Gold (4K)  
FastBridge Early Reading (Grade K-1)  
FastBridge CBMreading (Grade 2-5)  
Forward ELA (Grades 3-8)

## Strategy 1

Teams will co-plan and co-serve Module curriculum with integrity while also fostering a love for reading with authentic literature.

## Strategy 2

4K staff will implement the Creative Curriculum with fidelity and use the GOLD assessments to monitor progress.

## Strategy 3

In grades K-2 teachers will follow and teach the Skills Block curriculum with integrity.

## Strategy 4

In grades 3-5 teachers will establish and implement an ALL Block structure.

# 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 the 3 years, we will have increased our students' attendance rate of 90% or higher by 10 percentage points. We will work on developing stronger relationships between staff and students, particularly our focus students to increase a sense of belonging.

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

### Strategy 1

We will use a tiered attendance approach that starts with school wide foundational support.

## Performance Objective 2

We will develop stronger relationships between staff and students to increase sense of belonging, particularly our focus students.

**Evaluation Data Source:** Empathy interviews

School surveys

Culture and climate surveys

**Summative Evaluation:** Exceeded Performance Objective

### Strategy 1

We will use the Shorewood Student Profile and the Sown to Grow program to build students' identities as learners and to build community.

### Strategy 2

Staff will place an emphasis on collaborative and positive communication with families and students.

### Strategy 3

Cultivate high-performing C3 teams by investing in continuous PD focused on effective teaming protocols, communication skills, and conflict resolution, thereby strengthening collective efficacy and shared accountability for instructional excellence

# 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.

**Evaluation Data Source:** Gold (4K)  
FastBridge Early Reading (Grade K-1)  
FastBridge CBMreading (Grade 2-5)  
Forward ELA (Grades 3-8)

### Strategy 1

Teams will co-plan and co-serve Module curriculum with integrity while also fostering a love for reading with authentic literature.

### Strategy 2

In grades K-2 teachers will follow and teach the Skills Block curriculum with integrity.

### Strategy 3

4K staff will implement the Creative Curriculum with fidelity and use the GOLD assessments to monitor progress.

### Strategy 4

In grades 3-5 teachers will establish and implement an ALL Block structure.

## 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.

**Evaluation Data Source:** Gold (4K)  
FastBridge EarlyMath (Grade K-1)  
FastBridge aMath and CBM Automaticity (Grade 2-5)  
Forward Math (Grades 3-8)

### Strategy 1

Teams will co-plan and co-serve Bridges curriculum with integrity while fostering a positive

math identity.

### Strategy 2

Staff will build math language through student discourse

### Strategy 3

Targeted support will be provided to students who are above and below grade level.

## 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 students with 90% or higher attendance rate.

### Strategy 1

We will use a tiered attendance approach that starts with school wide foundational support.

## Performance Objective 4

We will develop stronger relationships between staff and students to increase sense of belonging, particularly our focus students.

**Evaluation Data Source:** Empathy interviews

School surveys

Culture and climate surveys

### Strategy 1

We will use the Shorewood Student Profile and the Sown to Grow program to build students' identities as learners and to build community.

### Strategy 2

Staff will place an emphasis on collaborative and positive communication with families and students.

### Strategy 3

Cultivate high-performing C3 teams by investing in continuous PD focused on effective teaming protocols, communication skills, and conflict resolution, thereby strengthening collective

