



## 2025-2026 Action Plan



Kashmere Gardens ES

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# School Action Plan – Needs Assessment

District philosophy and guiding framework:

**Core Beliefs**

**Vision**

**Theory of Action**



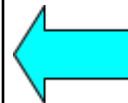
## Needs related to student achievement data

On the Middle of the Year NWEA Assessment, students showed 70th growth percentile in Math.

On the Middle of the Year NWEA Reading Assessment, students showed 71st growth percentile in Reading.

On the Middle of the Year NWEA Assessment, students showed 76 growth percentile in Science

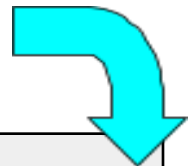
Parameters and metrics established by the District



## Needs related to improving the quality of instruction

During the IRT # 3 Walk, the average Spot Score was 10.0, indicating instruction at a proficient 1.

Feedback from IRT #3 Walk indicated that there is a need for teachers to increase consistency of providing specific feedback to students



## System evaluation (philosophy, processes, implementation, capacity)

During the Campus need assessment, the committee reported that there is a need to increase parent engagement. Currently, approximately 30% of parents attend instructional centered school events such as parent conferences and literacy and math/science night

Key Actions

- Celebrate and sustain strong academic growth, as students demonstrated above-average progress with growth percentiles of 70 in Math, 71 in Reading, and 76 in Science on the Middle of the Year NWEA Assessments.
- Maintain proficient instructional practices while increasing consistency in delivering specific, actionable feedback to and improving spot score averages over time.

## School Action Plan

Key Action <i>(Briefly state the specific goal or objective.)</i>	
KEY ACTION ONE	Monitor & Adjust to Student Academic Outcome Data
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>• By January 2026, 30% of 3-5 students will demonstrate achievement in the 61st percentile or higher on the NWEA Reading assessment. This number will increase to 35% by May 2026. (EOY)</li> <li>• By January 2026, 25% of 3-5 students will demonstrate achievement in the 61st percentile or higher on the NWEA Math assessment. This number will increase to 30% by May 2026. (EOY)</li> <li>• By January 2026, 15% of 5th grade students will demonstrate achievement in the 61st percentile or higher on the NWEA Science assessment. This number will increase to 20% by May 2026. (EOY)</li> </ul>
	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"> <li>• Train 2nd-5th RLA/Math teachers on the implementation of NWEA MAP testing before administration.</li> <li>• Provide professional development opportunities for teachers to enhance their understanding of the NWEA MAP assessment and how to integrate its data into instruction effectively.</li> <li>• Provide on-the job coaching regularly and written feedback at least once a month for reading/math teachers using the SPOT Observation form.</li> <li>• Train teachers to conduct consistent and effective data conferences with students.</li> </ul>
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

- Administer NWEA MAP testing during time allocated for BOY, MOY and EOY.
- Analyze student performances during PLC to determine next steps for student achievement.
- Conduct data conferences with students after BOY to establish targeted goals.
- Conduct data conferences with students after MOY to determine if goal(s) were met and set a new goal for EOY.

### Key Action One: Staff Development

Who: Kashmere Gardens Elementary Teachers

What: : Increasing student achievement and growth on the NWEA MAP assessment in Mathematics, Reading, and Science for grades 2-5 students

When: Throughout the academic year, with specific sessions scheduled before NWEA MAP testing administration and ongoing coaching and feedback provided regularly.

Where: Kashmere Gardens Elementary

### Key Action One: Budget

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

Funding sources:

KEY ACTION TWO	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	Improve K-2 quality of instruction
	<i>Indicators of success (Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>• By January 2026, 15% of Kinder students will be above or well above typical growth in the first/second semester on Dibels. This will increase to 20% by May 2026.</li> <li>• By January 2026, 15% of First grade students will be above or well above typical growth in the first/second semester on Dibels. This will increase to 20% by May 2026.</li> <li>• By January 2026, 15% of Second grade students will be above or well above typical growth in the first/second semester on Dibels. This will increase to 20% by May 2026.</li> </ul>
	<i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>• <b>Monitor and Support Data Cycles:</b> Facilitate regular data meetings and ensure progress monitoring tools (e.g., Dibels reports) are being used effectively to drive instructional decisions.</li> <li>• <b>Provide Professional Development:</b> Offer ongoing PD on the Science of Reading, differentiated instruction, and high-impact practices aligned to Dibels subskills.</li> <li>• <b>Ensure Intervention Fidelity:</b> Conduct walkthroughs and coaching to ensure Tier 2 and Tier 3 interventions are being implemented consistently and with fidelity across classrooms.</li> </ul>
	<i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>• <b>Implement Data-Driven Instruction:</b> Use frequent Dibels progress monitoring to group students and tailor instruction based on specific skill deficits (e.g., phonemic awareness, decoding).</li> <li>• <b>Embed Targeted Literacy Routines:</b> Integrate explicit, systematic phonics and fluency-building strategies into daily instruction, using evidence-based curriculum and interventions.</li> <li>• <b>Collaborate in PLCs:</b> Engage in regular data discussions with grade-level teams to analyze growth trends, adjust instructional practices, and share effective strategies for advancing students to “above typical growth.”</li> </ul>

**Key Action Two: Staff Development**

Who: Teachers, administrators, support staff, and relevant stakeholders at Kashmere Gardens Elementary

What: Elevating the academic performance and holistic development of K-2 students

When: Ongoing throughout the academic year, with continuous assessment and adjustment as needed.

Where: Kashmere Gardens Elementary, encompassing classrooms, specialized instruction areas, and other relevant spaces within the school environment

### Key Action Two: Budget

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

Funding sources:

KEY ACTION THREE	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	Improve staff capacity
	<i>Indicators of success (Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● By the end of the academic year, 90% of teachers score 1 point on the standards alignment indicator of the Planning &amp; Professionalism rubric "The teacher consistently plans to ensure alignment between instructional materials (including assessments) and state standards."</li> <li>● By the end of the academic year, 90% of teachers score 1 point on the lesson objective indicator of the Planning &amp; Professionalism rubric , "The teacher consistently plans to ensure all instructional activities align to the lesson objective."</li> <li>● By January 2026, 60% of core teachers will score 7/10 or higher in Domain II (Monitor &amp; Adjust and Engage &amp; Deliver) of the spot, This number will increase to 70% by May 2026.</li> </ul>
	<i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Train teachers during summer orientation and professional development days over NES system implementations.</li> <li>● Provide ongoing on-the-job coaching regularly and written feedback at least once a month for every teacher using the spot observation form.</li> <li>● Conduct effective monthly PLCs that focus on data and specific intervention strategies.</li> <li>● For select teachers, provide expert professional development on literacy and how to teach reading to students who are behind in proficiency.</li> </ul>
	<i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Internalize curriculum/lesson plans daily, identifying misconceptions to address at the moment.</li> <li>● Internalize individual student data to account for student differentiation and implement high quality instruction based on best practices targeted within the curriculum.</li> <li>● Teachers will collaborate to identify highly effective instructional strategies that have proven to move student data in the NES model.</li> </ul>

### Key Action Three: Staff Development

**Who:** Teachers, instructional coaches, administrators, and relevant stakeholders at Kashmere Gardens Elementary

**What:** Enhancing the quality of instruction and promoting continuous improvement through effective classroom observations and on-the-spot coaching.

**When:** Ongoing throughout the academic year, with regular observation cycles and coaching sessions scheduled as needed.

**Where:** Classrooms at Kashmere Gardens Elementary, where observations and coaching sessions will take place.

### Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
<b>TOTAL</b>		
Funding sources:		