



Sedalia Park Elementary

FY26 Midyear Monitoring

**ONE TEAM
ONE GOAL
STUDENT SUCCESS**



Budget Updates

**ONE TEAM
ONE GOAL
STUDENT SUCCESS**



Personnel

Personnel	Yes	No	Notes
Personnel updates to original budget		X	
Tutoring (Supplemental Pay)		X	
Logic Models Developed (Paraprofessionals)		X	



Performance Contracts

Instructional Performance Contracts	Yes	No	Notes
Submitted		X	
Approved		X	
Implemented		X	
PL Performance Contracts	Yes	No	Notes
Submitted		X	
Approved		X	
Implemented		X	
Family Engagement Performance Contracts	Yes	No	Notes
Submitted		X	
Approved		X	
Implemented		X	



Web-Based Subscriptions

Web-Based Subscriptions	Yes	No	Notes
All purchased	X		
All implemented	X		



Technology

Instructional Technology	Yes	No	Notes
Purchased	X		
Received	X		
Inventoried & Spreadsheet Updated	X		

Professional Learning Technology	Yes	No	Notes
Purchased	X		
Received	X		
Inventoried & Spreadsheet Updated	X		

Family Engagement Technology	Yes	No	Notes
Purchased		X	
Received		X	
Inventoried & Spreadsheet Updated		X	



Improvement of Instruction

Improvement of Instruction	Yes	No	Notes
2210 Improvement of Instructional Services		X	
2213 Instructional Staff Training	X		
Conferences Selected		X	
Conference Paperwork Submitted		X	



Transportation

Transportation	Yes	No	Notes
Transportation being used		X	



Family Engagement

Family Engagement	Yes	No	Notes
Website Updated	X		
Fall Input Survey	X		Thirty-nine surveys were returned.
Policy & Compact	X		
Building Capacity PL 1 & 2	X		
Annual Title I Meeting	X		
Remaining Parent Activities/Meetings	X		STEM and Math Night is scheduled for 03/19/26. Spring School Improvement Survey is scheduled for 03/17/26. Kindergarten Transition Meeting is scheduled for 04/22/26.



GaDOE Spending Benchmarks

Month	% of Budget Spent Benchmark	Original Allocation Percentage	After Carryover Percentage
December 31 st	40%	66%	n/a
March 31 st	60%		n/a
May 31 st	75%		n/a
July 31 st	90%		n/a



SIP monitoring

**ONE TEAM
ONE GOAL
STUDENT SUCCESS**

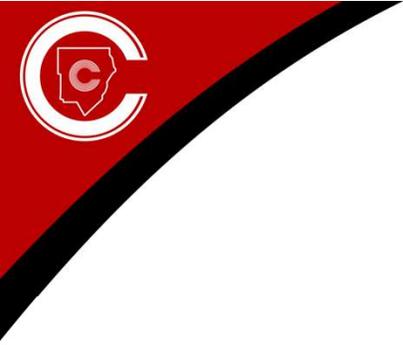
SIP Monitoring

**ONE TEAM
ONE GOAL
STUDENT SUCCESS**



SIP Goals

- 1. By the conclusion of the 2025-2026 school year, 30% (147) of approximately 489 students in grades 1-5 will score in the prepared range according to the BEACON ELA assessment by the end of the year.**
- 2. By the conclusion of the 2025-2026 school year, 30% (147) of approximately 489 students in grades 1-5 will score in the prepared range according to the BEACON MATH assessment by the end of the year.**



Goal 1

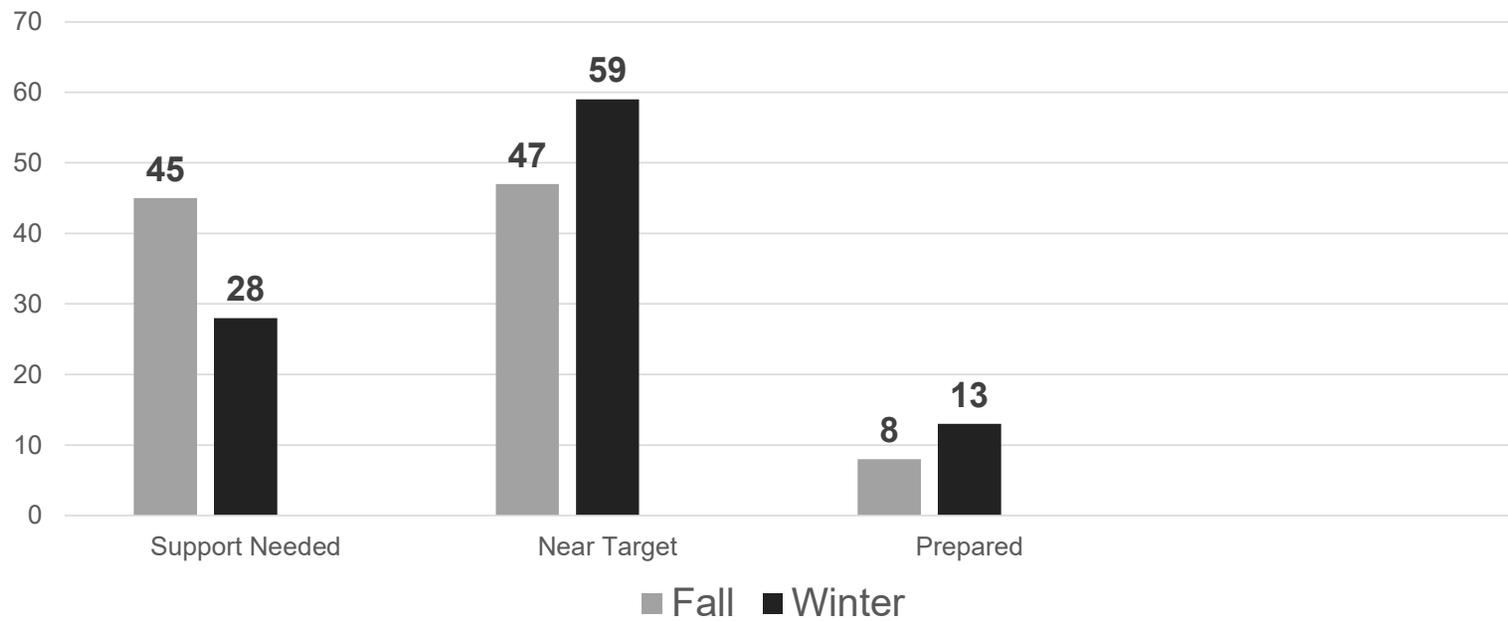
By the conclusion of the 2025-2026 school year, 30% (147) of approximately 489 students in grades 1-5 will score in the prepared range according to the BEACON ELA assessment by the end of the year.





Goal 1 Progress Data

English Language Arts %





Action Step 1: Implementing a quarterly Ellevation strategy daily

Implementation Performance Target: 100% of teachers will implement daily strategies to improve students' English-speaking skills as evidenced by lesson plans and observations.

Implementation Artifacts:

Relevant documentation and evidence are securely maintained on file at the school. For confidentiality and privacy reasons, these materials are not accessible to parents.

Implementation Data Summary:

The artifacts document the timeline of implementation for this action step. Teachers engage in quarterly professional development centered on the designated Ellevation strategy and collaboratively plan for its integration into instructional practice. Student progress is monitored using WIDA rubrics and systematically tracked in the attached Excel document. Administrators and the Academic Coach conduct classroom walkthroughs to observe the fidelity of strategy implementation during morning meetings and content-area instruction.



Action Step 1: Implementing a quarterly Ellevation strategy daily

Evaluation Performance Target: Sixty percent of EL students will increase their ACCESS score in the speaking domain by 0.5.

Evidence of Impact on Student Achievement:

Relevant documentation and evidence are securely maintained on file at the school. For confidentiality and privacy reasons, these materials are not accessible to parents.

Impact Data Summary:

Ninety-four K-5 students were identified based on their Access composite score, and their progress is monitored using WIDA rubrics and systematically tracked in the attached Excel document, which shows **steady growth in 72%** of the students' speaking scores over time. ACCESS Speaking scores will be available April 27, 2026.



Action Step 2: Using bi-weekly common formative assessment to plan for small groups

Implementation Performance Target: One hundred percent of grade level teachers will utilize common formative assessments for each *Wonders* unit.

Implementation Artifacts:

Relevant documentation and evidence are securely maintained on file at the school. For confidentiality and privacy reasons, these materials are not accessible to parents.

Implementation Data Summary:

The artifacts document the teachers' professional learning related to the *Wonders* curriculum. During grade level CCC meetings, teachers analyze Progress Monitoring Assessments (PMAs) to develop precise learning targets. PMAs are examined collaboratively to inform instructional decisions and plan targeted instructional responses.



Action Step 2: Using bi-weekly common formative assessment to plan for small groups

Evaluation Performance Target: By December 2025, at least 50% of students in grades 1-5 will score 70% or higher on each common summative assessment.

Evidence of Impact on Student Achievement:

Grade	Students Tested	≥70%	Percentage
1 st	109	82	75%
2 nd	80	31	36%
3 rd	86	18	21%
4 th	95	51	54%
5 th	96	62	65%
Total	466	244	52%
*Kinder	83	53	64%

Impact Data Summary:

The use of bi-weekly common formative assessments to guide small group instruction has positively impacted student achievement. Overall, **52% of students in grades 1-5 scored 70% or higher** on the common assessment, meeting the established performance target. Higher achievement in grades 1, 4, and 5 indicates effective use of targeted instruction, while results in grade 2 and 3 identify areas for continued instructional focus and refinement.



Next Steps for Goal 1

Focus: Increase student access to grade-level standards by reducing language, reading and assessment barriers.

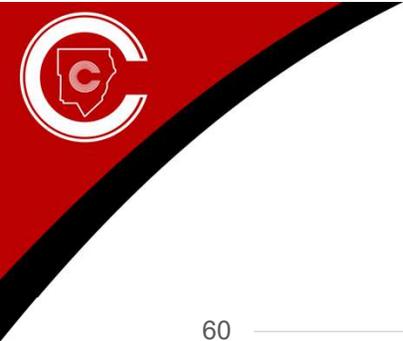
- Explicit instruction in **academic vocabulary** and related **success criteria**.
- Daily use of **sentence frames** for ELL and SWD students.
- **Scaffolded reading** of grade-level texts making challenging material accessible through pre-teaching, chunking, visual aids, and strategic questioning to bridge the gap between what a student knows and what they can do.
- **Small group instruction** focused on identifying key information, answering multi-step questions and organizing constructed responses.



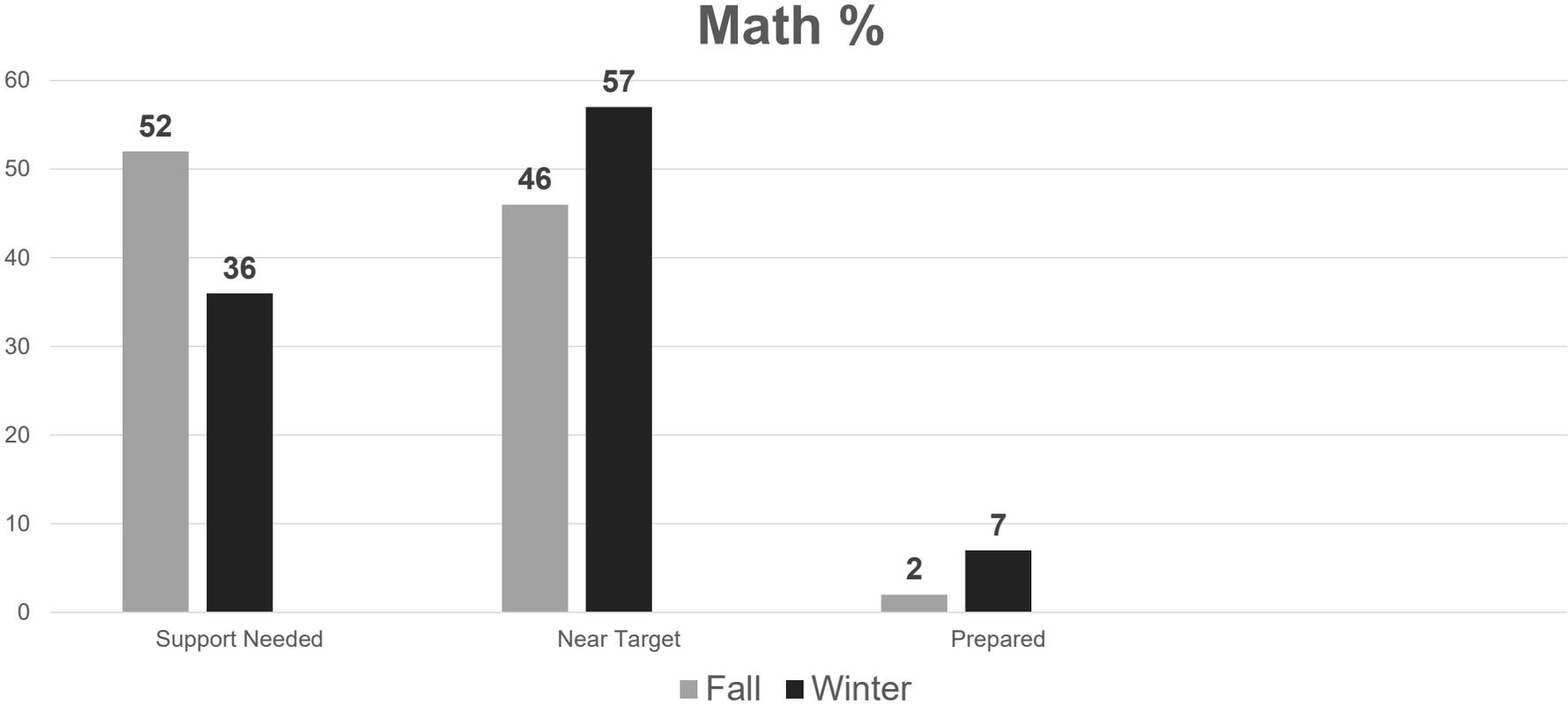
Goal 2

By the conclusion of the 2025-2026 school year, 30% (147) of approximately 489 students in grades 1-5 will score in the prepared range according to the BEACON MATH assessment by the end of the year.





Goal 2 Progress Data





Action Step 1: Using the CRA method daily to increase conceptual understanding

Implementation Performance Target: One hundred percent of teachers will implement the CRA method daily to solve real-world problems as indicated by monthly instructional walks.

Implementation Artifacts:

Relevant documentation and evidence are securely maintained on file at the school. For confidentiality and privacy reasons, these materials are not accessible to parents.

Implementation Data Summary:

The artifacts document the timeline of implementation for this action step. Teachers engage in quarterly professional development centered on the CRA method and collaboratively plan for its integration into instructional practice. Additionally, teachers use monthly CCC meetings to examine data from the digital platforms, Zearn and Dreambox, to make decisions to support closing gaps for students. Student progress is monitored using bi-weekly common formative assessments. Administrators and the Academic Coach conduct classroom walkthroughs to observe the fidelity of strategy implementation in conjunction with the Core Math Package.



Action Step 1: Using the CRA method daily to increase conceptual understanding

Evaluation Performance Target: By December 2025, at least 50% of students in grades 1-5 will score 70% or higher on each common summative assessment.

Evidence of Impact on Student Achievement:

Grade	Students Tested	≥70%	Percentage
First	108	64	59%
Second	78	63	81%
Third	85	38	45%
Fourth	99	53	54%
Fifth	64	96	67%
Total	434	314	72%

Impact Data Summary:

Results from the bi-weekly common formative assessments demonstrate that consistent use of the CRA method has improved student outcomes across grades 1-5, with an **overall proficiency rate of 72%**. Although most grade levels met the Evaluation Performance Target, third grade results indicate learning gaps that require more intentional differentiation and support.



Action Step 2: Using bi-weekly common formative assessments to plan for differentiation

Implementation Performance Target: One hundred percent of grade level teams will construct at least one common formative assessment per unit.

Implementation Artifacts:

Relevant documentation and evidence are securely maintained on file at the school. For confidentiality and privacy reasons, these materials are not accessible to parents.

Implementation Data Summary:

The artifacts document the teachers' professional learning related to the *Core Math Package* and connected assessments. During grade level CCC meetings, teachers analyze common formative assessments to develop precise learning targets. Assessments are examined collaboratively to inform instructional decisions and plan targeted instructional responses.



Action Step 2: Using bi-weekly common formative assessments to plan for differentiation

Evaluation Performance Target: By December 2025, at least 50% of students in grades 1-5 will score 70% or higher on each common summative assessment.

Evidence of Impact on Student Achievement:

Grade	Students Tested	≥70%	Percentage
First	108	64	59%
Second	78	63	81%
Third	85	38	45%
Fourth	99	53	54%
Fifth	64	96	67%
Total	434	314	72%

Impact Data Summary:

Data from the bi-weekly common formative assessments indicate that the Evaluation Performance Target for December 2025 was met overall, **with 72% of students in grades 1-5 scoring 70% or higher**. Grades 1, 2, 4, and 5 met or exceeded the target of 50% while the third grade fell below the target at 45%, indicating a need for targeted instructional adjustments at that grade level.



Kindergarten

Kindergarten teachers use the G-Kids mid-year checkpoint to review ongoing student data across key foundational math concepts.

Topic	Students Tested	Demonstrating or Exceeds	Percentage
Counting and Cardinality	75	39	52%
Count Sequences	75	40	53%
Written Numerals	75	54	72%

Impact Data Summary:

Kindergarten data show strong progress in written numerals with most students demonstrating mastery. Counting and cardinality and count sequences are developing skills and will be reinforced through daily number routines, concrete manipulatives, and small group instruction. Teachers will continue to provide repeated practice, visual supports and intentional questioning to strengthen number sense and support all learners.



Next Steps for Goal 2

Focus: Increase student understanding and application at the abstract level so they can apply the skills consistently and independently.

- Increase **explicit modeling** that connects visuals to equations and written explanations.
- Use **sentence frames** for ELL and SWD to help them explain how a model or drawing connects to an abstract solution.
- Use **think-alouds** to help students develop their own **metacognitive** awareness - so they can independently monitor their own problem-solving.
- **Small group instruction** focused on student groups based on specific abstract-level breakdowns.



Action Steps Not Yet Implemented

Goal #	Action Step	Non-Implementation Notes (causes, barriers, concerns, etc.)
Goal 1	Action Step 2	Rather than creating new assessments, teams leveraged the embedded Wonders assessments. Design in Five conversations focused on analyzing student data, identifying trends and planning targeted instructional responses.
Goal 2	Action Step 2	The Core Math Package's embedded assessments were used in place of creating additional measures. Grade-level teams analyzed student data to monitor progress and plan targeted instructional response.