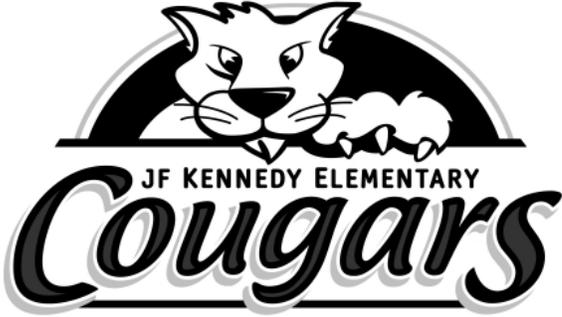


Madison Metropolitan School District



Kennedy Elementary School

State Report Card: Fails to Meet Expectations (1 star)

2025-2026 School Improvement Plan

School Overview

Kennedy Elementary School is a 4K-5th grade school in the Madison Metropolitan School District. We are proud to serve 580 young learners. As a large elementary school, we have the unique opportunity to focus on supporting the diverse needs of our learners in building social, emotional, and academic skills to prepare them to be college, career and community ready.



Of our 580 students, 7% are Asian, 12% are Two or More Races, 27% are African American, 12% are Latinx, and 39% are White. Currently 11% of the students at Kennedy are English Learners and 13% of our students receive special education services. Additionally, 47% of our students receive free and reduced lunch.

Kennedy is located on the far east side of Madison, in the Meadowlark neighborhood. The school was named after John F. Kennedy (1917-1963), the nation's 35th president that held office from January 1961 until his assassination in November 1963. Kennedy Elementary opened in 1966 and initially served students in grades K-5. MMSD added 4K programming in the 2011-12 school year.

The demographics at Kennedy have changed over the years with our percentage of students of color remaining low until recently. Since 2017, our African American student population has increased by 10% to the current 27% of our demographic. This is in large part due to the addition of housing developments that have expanded several Kennedy feeder neighborhoods. These changes have brought greater urgency to ensuring that our students of color, particularly our African American students, feel valued and affirmed at Kennedy. Our Black and African American students have shown disproportionately lower outcomes than their white peers. We are committed as a staff to furthering our work as an anti-racist institution that focuses on Black Excellence, in alignment with the district strategic framework. We are working on ways to best honor the creativity and brilliance of our students, specifically our Black students, in our quest to become a thriving multicultural school. We have worked on examining our own biases and are constantly working on identifying barriers to success for our students of color. This work is concurrent with our work to not only elevate the voices of our families of color but also shifting our teaching practices to be more culturally and linguistically responsive.

We are proud to serve our Kennedy community in our quest to build a connected community that celebrates excellence.

Table of Contents

Goals	4
Goal 1 : Every child is on track to graduate ready for college, career, and community.	5
Goal 2 : The district and every school in it is a place where children, staff, and families t...	6
Goal 3 : African American children and youth excel in school.	7



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

Tier 1: Small Groups All students are engaged in small group instruction by the end of quarter one. Grade level teams (homeroom teachers, ESL, CC, AL) determine the groups, who leads the groups, and what materials are needed for the groups.

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

Morning Meeting: Classroom All staff members will engage in morning meetings with students in the classroom. Routines have been established to ensure all classes are engaged in morning meeting.

Strategy 2

MTSS Attendance team will meet on a weekly basis to review attendance data, reach out teachers and families, and create support plans.

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

Tier 1: Small Groups All students are engaged in small group instruction by the end of quarter one. Grade level teams (homeroom teachers, ESL, CC, AL) determine the groups, who leads the groups, and what materials are needed for the groups. We will monitor the progress our Black Students are making within their small group instruction.

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)]. We will monitor how our Black students are meeting greeting level standards throughout the year.

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

Determine your classroom rep for Student Advisory Group (3-5) Carve out time for Student Advisory Group to gather feedback from peers and 4K-2