

Madison Metropolitan School District



Sandburg Elementary School

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

School Overview

Sandburg is located on Madison's far east side. We are home to 417 students. Over 50% of our students identify as Hispanic/Latino, 20% of our students identify as white, 15%+ of our students identify as Black or African American, and 5%+ of our students identify as Asian. We are proud of the beautiful, multicultural community that makes up the Sandburg community. Sandburg offers full day 4K in both English and Spanish, as well as the Dual Language Immersion program for students in kindergarten through fifth grade. We are also in the process of becoming a Community School.

For our areas of strength, Sandburg has a long history of positive relationships as demonstrated by consistently strong Climate Survey responses from students, families, and staff, as well as Perception Data from Empathy Interview. We take pride in being highlighted as a school with a high rate of positive responses from our African-American families, and agree with our families that our staff and culture are great strengths. We are also fortunate to see high levels of engagement from our families so that we can cultivate of a true home-school partnership that offer two-way communication.

For our areas of growth, we need to increase the percentage of all of our students reaching grade level proficiency in literacy and math, while creating intentional action to increase achievement outcomes for our African American/Black students and our students in special education in grades three through five. In order to increat student achievement, we need to ensure all of the learning spaces at Sandburg are condusive to learning and that we are consistently working with our teacher to increase attendance.

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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 aimsWeb (2-3), Fastbridge (4-5) and Forward (3-5). (Note: Forward: Over the course of three years, increase in 10 percentage points total in proficiency. Fastbridge: Over the course of 3 years, look for 10 percent movement from either 'high risk' or 'some risk' into a lower risk category.)

Evaluation Data Source: FastBridge CBMreading (Grade 2)
Forward ELA (Grades 3-5)
FastBridge skill probes
Curricular data, including micro-phase screener data
TS Gold
Lexia Data (some students)
Special education referral/identification rates by race/ethnicity

Strategy 1

ELA and DLI: Staff will co-plan with grade level teams to internalize modules in EL /units in Benchmark by (a) pre-reading texts, (b) backmapping end of unit performance task to ensure essential skills are taught through the unit toward tasks and targets needed to independently achieve high quality work at the end of the learning sequence (c) and planning for targeted instruction based on student data. Instruction will intentionally focus on total participation protocols , checks for understanding aligned to the learning target and meaning making through the use of protocols and student to student discourse.

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 (2-5)/Forward (3-5). (Note: Forward: Over the course of three years, increase in 10 percentage points total in proficiency. Fastbridge: Over the course of 3 years, look for 10 percent movement from either 'high risk' or 'some risk' into a lower risk category.)

Evaluation Data Source: FastBridge aMath (Grade 2-5)
Forward Math (Grades 3-5)
Bridges Interim's & curricular assessments
Quarter math grades
Interim and formative curriculum embedded assessments (Bridges K-5)
Special education referral/identification rates by race/ethnicity

Strategy 1

Develop and strengthen collaborative teacher teams focusing on internalization of math units with attention to grade-level focus standards, test driving student assessments prior to instruction, PDSA cycles using data.

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.

Attendance rates: excused and unexcused absences

Attendance Support Plans

Behavioral data

Culture and Climate survey data

Special education referral/identification rates by race/ethnicity

Discipline disproportional data

Strategy 1

Internalize the importance of attendance for the success of students and create a mutual mindset around our attendance goal, staff will bring the topic into monthly grade level team meetings, promote and celebrate attendance, and discuss how to support individual students as well as families in increasing and maintaining attendance throughout the year.

Performance Objective 2

By the end of three years, we will create and support effective, safe, and engaging learning environments for all students.

Strategy 1

Establish a shared mission of creating effective and engaging learning environments, build capacity and collaboration amongst all staff members to strengthen and maintain those environments, and refine our tiered systems of support.

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 aimsWeb (2-3), Fastbridge (4-5) and Forward (3-5).

Evaluation Data Source: FastBridge CBMreading (Grade 2)
Forward ELA (Grades 3-5)
FastBridge skill probes
Curricular data, including micro-phase screener data
TS Gold
Lexia Data
Special education referral/identification rates by race/ethnicity

Strategy 1

ELA and DLI: Staff will co-plan with grade level teams to internalize modules in EL /units in Benchmark by (a) pre-reading texts, (b) backmapping end of unit performance task to ensure essential skills are taught through the unit toward tasks and targets needed to independently achieve high quality work at the end of the learning sequence (c) and planning for targeted instruction based on student data. Instruction will intentionally focus on total participation protocols , checks for understanding aligned to the learning target and meaning making through the use of protocols and student to student discourse.

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.

Evaluation Data Source: FastBridge aMath (Grade 2-5)
Forward Math (Grades 3-5)
Bridges Interim's & curricular assessments
Quarter math grades
Interim and formative curriculum embedded assessments (Bridges K-5)
Dreambox data (grades 3-5)
Special education referral/identification rates by race/ethnicity

Strategy 1

Develop and strengthen collaborative teacher teams focusing on (internalization of math units with attention to grade-level focus standards, test driving student assessments prior to instruction, PDSA cycles using data).

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.

Attendance rates: excused and unexcused absences

Attendance Support Plans

Behavioral data

Culture and Climate survey data

Special education referral/identification rates by race/ethnicity

Discipline disproportional data

Strategy 1

Internalize the importance of attendance for the success of students and create a mutual mindset around our attendance goal, staff will bring the topic into monthly grade level team meetings, promote and celebrate attendance, and discuss how to support individual students as well as families in increasing and maintaining attendance throughout the year.