

Madison Metropolitan School District



Van Hise Elementary School

2025-2026 School Improvement Plan

State Report Card: Significantly Exceeds Expectations (5 star)

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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

K-2 ELA: Staff will implement Word Recognition/ Foundational Skills whole group grade level lesson, following the scope and sequence [using total participation protocols] with fidelity (explicit, clear, correct) to increase student achievement with a focus on core instructional practice [checks for understanding aligned to the learning target (indicators 4B - 4D) and on meaning making through the use of protocols.

Strategy 2

K-2 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.

Strategy 3

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. 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.

Strategy 4

3-5 Staff will use Task Cards for independent and collaborative work, which are 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 use the required core resources & supportive supplementary resources when delivering grade level instruction per program type.

Strategy 5

K-5 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. Teachers use the required core resources & supportive supplementary resources when delivering grade level instruction per program type.

Strategy 6

K-5 ELA: Staff will intentionally plan and deliver daily instruction using the read-think-talk-write cycles during their literacy blocks to increase student's engagement with 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.

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

K-5 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. Teachers use the required core resources & supportive supplementary resources when delivering grade level instruction per program type.

Strategy 2

K-5 Teachers [& admin] regularly monitor student data and engage in collaborative data analysis to plan strategies for responding to student needs [within whole group instruction, targeted small group instruction focused on content that is connected to and promotes access to grade-level curriculum].

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

Staff will implement Key Indicators for Attendance, following the District's Attendance Team Focus checklist to increase student engagement with a focus on establishing a clear process when addressing absenteeism data thresholds are established to target action: Greater than 90% prioritize school-wide universal prevention systems Between 80% and 90% prioritize family and community engagement Below 80% prioritize tiered interventions to address barriers to attendance

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

K-2 ELA: Staff will implement Word Recognition/ Foundational Skills whole group grade level lesson, following the scope and sequence [using total participation protocols] with fidelity (explicit, clear, correct) to increase student achievement with a focus on core instructional practice [checks for understanding aligned to the learning target (indicators 4B - 4D).

Strategy 2

K-2 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.

Strategy 3

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. 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.

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

K-5 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

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 Culture & Climate Team Focus to increase students' feeling of belonging and value (indicators Universal Systems & Tiered Response Systems).

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).