

2025-2026 Action Plan



Ketelsen Elementary

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



Parameters
and metrics
established by
the District



Needs related to student achievement data

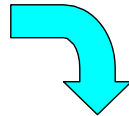
Math – NWEA map data indicates we need to continue to show growth in 1st grade and increase achievement in 2nd and 3rd grade.

Reading – NWEA map data indicates we need to increase achievement, especially in grades 2nd and 3rd

Needs related to improving the quality of instruction

IRT – need to increase proficiency in Engage and Deliver and Monitor and Adjust instructional criteria

SPOT Observations – need continued professional development on how to plan and implement multiple “at bats” during the lesson.



System evaluation (philosophy, processes, implementation, capacity)

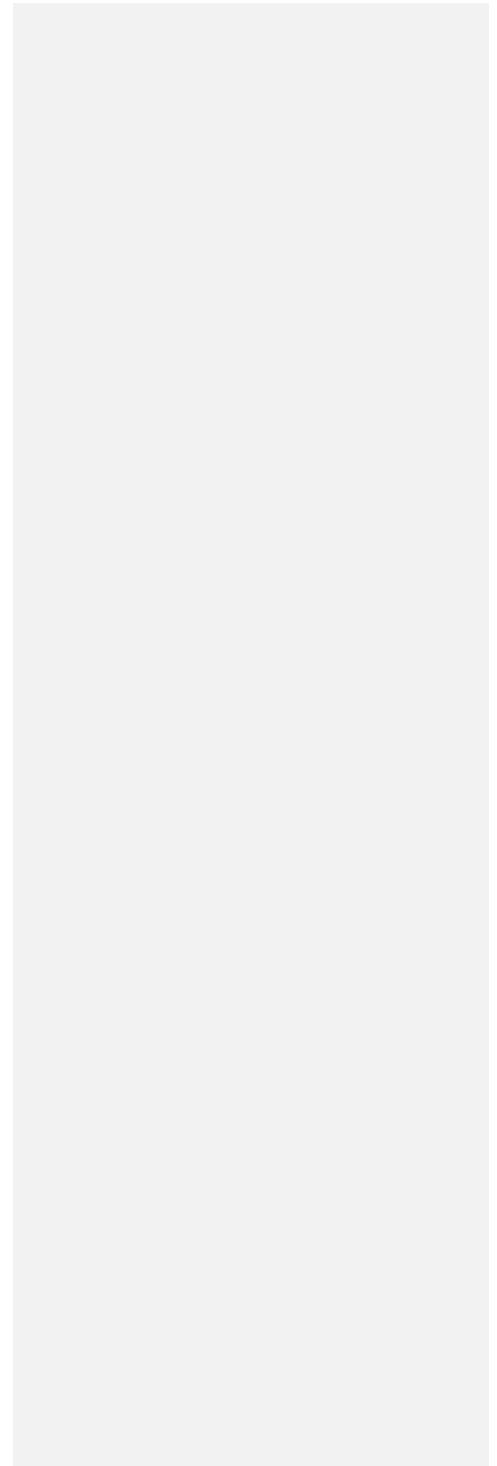
Data Tracking – need a system to track data from unit assessments in order to facilitate PLC work and/or PD

Spot Calibration – need to update Demo Day system to include opportunities for teachers to get feedback from their colleagues during daily instruction with students.

Key Actions

- Increase student academic proficiency in Reading
- Increase student academic proficiency in Math
- Implement effective coaching protocols to increase teacher capacity for providing high quality instruction

School Action Plan Template



KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Increase student academic proficiency in Reading
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> According to NWEA MAP MOY, 50% of students in grades 2nd - 5th will be at 50th percentile or higher in achievement for reading. According to NWEA MAP EOY, 60% of students in grades 2nd - 5th will be at 50th percentile or higher in achievement for reading. According to NWEA MAP MOY, 50% of students in grades 2nd - 5th with an IEP will be at 50th percentile or higher in growth for reading. According to NWEA MAP EOY, 60% of students in grades 2nd - 5th with an IEP will be at 50th percentile or higher in growth for reading. 70% of students in grades K-1 will be At Benchmark or higher at EOY as measured by DIBELS.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> Provide additional training on utilizing OnTrack to assess and score SCRs and ECRs for teachers in grades 3rd - 5th. Lead weekly PLCs to review student data from daily DOLs and Unit Assessments to look for trends and create action plans in grades K - 5th. Continue PD on use of Response Cards in the classroom, including ways to provide feedback in order to facilitate an increase of daily writing in grades K - 5th.
Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)	
<ul style="list-style-type: none"> Structure lesson delivery to ensure SCR practice is complete before the DOL Provide feedback on SCR at least once a week Score ECR assessments within 3 instructional days to ensure timely feedback Consistently use response cards during instruction to capture students' thinking 	

Commented [1]: Overall: To improve High Quality I Instruction in Reading/ELA (K-5).

Commented [2]: The indicators will demonstrate enhanced student proficiency and improvement within the quality of ELA/Reading instruction.

Commented [3]: K-1: Will not have a Reading ELA score; if you are including K-5, what is your indicator of success for K-1? 2-5: Are you measuring Achievement or Growth? For all or for a specific sub-pop of students. If for all, is the deficit growth or achievement? Indicators of Success Sample: By the end of the academic year, 90% of tier 2 and tier 3 students will meet or exceed their individual growth goals on NWEA EOY MAP.

Commented [4]: I've added an EOY DIBELS goal for K-1st.

Commented [5]: The first two indicators are achievement. I've added that into the goal. The next two indicators are growth for students with IEPs.

Commented [6]: Does this apply to all teachers or 2nd-5th?

Commented [7]: I've added grade levels.

Commented [8]: How often will you review DOL data; what frequency/consistency and using what tool?

Commented [9]: How frequent? What is the measure of accountability?

Commented [10]: I believe we will have a tracker next year that is already being used in the North. Mr. Riddick mentioned it to me and Narvaez. The tracker is created by the division and sent out to principals with the data already included.

Key Action One: Staff Development

Who: Principal, Assistant Principals, SpEd Department Chair, Model Teachers

What:

- What: Digital Resource Training of OnTrack, Summit K12, Amira
- NWEA MAP Test Training
- DIBELS/Lectura Test Training
- Data PLC/Lesson Internalization Protocol

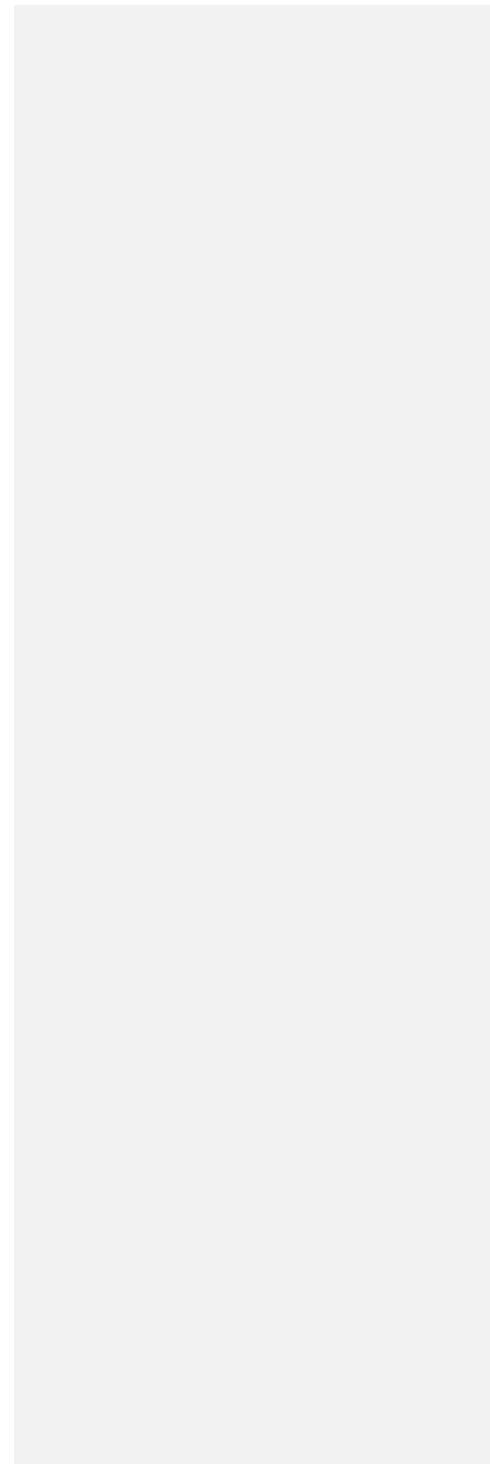
When: August Pre-Service, Weekly PLCs, BOY, MOY, EOY Testing Window, PD Days: Sept. 2, Oct. 2, Nov. 7, Jan. 5, Feb. 13

Where: Ketelsen Elementary

Key Action One: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		

Funding sources:



KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase student academic proficiency in Math
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> According to NWEA MAP MOY, 50% of students in grades K - 5th will be at 50th percentile or higher in achievement for Math. According to NWEA MAP EOY, 60% of students in grades K - 5th will be at 50th percentile or higher in achievement for Math. According to NWEA MAP MOY, 50% of students in grades K - 5th with an IEP will be at 50th percentile or higher in growth for Math. According to NWEA MAP EOY, 60% of students in Grades - 5th with an IEP will be at 50th percentile or higher in growth for Math.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Lead weekly PLCs to review student data from daily DOLs and Unit Assessments to create action plans Lead PD on scaffolding strategies to ensure teachers can address misconceptions before and during the lesson, including using “at bats” for opportunities to practice during the lesson. Provide weekly reports on Zearn usage and progress towards individual and grade level goals.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
<ul style="list-style-type: none"> Ensure daily slide decks are internalized and adjusted to ensure quality first teach based on student data Work collaboratively to “Do the Math” (solve DOLs) for each lesson in order to determine exemplars and possible student misconceptions and to help monitor and adjust when necessary. Review student progress on Zearn lessons weekly and provide feedback to students not on track. 	

Commented [11]: Referencing the feedback above for Key Action #1, In order to enhance performance in Math, you would need to focus on improving the quality of instruction. What specific areas are you targeting? What do you feel is currently lacking in your instructional delivery?

Commented [12]: Reference previous feedback.

Key Action Two: Staff Development

Who: Principal, Assistant Principals, SpEd Department Chair, Model Teachers

What: Digital Resource Training of OnTrack, Zearn

- NWEA MAP Test Training
- Data PLC/Lesson Internalization Protocol

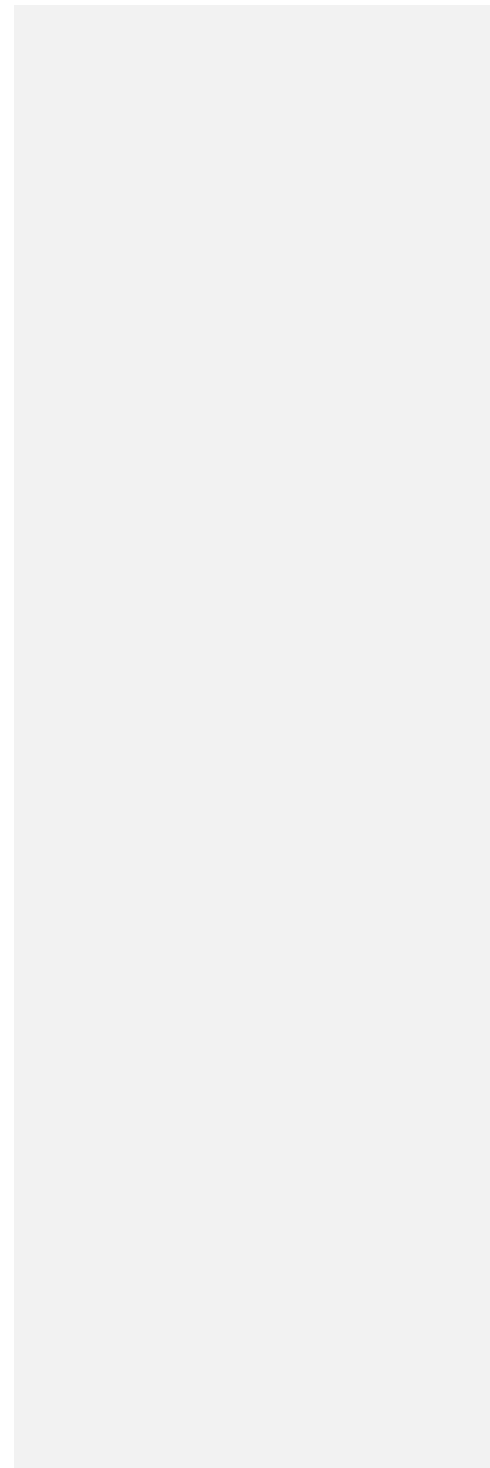
When: August Pre-Service, Weekly PLCs, BOY, MOY, EOY Testing Window, PD Days: Sept. 2, Oct. 2, Nov. 7, Jan. 5, Feb. 13

Where: Ketelsen Elementary

Key Action Two: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		

Funding sources:



KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve leadership density of Tier 2 leaders to provide effective coaching
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> 70% of teachers will have a spot average of 10 or higher by December 2025. 80% of teachers will have a spot average of 10 or higher by April 2026. By the end of the academic year, 50% of core teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Provide PD and support on the district’s Great 8 instructional strategies. Conduct a minimum of one spot observation by official appraiser for each teacher every month Utilize a tracking system to ensure all teachers are seen monthly by all members of the admin team Lead PD and book study on Emotional Intelligence 2.0 to help facilitate a collaborative coaching culture.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
<ul style="list-style-type: none"> Participate in grade level planning sessions to share best practices for upcoming units. Implement strategies and techniques provided in PD to improve instruction. Participate in weekly Demo Day lesson delivery/observation. Participate in PD and book study on the book Emotional Intelligence 2.0 	

Commented [14]: Is this an action for staff or your leadership team? If the goal is to improve effective coaching, then you are improving your leadership density (Improving the capacity of your Tier 2 leaders to provide effective coaching). Key Action: To Improve Leadership Density (Instructional Leadership)

Commented [15]: Yes! It's definitely to improve leadership density. I've updated the key action. Let me know if it makes sense.

Commented [16]: Great! As a result of these indicators, your Tier 2 leaders will improve the quality of overall instruction and improve instructional ratings, and domain performance.

Commented [17]: These are great actions. This goal sounds like it is designed to improve Leadership Density because you are coaching and supporting the development of your Tier 2 leaders.

Key Action Three: Staff Development

Who: Principal, Assistant Principals, SpEd Department Chair, Model Teachers

What:
 District training resources on Great 8
 PD on Emotional Intelligence
 District Calibration Videos

When: August Pre-Service, Weekly PLCs, BOY, MOY, EOY Testing Window, PD Days: Sept. 2, Oct. 2, Nov. 7, Jan. 5, Feb. 13

Where: Ketelsen Elementary

Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
TOTAL		

Funding sources:

