

Madison Metropolitan School District



Schenk Elementary School

State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

Schenk Overview

Schenk Elementary prides itself on being a strong community of learners grounded in our core values of Anti-Racist Teaching & Learning, Belonging and Collaboration. We strive to live out these core values in our partnership with students, families and the community to ensure all of our students can reach their full potential. Schenk Elementary serves approximately 400 scholars in Kindergarten through 5th grade, with our partner school Whitehorse Middle School located next door serving grades 6-8. In addition to a strong core academic program of English Language Instruction, the 2021-2022 school year marked our first full year of implementation of the Dual Language Immersion program in all grade levels, providing a Spanish immersion experience for our scholars enrolled in the program. This program allows us to celebrate the languages and cultures of our community. Built in 1954, and located near the eastern shore of Lake Monona and behind the Olbrich Gardens, Schenk was one of the first fully accessible elementary schools built in Madison, WI. We continue to be a leader in inclusive programs, culturally and linguistically responsive practices, and social emotional learning. In 2018, the school received the National Seal of Excellence for Welcoming Schools for our work in bullying prevention through celebrating diversity and intersectionality. We have many community partnerships and find them integral to our work. Schenk was adopted by the Schools of Peace organization in 2017. Schenk also holds many quality family engagement activities throughout the year, connecting families to the school and building a strong school community. We value this collaboration with the community and families to help our Schenk scholars thrive.

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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, Schenk 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

ELA: Staff will implement the small group cycle 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 microphase aligned instruction in small groups with fidelity to increase student achievement. DLI: 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

ELA: Staff will implement the Teacher Guided Component with rigorous text and writing to achieve mastery by working with grade level teams to collect and analyze student work data three times per year. Instruction will intentionally focus on total participation protocols [checks for understanding aligned to the learning target (indicators 4B - 4D) and on meaning making through the use of protocols and student to student discourse (indicators 5E and 5F).] DLI: In Spanish and English, staff will implement the core curriculum with rigorous text and writing to achieve mastery by working with grade level teams to collect and analyze student work data three times per year. Instruction will intentionally focus on total participation protocols , [checks for understanding aligned to the learning target (indicators 4B - 4D) and on meaning making through the use of protocols and student to student discourse (indicators 5E and 5F).]

Strategy 3

ELA and DLI: Staff will co-plan with grade level teams to internalize modules in EL /units in Benchmark 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).

Strategy 4

Schoolwide language focused objectives will be established using WIDA standards to support oral language development for all students.

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)]

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

Improve overall student attendance and reduce chronic absenteeism for scholars and their families who have attendance rates between 65% - 85% by providing targeted support through the ENGAGE Wisconsin program, ensuring students and families receive timely, individualized outreach and intervention.

Strategy 2

Staff will successfully implement a multi-tiered system of support following the MMSD Student and Staff Support guidance for Attendance Team Focus to increase students' feeling of belonging and value (indicators Universal Systems & Tiered Response Systems).

Strategy 3

Implement Developmental Designs (e.g., social contract, circle of power and respect, engagement strategies) with fidelity in 90% of Schenk classrooms (e.g., including ELI, DLI, and Specials).

Strategy 4

Staff will make a minimum of one "good news" phone call and a minimum of one grade level family newsletter communication per month.

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 addition to the strategies outlined in Goal 1, staff will use assessment data to form small groups that specifically address gaps while avoiding "tracking" and will ensure Black students are consistently placed in groups where they have access to rigorous, grade-level tasks with scaffolds.

Strategy 2

In addition to the strategies outlined in Goal 1, staff will use high-quality, grade-level rigorous texts in literacy that reflect Black authors, characters, and experiences so students feel seen and engaged. Staff will use participation protocols to ensure our Black and African American students are active participants in discussions.

Strategy 3

ELA and DLI: Staff will co-plan with grade level teams to internalize modules in EL /units in Benchmark 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 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 will encourage multiple pathways to problem-solving and invite students to explain their reasoning verbally, visually, and in writing, honoring linguistic and cultural strengths.

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

Staff will successfully implement a multi-tiered system of support following the MMSD Student and Staff Support guidance for Attendance Team Focus to increase students' feeling of belonging and value (indicators Universal Systems & Tiered Response Systems). To promote equitable outcomes for Black and African American students, staff will use data to identify and address inequities. Staff will engage in equity-minded reflection by reframing conversations that place responsibility for low outcomes on students or their families, instead examining systemic and instructional practices. Through ongoing reflection and collaboration, staff will seek support to adjust their teaching in ways that promote equitable outcomes for Black and African American students.