Madison Metropolitan School District

Thoreau Elementary School

State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

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School Overview

Thoreau is a 4K-5th grade elementary school located on the west side of Madison within the Nakoma neighborhood.. Thoreau has a wide and far-reaching attendance area that has shifted multiple times due to various historical factors. The attendance area currently consists of neighborhoods stretching from the immediate Nakoma neighborhood and adjacent neighborhoods to the south Allied/Dunns Marsh neighborhood and further to the east to sections of the Fish Hatchery area. The far-reaching nature of our attendance area presents unique challenges such as transportation, students living far from school, and a sense of community is lost within a fractured attendance area. The school name of Henry David Thoreau is apt given the bountiful nature of the area, from old oak trees and wooded areas around the school to the Arboretum located down the street. Indeed, this has influenced our commitment to nature, including our vegetable and rain gardens, outdoor classrooms, and wooded playgrounds.

Thoreau School serves 423 students. Of those 423 students, 2% identify as Asian, 14% identify as African American or Black, 24% identify as Hispanic or Latinx, 7% identify as Multiracial, and 52% identify as white. In addition, 25% of students are English Language Learners and 15% are students with disabilities. Thoreau School faces similar challenges to those of the greater society in relation to equity. We know that we have much more learning and unlearning to do to create equitable learning outcomes for our Black or African American and our English Language Learner students. Like many schools across our district, Thoreau continues to see disproportionate representation in both academic and behavioral data.

The strengths at Thoreau include the diversity of our families and our work to ensure that all students and families feel a sense of belonging. We use the results of the district's Climate Survey to determine areas of strength and areas that need improvement. For the past three years, our African American students and families rate Thoreau high in feeling like they belong at Thoreau. We draw on the cultural and linguistic resources of both parents and students to build a strong school community and to create a space where all feel a sense of belonging. We will use a Learning Partnership template to collect student voice and deepen our learning partnerships.We will continue to have Thoreau Ambassadors Club to listen to what our students have to say about the day to day events at school and to plan for improvements in our school. Scholar Circles where each staff member has 10 students is convened once a month on a Monday. We want all students to have an adult that they know they can go to and know that person cares about them and will help if needed.

While individual staff members are able to build positive relationships with family members, we would like our students' caregivers to feel like they are heard and validated throughout their time at Thoreau with all of the different staff members, as well as the system they experience. Staff need more opportunities to hear from Black and Brown parents/caregivers experiences.

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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 Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge CBMreading (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

Programmatic Implementation: Principal will provide clarity and expectations so that teachers and students use the required core and supplemental resources when delivering grade level instruction per program type. (EL for Literacy and Bridges in Mathematics)

Strategy 2

Literacy: Reading Comprehension Strategies (K-5) Staff will co-plan with grade level teams to internalize modules in EL by a) pre-reading texts, b) backmapping end of unit performance 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-D) and meaning making through use of protocols and student to student discourse (indicators 5E and 5F).

Strategy 3

Literacy: Word Recognition Strategies (K-2) 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. (3-5) Staff will implement the teacher Guided Component, which is the small group cycle lessons for targeted practice 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.

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

Programmatic Implementation: Principal will provide clarity and expectations so that teachers and students use the required core and supplemental resources when delivering grade level instruction per program type. (EL for Literacy and Bridges in Mathematics)

Strategy 2

Teachers implement grade level standards math curriculum with integrity focusing on whole group lesson with a focus on core instructional practices, checks for understanding aligned to the learning target (indicators 4B-D)

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

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 AND LatinX 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

Programmatic Implementation: Principal will provide clarity and expectations so that teachers and students use the required core and supplemental resources when delivering grade level instruction per program type. (EL for Literacy and Bridges in Mathematics)

Strategy 2

Literacy: Reading Comprehension Strategies (K-5) Staff will co-plan with grade level teams to internalize modules in EL by a) pre-reading texts, b) backmapping end of unit performance 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-D) and meaning making through 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.

Strategy 3

Literacy: Word Recognition Strategies (K-2) 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. (3-5) Staff will implement the teacher Guided Component, which is the small group cycle lessons for targeted practice 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. **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 AND LatinX 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

Programmatic Implementation: Principal will provide clarity and expectations so that teachers and students use the required core and supplemental resources when delivering grade level instruction per program type. (EL for Literacy and Bridges in Mathematics)

Strategy 2

Teachers implement grade level standards math curriculum with integrity focusing on whole group lesson with a focus on core instructional practices, checks for understanding aligned to the learning target (indicators 4B-D) **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 AND LatinX students' attendance rate of 90% or higher by 25 percentage points.

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

Strategy 1

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