Madison Kindergarten Academy 2025-2026 Phase One: Executive Summary for Schools_08232025_18:39

2025-2026 Phase One: Executive Summary for Schools

Madison County Kindergarten Academy
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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Madison Kindergarten Academy was opened in 2014 to serve the Richmond Community. The school is located on 300 Bond Street in the center of Richmond. We have approximately 315 kindergarten students enrolled this school year. These students will separate into four other elementary schools in our community to begin first grade. We also have three preschool classrooms that meet 2 full days a week. The preschool groups are scheduled so they attend on a Monday/ Wednesday, or Tuesday/Thursday, schedule. There are approximately 95 students in that program currently, with the expectation to be at 120 enrolled students before the end of the first semester. We can hold 120 students to fill the program with 3 teachers designated to our building. It is a common event to add an additional preschool classroom as we begin the second semester of the school year.

Our kindergarten students and teachers are working on a common goal of student proficiency in both reading and mathematics while learning to be positive, proactive leaders and members of their community. The school qualifies for the community eligibility program with a free and reduced lunch percentage of 61.3%, so every child is offered a free breakfast and a free lunch each day. Thirteen percent of the students currently receive special education services for an IEP they entered kindergarten with, and six percent speak English as a second language. There is a minority population of 30% that includes Hispanic, African American, Asian, Arabic, and Native Hawaiian students. Our kindergarten student body is 56% male, and 44% female. Thirty certified faculty, and thirty-five classified staff are allocated to the school. There are thirteen kindergarten general education classrooms, three specialists to provide physical education, health, music, and library, and two speech therapists. This year we have been allocated four special education teachers to help with implementing resources and services for students with current disabilities and IEP goals. We have 2 intervention specialists who provide tier 2 & tier 3 interventions in reading and/or math, and an Instructional Coach who helps mentor, model for, and support our instructional staff with planning, implementing, and analyzing standards based instruction.

One of the unique features of the school is that it is totally focused on early childhood, specifically kindergarten, and the needs of five year-old students. At times, having so many five-year-olds can provide challenges, but it is also advantageous for teachers because all professional learning offered focuses explicitly on the needs of the students and the teachers. There are no meetings or professional developments that do not apply directly to the students that we serve. One of the greatest challenges is that this is the first experience that more than half of these students have ever had with school, and we have no older children to serve as models for "how we do school." A great deal of time has to be spent on socializing students and introducing them to the school environment where we

teach rules and procedures. Each year involves recreating this culture with our students. At the same time, our students never grow up. We get to see the magic of the first experiences year after year.

Another challenge we face year after year, is the number of students who begin the school year below level. The lack of universal preschool prevents the majority of our students from having any experience with structured learning before they come to us. They do not have exposure to much needed foundational learning. This creates an increased need for early intervention across multiple content and skill areas.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Madison Kindergarten Academy partners with many stakeholder groups to ensure their commitment to their school community. Our back to school event hosts over 10 community partners who made themselves available to meet and greet families, describe how they might support our school community, and share information about the resources they are able to provide members of our community.

Our Family Resource Center Director (FRYSC) does a variety of different programming to bring in members of our community and partners with several of those members to help serve our families over the course of each school year. These members include multiple churches, the health department, doctor/dental offices, our local EMS and Law Enforcement agencies, the local university (EKU) and several of our outside mental health providers.

Our church partners help us facilitate our backpack program and allow us to send home bags of food to help families who have indicated they do not always have the means to provide enough food for their students during "off school' days. Our FRYSC Director conducts a Needs Assessment at the beginning of each school year to help determine the greatest area of need for our priority focus. Plans for support services, family engagement opportunities, and resourced programs are determined after analyzing the data from the needs assessment.

We have an experienced Related Arts Instruction team who are able to provide a minimum of 1 hour music, library, and physical education learning each week. They also provide 1 hour of investigative science instruction weekly. The collaboration on the related arts team results in several programs for our students and families. We hold 4 music programs, 3 book fairs, 2 physical skills exhibitions, 4 family luncheons, and 2 student centered parades. We also hold two family engagement events in the evenings that focus on literacy learning in both reading and math to help strengthen our partnership with our families and communities helping students at home.

School's Purpose

Provide the school's purpose statement and supplementary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

We recently spent time reworking our vision and mission statements. Our previous mission and vision statements were created 12 years ago when our school first opened. Much of our staff and faculty have changed and we have a different vision for our students and families. Our vision is that MKA will help every child learn and grow in a safe welcoming place while building a strong foundation for school and life. This vision inspires our mission: Strong Starts for Lifelong Success. Because kindergarten is the first formal school experience that many children have, our staff wants the school experience at MKA to foster curiosity, questioning, and a love of learning. We work to achieve our mission daily. In addition to the academic core, students receive instruction in physical education, health, art, music, technology, and social emotional competencies. Our goal is to educate the whole child.

Notable Achievements

Describe the school's notable achievements in the last three years.

We are in our twelfth year at Madison Kindergarten Academy. We have had many notable achievements in the last few years. Last year our school was awarded the Best Elementary School in our county, and our principal was awarded the Best Elementary Principal in our county. Our school was awarded the Purple Star acknowledging MKA as a Military Family Friendly School by the state. Our Music Teacher is the 2025 Music Teacher of the Year for our region in the state. Our past FRYSC Director received the Unsung Hero award for her dedication and work with families in our community three school years ago. We have one reading intervention teacher who has National Board Certifications. We have a former state level president of the respective organization, KPHERD, as a P.E. teacher who has presented at the state level. She is currently an OPEN PD presenter across the nation and was named Kentucky PE Teacher of the year for elementary for 2024. All but 1 of our classroom teachers have been trained in continuous classroom improvement (CCI). We also have a Continuous Classroom Improvement Coach in our building who provides coaching and mentoring to all of our classroom teachers in the CCI components and processes.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

Attendance is at the front of our efforts for the next 3 school years. On average, our school attendance is about 91% and is much lower than the average of the other schools in our district. We will create several different systems to help encourage students, and families, to come to school on a regular basis. We will use incentives, acknowledgement, and relationship building to help increase the desire to come to school, and the realization of the importance the learning in kindergarten is for all students. During the next three years, we want to continue to work on developing

school goals and inspiring children to meet these goals. Continued training in Continuous Classroom improvement with specific onboarding for new staff is slated for this year. We have a strong structure for continued progress monitoring of our RTI practices and have seen our school wide data improve over the past 3 years. We will add a new component to supplement our reading curriculum this school year top accelerate mastery of phonics and phonemic awareness foundations. We will also set time in the master schedule to provide hands on science learning each week to help implement investigative learning in our science standards.

We will continue to assign a classroom in the building for guidance classes every other week with our Guidance Counselor. She is helping us achieve our goals for social and emotional awareness and socially and emotionally competent students through guidance and support in classroom restorative care practices. This year we will begin work on creating a schedule and environment to include several small group opportunities for our counselor to work with students who have social, emotional, or mental health needs.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

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Attachment Summary

Attachment Name	Description	Associated Item(s)