

Madison School SIP Update – Winter 2025/2026

Madison Intervention Plan

Students have a 25 minute ELA intervention and a 25 minute Math intervention time daily. Intervention time has been increased by 15 minutes this year as a benefit of our extended school day. During this time, special education and title teachers deliver research-based interventions based on students' academic deficits. Classroom teachers are also delivering specialized instruction during this time either reteaching difficult concepts and skills or providing enrichment activities for students who have already mastered the grade level standards. The students who are pulled out for other services allow classroom teachers to create smaller groups and more individualized instruction. Students also may utilize personalized online interventions (Amplify Boost for ELA, Envision Successmaker for Math) that can help students fill in gaps in their skills they may not have mastered in previous years. These resources also provide students additional challenges if they are ready for advanced material. Additional Tier 3 services are given to students based on their needs and assessment scores for students needing more support beyond the 25 minute daily intervention times. These services can be provided by special education or title teachers and progress is monitored closely to continually adjust instruction to maximize each student's success.

Madison Monitoring Procedures

*Teachers meet weekly in PLC teams to review data, share effective practices and resources, and align instructional plans.

*Teachers meet individually with the intervention team and administration at the beginning of the year and at the beginning of second semester for a “data meeting.” At this meeting, we review academic, social emotional, and attendance data for individual students with any concern and plan accordingly to meet their needs.

*Problem solving meetings are scheduled as needed by parent, teacher, or administrative request. For students with more significant needs, the team meets at regular intervals on an ongoing basis to closely monitor student progress and adjust the interventions accordingly.

Madison SIP Data - Winter 2025-2026

Goal #1	70% of students at or above 70th percentile on STAR ELA			
	Fall 2024	Winter 2024	Fall 2025	Winter 2025
4 th Grade	26%	28%	21%	29%
5 th Grade	24%	23%	28%	34%

Goal #1	IAR Meets and Exceeds for ELA			
	Spring 2023	Spring 2024	Spring 2025	Spring 2026
4 th Grade	18%	31%	29%	TBA
5 th Grade	40%	41%	37%	TBA

Goal # 2	70% of students at or above 70th percentile on STAR Math			
	Fall 2024	Winter 2024	Fall 2025	Winter 2025
4 th Grade	25%	33%	24%	38%
5 th Grade	27%	33%	35%	48%

Goal # 2	IAR Meets and Exceeds for Math			
	Spring 2023	Spring 2024	Spring 2025	Spring 2026
4 th Grade	13%	19%	28%	TBA
5 th Grade	21%	19%	22%	TBA

Goal #3	Social/Emotional Learning		Goal: Decrease chronic absenteeism to 10%		
Subgroup	22-23	23-24	24-25	25-26 (1 st Sem)	25-26 (2 nd Sem)
Chronically Absent All Students	24%	17%	20%	17%	TBA
Chronically Absent Students with Disabilities	32%	30%	29%	17%	TBA

Goal #4 Culture and Climate	Goal: Reduce Behavior Referrals by 10%			
	23-24	24-25	25-26 (1 st Sem)	25-26 (2 nd Sem)
Students with more than 10 referrals	39	42	23	TBA
Total number of referrals 4 th grade	678	874	269	TBA
Total number of referrals 5 th grade	1216	898	571	TBA
Total number of referrals All students	1894	1772	860	TBA

State Report Card Data	Goal: Commendable or Exemplary Designation			
	22-23	23-24	24-25	25-26
Weighted Index Score (All students)	73.25	81.93	76.8	TBA
Weighted Index Score (Students with Disabilities)	34.4	45.84	53.57	TBA
Overall state designation	Comprehensive	Commendable	Commendable	TBA

*In 22/23, the range for commendable schools was from 35.39 to 81.45

*In 23/24, the range for commendable schools was from 40.00 to 84.04

*In 24/25, the range for commendable schools was from 38.71 to 81.99

New Initiatives at Madison

***Conscious Discipline**-Due to our school improvement funding, several staff were able to attend a week of training over the summer and we have been working with a Conscious Discipline coach this year. The coach has delivered professional development to all staff, met with individual teachers, worked with our Conscious Discipline action team to support ongoing implementation, and spent time in classroom modeling skills and providing feedback. The majority of teachers who attended the training this summer and are leading the initiative are on our 4th grade team. We have seen a 33% reduction in behavior referrals in 4th grade this year compared to last year. We are excited to build on this progress and continue this success into our 5th grade as more staff are trained and begin implementation.

***Teaming**-Teachers are working in teams of 2 with 1 teacher teaching 2 sections of ELA and the other teaching 2 sections of math. This has allowed teachers to focus more on one area of instruction and implementing best practices within that area. Teachers have been able to spend more time in their PLC meetings collaborating with their peers teaching the same subject on both their team and across grade levels. 15 minutes were added to math instruction this year as a benefit of our extended school day. This provides 90 minutes of ELA and Math each in a balanced schedule. We are hopeful that this increased time will lead to improved scores in math, which we have identified as a particular focus for growth. We are already beginning to see encouraging trends in our academic data in both ELA and math as a result of this change combined with our other ongoing efforts (as outlined above). Teachers also report increased collaboration and job satisfaction as a result of this change in structure.