

Madison Metropolitan School District



Sennett Middle School

State Report Card: Meets Few Expectations (2 star)

2025-2026 School Improvement Plan

School Overview

Sennett Middle School is a school that holds meaningful relationships and anti-racist education as the foundation to a safe and respectful learning experience. This allows students to feel a strong sense of belonging as well as participate in culturally and linguistically-rich teaching and learning. These conditions help support our equity vision. Our staff focus on strong core instructional practices and cultural responsiveness to support student outcomes within the framework of the district's guidance. Our goal is to empower all students in finding pathways to their academic and social identities and grow as future leaders.

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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

Teachers will meet monthly, at least, to analyze student literacy data to scaffold and differentiate instruction using AVID strategies school wide and guided groups in WIN

Strategy 2

Literacy PLNs meet monthly around iReady English Reading, LETRS, AVID, and iReady Spanish Reading.

Strategy 3

Literacy teachers attend weekly collaborative planning to intentionally include WICOR strategies in Language Arts and Biliteracy.

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

WIN Teachers attend monthly data analysis meetings and form small groups for WIN period.

Strategy 2

Math PLNs meet monthly around iReady Math, and AVID to incorporate WICOR strategies into

math instruction.

Strategy 3

Math teachers attend weekly, structured planning to intentionally provide rigorous grade level instruction in math at all levels.

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

Students will strengthen their relationships with their peers and staff through the use of intentional Developmental Designs practices, including two CPRs per week in Advisory and staff use of empowering language and build belonging through intentional cultural inclusion.

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 the Wisconsin Forward Exam.

Evaluation Data Source: FastBridge CBMreading (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)
Achieve Level Set
I-Ready Diagnostic

Strategy 1

WIN Teachers attend monthly data analysis meetings and form small groups for WIN period.

Strategy 2

Literacy teachers attend weekly collaborative planning to intentionally include WICOR strategies in Language Arts and Biliteracy.

Strategy 3

Literacy PLNs meet monthly around iReady English Reading, LETRS, AVID, and iReady Spanish Reading.

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

WIN Teachers attend monthly data analysis meetings and form small groups for WIN period.

Strategy 2

Math PLNs meet monthly around iReady Math, and AVID to incorporate WICOR strategies into

math instruction.

Strategy 3

Math teachers attend weekly, structured planning to intentionally provide rigorous grade-level instruction in math at all levels.

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

Students will strengthen their relationships with their peers and staff through the use of intentional Developmental Designs practices, including two CPRs per week in Advisory and staff use of empowering language and build belonging through intentional cultural inclusion. Rationale: students in empathy interviews identified that relationships matter to them, with their friends, peers, staff and teachers."