

Madison Metropolitan School District

Mendota Elementary School

State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

School Overview

At Mendota Community School we believe that as anti-racist educators, we will provide all scholars with a liberating education, while advancing, empowering and celebrating the cultural excellence and relevance of Black and other under-represented scholars, as public education is a vehicle for social justice. Mendota is a diverse community on the Northside of Madison with scholars and families from different cultural, linguistic, and socioeconomic backgrounds that represent the global community that we are part of. As a community school one of our goals is for every member of our community to feel valued and be provided the necessary tools and resources to develop skills for self-advocacy for their scholars and family within our community and beyond.

We've set partnerships between our school and community resources and partners, along with integrating a focus on academics, health, social services, community engagement that lead to improved student learning, strong family connections and healthier communities. We are the hub of the community and open to all by offering support to the community, scholars, and families.

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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 all students' literacy proficiency by 10 percentage points as measured by Fastbridge(2) or Forward 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) or Forward By the end of three years, we will have decreased k-5 students with IEPs literacy scores from high-risk status 10 percentage points as measured in Fastbridge

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

Strategy 1

Staff will co-plan with PLC teams on modules in EL using backwards design and focusing on - Teacher Clarity, Standards & Learning Targets -Total Participation Protocols & student discourse -Checks for understanding -High Quality Work View Quarterly Action Steps with admin/sblt reflection: https://docs.google.com/document/d/1HZZq3Key1xI7XYBTZ6CwMG_Ay57viHIE4DgW2Y4tII0/edit?tab=t.0

Strategy 2

Staff will use data to implement small group foundational skills lessons and/or ALL Block lessons with homogeneous groups. Instruction will be based on the sciences that inform reading instruction and will be both explicit and systematic. View Quarterly Action Steps with admin/sblt reflection: https://docs.google.com/document/d/1HZZq3Key1xI7XYBTZ6CwMG_Ay57viHIE4DgW2Y4tII0/edit?tab=t.0

Strategy 3

ESL/BRT, CC teachers, reading interventionists, and classroom teachers prioritize collaboration in PLCs as a method of serving scholars across the day (in addition to targeted work).

Strategy 4

4K 4k Staff will use required core resources to deliver play-based, developmentally appropriate instruction through whole group, small group, and choice time activities

Strategy 5

Provide professional development opportunities to help staff set high expectations for all. Use culturally responsive pedagogy in order to increase proficiency of African American scholars.

Performance Objective 2

By the end of three years, we will have increased all students' math proficiency by 10 percentage points as measured by Fastbridge(2) or Forward 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) or Forward By the end of three years, we will have decreased students with IEPs high-risk status by 10 percentage points as measured in Fastbridge

Strategy 1

Teachers implement grade level math curriculum with integrity focusing on whole group lesson instruction with a focus on protocols that enhance academic discussion between scholars.

Strategy 2

Teachers [& admin] regularly (prior to each unit with Bridges Unit Screeners) monitor student data and engage in collaborative data analysis to plan Just In Time supports for responding to student needs within whole group instruction, and targeted small group instruction

Strategy 3

4k Staff will use required core resources to deliver play-based, developmentally appropriate instruction through whole group, small group, and choice time activities

Strategy 4

Provide professional development opportunities to help staff set high expectations for all. Use culturally responsive pedagogy in order to increase proficiency of African American scholars.

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. (Year 1 Checkpoint Goal - 90.1%) 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 students with 90% or higher attendance rate.

Strategy 1

The student support team, teachers, and administrators will regularly monitor student attendance data and determine appropriate tiered support for scholars.

Strategy 2

Staff will practice Developmental Design strategies to support scholars' sense of belonging and safety at school.

Strategy 3

Create, introduce, and implement Habits of Character as our PBIS/SEL framework

Performance Objective 2

By the end of three years 90% of scholars will identify feeling safe and belonging

Evaluation Data Source: culture and climate survey results
quarterly questionnaire (school-based)

Strategy 1

Teachers explicitly teach Social emotional learning standards focusing on strong universal instruction.

Strategy 2

Teachers will gather quarterly data on feelings of safety and belonging. View Quarterly Action Steps with admin/sblt reflection: <https://docs.google.com/document/d/19JOR4yibh6Vhx3Eh11LoFBETZvYs2knrIG3PmY3LI1w/ed>

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) or Forward 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) or Forward

Evaluation Data Source: FastBridge - Literacy and Math
Forward - ELA and Math
Culture and Climate Survey Results

Strategy 1

View LITERACY strategies in Goals 1 as those strategies incorporate our African American Scholars.

Strategy 2

View MATH strategies in Goal 1 as those strategies incorporate our African American Scholars.

Strategy 3

View ATTENDANCE and SEL strategies in Goals 2 as those strategies incorporate our African American Scholars.