Lapham School Improvement Plan
2019-2020
WHO WE ARE

Lapham is a 4K through second grade school in the Madison School District. It is located on the Isthmus in the center of the city. The school was built in 1939 and was named for Increase Lapham. Increase Allen Lapham (March 7, 1811 – Sept. 14, 1875) was an author, scientist and naturalist who moved to the Milwaukee area in 1836. In 1848, he founded the Wisconsin Natural History Association, predecessor of the Wisconsin Academy of Sciences, Arts and Letters, of which he was a charter member.

Currently, the Isthmus neighborhood is undergoing big transitions. There is a great deal of construction happening in our neighborhood, including high end apartment buildings, business buildings, such as the Spark building, and community attractions such as Breese Stevens and the soon to be built Fine Arts Center. The Salvation Army is also looking to rebuild and expand in the near future. All these changes bring about opportunities for the student demographics to change.

Currently Lapham has 267 students. 142 of these students are white, 61 are black, 26 are Hispanic/Latinx, 21 are multiracial, 11 are Asian, and 3 are American Indian. 12% of our students receive special education services, and 8% receive second language support. Currently 44% of our students are free/reduced lunch. We have the opportunity to service our students that are staying at the Salvation Army as well as those in the transitional housing program at the Breese.

Students at Lapham participate in POP, which is short for Piece of the Peace. Students meet bimonthly in cross grade level groups to complete various learning projects, as well as creating relationships with each other that create a deeper sense of belonging. Second grade students have also had the opportunity to participate in lunch bunch clubs this year. Students have had opportunities to be in sewing club, cooking club, Lego club, and drawing club.

Our staff at Lapham is kind, caring, and has a passion for young learners. Their experience is great and they provide the best for our scholars. One of the challenges for our staff is meeting the challenges of our bimodal student population. That being said, our staff continues to push themselves to learn more and to reach all students, including our most marginalized students. They have tackled and will continue to tackle issues of bias and racism. They are committed to identifying barriers in themselves that cause our students to not be their best and brightest selves. They are committed to using what they have learned about themselves to changing their approach to teaching our students. This staff has committed to creating a positive and productive relationship with
our African American parents. Since December of 2018, staff has met monthly with parents to talk about issues and to create strong, trusting relationships with parents so that together we can disrupt the barriers that stand in the way of their child’s brilliance shining through. As we move forward, we will create a mission/vision with this parent group and define how we will work together to provide an environment where their children are valued and celebrated.

One of the challenges that we face is supporting students experiencing trauma and/or homelessness. These two areas are not mutually exclusive. Because of our demographics, we at times, find it hard to meet the ongoing mental health needs of our students, as well as keeping in mind the specialized needs of our district’s youngest learners. Creating systems that support students along a continuum will be important as we move through the next few years.

We will continue to address the attendance needs, as our attendance is only 89%. This will continue to be a focus because we know that students need to be here in order to move forward with their academic progress. We will continue to look at the needs of our black and brown students and what we can do to bring out the brilliance that each student brings. We will also continue to address how we can better meet the needs of our special education students and how we can increase growth and close the achievement gap by focusing on their positive skills.

The future for Lapham is one where all students are succeeding and learning in a space that represents them and listens to them, while being developmentally appropriate and supportive.
Lapham Elementary

devontal bilingual education development

D E V B I L I N G U A L  E D U C A T I O N

Address
1045 E Dayton St

Developmental Bilingual Education
Dual Language Immersion

Principal
Cathy Prozanski

SAGE

Phone
(608) 204-4140

Attendance rate
Yes

Title I
Yes

Total enrollment

Phone
(608) 204-4140

2018-2019 Data Profile

Demographics

- African American: 23%
- American Indian: 9%
- Asian: 9%
- Hispanic/Latino: 54%
- Multiracial: 10%
- White: 44%

English Language Learner: 10%
Low-income: 44%
Students with disabilities: 12%

Strategic Framework Goal #1 Milestones: On-Track to Graduate

Each bar shows the percent of students meeting the relevant metric overall and for the focus group the school selected on their School Improvement Plan (SIP) when applicable.

<table>
<thead>
<tr>
<th>PALS Literacy</th>
<th>17-18</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>81%</td>
<td>76%</td>
</tr>
<tr>
<td>African American</td>
<td>58%</td>
<td>59%</td>
</tr>
<tr>
<td>ELL</td>
<td>53%</td>
<td>56%</td>
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