



2025-2026 Action Plan

Mistral Center for Early Childhood

Elisa Reyes, Principal

School Action Plan - Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

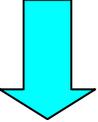
- Pre-K4 ESL Reading
- Meeting IEP goals
- Improve teacher and students' data tracking systems.
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Needs related to improving the quality of instruction

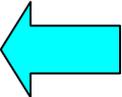
- Improve, Monitor, and adjust
- Improve, Engage, and deliver
- Improve data tracking systems
- Improve SPED Instruction and ARD systems

System evaluation (philosophy, processes, implementation, capacity)

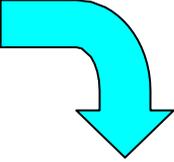
- Campus trends on SPOTs to identify areas of growth
- System to establish peer observations
- Increase Demo Lessons during PLC and PD Days
- Systems to plan lessons and small group interventions.
- Implementation of the "Next 8" in Pre-K classes



Parameters
and metrics
established by
the District



Key Actions



School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve staff capacity to provide high-quality instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> • Mistral teachers will demonstrate improved instructional delivery as measured by the instruction section of the SPOTs rubric. The percentage of teachers scoring a six (6) or above on the IRT #2 will increase from 55% (MOY 2024-2025) to 70% by MOY of 2025-2026. • Mistral teachers will demonstrate improved instructional delivery as measured by the planning section of the SPOTs rubric. The percentage of teachers scoring a two or above on the IRT #2 will increase from 53% (MOY 2024-2025) to 63% by MOY of 2025-2026. • The average score MOY (IRT #2) will be nine (9) or above, with an increase to 10.5 or above by the 2026 EOY (IRT #4).
	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"> • Establish a continuous coaching cycle where leaders observe classrooms and provide immediate, constructive feedback focused on planning and instructional strategies to improve the instruction section of the SPOT. • Establish a system to allow teachers to observe each other at least twice per semester to identify and adopt strategies for improvement in planning and instruction. • Identify weekly and monthly campus trends to inform Professional Learning Communities (PLCs) and Professional Development (PD) for campus staff.
	Specific actions - staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
<ul style="list-style-type: none"> • The teacher will attend Professional Learning Communities (PLCs) and Professional Development (PD) where instructional strategies and best instructional practices will be shared, and they will implement them in the classroom to improve in instruction section of the SPOT rubric. • The teachers will participate in peer observation rotations where they will visit their peers throughout the year to identify and adopt effective instructional strategies. • The teachers will integrate strategies to improve lesson delivery, including engagement strategies, visuals, technology, and real-world connections. 	

Key Action One: Staff Development

Who: Administrators and teacher leaders.

What: Lead Professional Learning Communities (PLCs) and Professional Development (PD)

When: As scheduled by campus and district

Where:

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>
	Improve SPED systems to improve ARD’s timelines, quality of IEPs, and ARD participation.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> • By May 2026, 80% of Pre-K students in the ECSE class will demonstrate measurable progress on at least 75% of the IEP goals for reading and math IEP goals, as evidenced by monthly progress monitoring data, CLI Engage assessments (if applicable), and student work samples collected and reviewed by the SPED team every four weeks. • By the 2026 middle-of-year (IRT #2), the SPED teacher will achieve an average score of 9 or above, with an increase to 10 or above by the 2026 end-of-year review (IRT #4), as measured by the SPOTs rubric. • The Prior Written Notice (PWN) timeline will increase from 67% during the 2025 Spring File Review to 80% as measured by the 2026 Spring File Review.
	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"> • Observe the SPED teacher at least twice per month using the IRT rubric and provide immediate, written feedback tied to the instruction as measured by the instruction section of the SPOT rubric. • Facilitate regular collaboration between the SPED teacher and general education teachers to ensure shared planning time is used to address inclusive practices and instructional alignment. Schedule and lead monthly SPED team meetings to review: IEP goal tracking logs, and Student work samples/portfolios. • Collaborate with the SPED chair to create and review an ARD/PWN timeline at the beginning of the year and conduct monthly reviews to ensure upcoming PWNs are being drafted and sent on time. • Monitor lesson plans and lesson implementation to ensure instructional activities reflect IEP goals and modifications/accommodations.
	Specific actions - staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
<ul style="list-style-type: none"> • The teacher will complete monthly progress reports that summarize data, observations, and student samples. Use these reports to inform the SPED team during review meetings. • Modify lesson plans and activities to meet the unique IEP goals of each student. • Differentiated Strategies: Use various instructional approaches (e.g., small 	

	<p>group instruction, one-on-one time, multi-sensory activities) to address diverse needs.</p> <ul style="list-style-type: none"> ● Regular Data Collection: Use established progress monitoring tools to document each student’s progress. ● Record Keeping: Maintain detailed, up-to-date records of progress data and student work samples. ● Embed IEP goals into daily lesson plans and center activities. ● Use appropriate accommodation, modifications, and supports outlined in the IEP.
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Key Action Two: Staff Development

Who:

What:

When:

Where:

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>
	Enhance the reading scores of PK4 ESL students, as measured by the CIRCLE Assessment.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● 53% of the Pre-K 4 ESL students met the reading goals during the 24-25 SY, and will increase to 63% of the Pre-K 4 ESL students will meet their goal by MOY of the 25-26 SY, as measured by the Reading CIRCLE assessment. ● 63% met the Pre-K 4 EOY goal for the 24-25 SY, and it will increase to 80% to meet their goal by the EOY as measured by the Reading CIRCLE assessment. ● The average SPOT score for ESL Pre-K 4 classrooms will show improvement in instructional delivery, as measured by the instruction section of the SPOT rubric. The percentage of SPOTs scoring a five (5) or above will increase from 55% at MOY 2024-2025 to 65% by MOY 2025-2026.
	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"> ● Meet with teachers after each testing wave to analyze student data and identify areas of instructional need. ● Use data protocols to support teachers in analyzing data after each testing wave and progress monitoring. ● Monitor small group instruction delivery during walkthroughs to monitor the implementation of phonological skills. Offer immediate feedback and coaching support if routines are inconsistent or missing. ● Review lesson plans weekly for the inclusion of visual aids (e.g., anchor charts, picture cards, environmental print). ● Monitor the implementation of ESL reading strategies (e.g., building background knowledge, total physical response) during the reading mini-lesson.
Specific actions - staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>	

- Maintain a letter mastery tracker for each student, updated weekly based on observations or assessments.
- Embed visual supports (e.g., picture cues, labeled items, anchor charts, pocket charts) in all reading activities.
- Explicitly teach students how to refer to and use visuals for support.
- Review reports from CLI Engage to identify student strengths and needs in: Vocabulary, Letter knowledge, and Phonological awareness
- Use the data to: Group students for small group reading instruction, select interventions for targeted skills, and track progress over time
- Plan weekly small group lessons targeting letter knowledge, vocabulary, and early comprehension.

Key Action Three: Staff Development

Who:

What:

When:

Where:

Key Action Three: Budget

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

Funding sources: