



2026-2027 Action Plan

Mistral Center for Early Childhood

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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

- Pre-K4 ESL Reading
- Meeting IEP goals
- Improve teacher and students' data tracking systems.
- Predict student's outcomes
- Small group instruction

Needs related to improving the quality of instruction

- Improve Monitor, and adjust
- Improve Stamp key Points
- Improve Use of students Questions and answers
- 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 & coaching
- 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

- **Improve staff capacity to provide high-quality instruction.**
- **Improve SPED quality instruction.**

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>
	- Mistral teachers will demonstrate improved instructional delivery as measured by campus SPOT data of the Instruction section of the SPOT Observation Tool (SPOT). The percentage of teachers scoring an eight (8) or above by December will be at least 60% and increasing to 85% by the end of the 2026-2027 school year. - Mistral teachers will demonstrate improved instructional delivery as measured by campus SPOT data of the Planning section of the SPOT Observation Tool (SPOT). The percentage of teachers scoring a two (2) or above by December will be at least 60% and increasing to 85% by the end of the 2026-2027 school year. - The average SPOT score will be at least twelve (12) by mid-year (December 2026, IRT #2), increasing to 14.5 or higher by the end of the year (May 2027, IRT #4).
	Specific actions - school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Establish and implement a continuous coaching cycle in which leaders conduct regular classroom observations and provide timely, actionable feedback focused on strengthening instructional delivery and planning, aligned to the SPOT rubric. - Develop and implement a structured system for peer observation, where teachers engage in at least two observation opportunities per semester (in-person or via video) to identify, share, and apply effective planning and instructional strategies. Analyze weekly and monthly campus-wide instructional trends to inform and differentiate Professional Learning Communities (PLCs) and targeted Professional Development (PD) for staff.
	Specific actions - staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Actively engage in the coaching cycle by implementing feedback from classroom observations and demonstrating growth in instructional delivery and planning aligned to the SPOT rubric. - Participate in peer observations (in-person or video) at least twice per semester, reflecting on observed strategies and incorporating effective practices into lesson planning and instruction. - Use student data and identified campus trends to adjust instruction, anticipate student misconceptions, and improve lesson effectiveness. - Collaborate consistently in Lesson Demonstrations and Professional Learning Communities (PLCs) to plan rigorous, standards-aligned lessons and share best practices that strengthen instruction and student outcomes. - Monitor student progress regularly and adjust instructional strategies to ensure

	increased student understanding and achievement.
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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 quality instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the 2026-2027 school year, 60% of Pre-K students in the ECSE classroom will demonstrate growth in foundational literacy skills as measured by the CIRCLE assessment. Students will identify at least 8 letter names and 5 corresponding sounds by middle-of-year (MOY) and at least 15 letter names and 10 corresponding sounds by end-of-year (EOY). - By the end of the 2026-2027 school year, 60% of Pre-K3 students in the ECSE classroom will demonstrate growth in foundational math skills as measured by the CIRCLE assessment. Students will count and recognize numbers up to 5 by middle-of-year (MOY) and up to 10 by end-of-year (EOY). - By the end of the 2026-2027 school year, 60% of returning Pre-K4 students in the ECSE classroom will demonstrate growth in foundational math skills as measured by the CIRCLE assessment. Students will count and recognize numbers up to 10 by middle-of-year (MOY) and up to 15 by end-of-year (EOY).
	Specific actions - school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Conduct bi-weekly walkthroughs in ECSE classrooms with a tight look-for: Explicit letter/sound instruction (modeling, repetition, visuals) & Hands-on counting and number recognition activities. Provide immediate, bite-sized feedback to teachers (same day or within 24 hours) Ensure daily protected time for literacy and math foundational blocks (no interruptions). - 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. - Lead MOY and EOY data meetings, plus brief monthly data check-ins. Help and support teachers with Identify students not on track (e.g., below 8 letters for Pre-K3 at MOY) Group students for targeted small-group instruction. Monitor simple progress trackers (by student, skill, and goal) - 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>

- Implement explicit, systematic instruction in letter names and sounds (model → guided practice → independent practice). Counting and number recognition using hands-on strategies. Provide daily small-group instruction based on student need and use multi-sensory strategies (visuals, movement, manipulatives), especially for ECSE.
- Differentiated Strategies: Use various instructional approaches (e.g., small group instruction, one-on-one time, multi-sensory activities) to address diverse needs.
- Participate in coaching cycles (pre-conference, observation, feedback, follow-up). Implement agreed-upon action steps from feedback within a defined timeline. Seek clarification and support when strategies are not producing results. Engage in co-planning or modeling sessions when offered Record Keeping: Maintain detailed, up-to-date records of progress data and student work samples.
- Monitor and Support Every Student by tracking individual student progress toward: letter /sound benchmarks and number recognition/counting goals. Provide additional intervention or reteaching for students below benchmark. And communicate concerns early with leaders and support staff.

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 PK ESL students, as measured by the CIRCLE Assessment.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By the end of the 2026-2027 school year, 85% of Pre-K3 students in the ESL classroom will demonstrate growth in foundational literacy skills as measured by the CIRCLE assessment. Students will identify at least 15 letter names and 10 corresponding sounds by middle-of-year (MOY) and at least 30 letter names and 20 corresponding sounds by end-of-year (EOY). - By the end of the 2026-2027 school year, 85% of returning Pre-K4 students in the ESL classroom will demonstrate growth in foundational literacy skills as measured by the CIRCLE assessment. Students will identify at least 20 letter names and 10 corresponding sounds by middle-of-year (MOY) and at least 40 letter names and 30 corresponding sounds by end-of-year (EOY). - By the end of the 2026-2027 school year, 85% of Pre-K3 students in the ESL classroom will demonstrate growth in foundational math skills as measured by the CIRCLE assessment. Students will count and recognize numbers up to 10 by middle-of-year (MOY) and up to 21 by end-of-year (EOY). - By the end of the 2026-2027 school year, 85% of returning Pre-K4 students in the ESL classroom will demonstrate growth in foundational math skills as measured by the CIRCLE assessment. Students will count and recognize numbers up to 15 by middle-of-year (MOY) and up to 30 by end-of-year (EOY).
	Specific actions - school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Monitor to ensure every ESL Pre-K classroom consistently implements Literacy (Letter Names & Sounds) Daily explicit phonics block (10-15 min) embedded into daily news and skills lessons. Use of letter-sound connection using visuals, gestures (TPR), and repetition. Print-rich environment (alphabet charts, student work, labeled visuals). - Review lesson plans and lesson demos to ensure the teachers include daily hands-on math routine includes counting with manipulatives, movement, and songs during whole group, calendar and small group instruction. Number identification embedded in centers and transitions. Weekly track of the student's progression. - Require daily small groups (10-15 min) based on CIRCLE data with differentiated lesson to meet the needs of the students below benchmark (intensive support), approaching and students on track/extension

	• Monitor that teachers use EB's strategies including adjust scaffolds (visuals, sentence stems, gestures) and increase repetition for ESL students (<i>Scaffolds</i>) • Conduct Frequent, Focused Observations & Coaching. Look-Fors on the SPOT form will be students actively responding (choral, movement, verbal), the teacher providing multiple opportunities to practice, teachers ensuring key points being repeated and reinforced and instruction aligned to a clear, measurable objective.
	Specific actions - staff (<i>What specific action steps will the staff take to accomplish the objective?</i>)
	• The teacher will provide multiple opportunities to practice ("At-Bats") using varied modalities such as Choral response, Turn and talk, Movement (jumping, clapping counts), sky writing / tracing, etc., • Use Scaffolds Consistently (Especially for ESL students) Provide: Visuals (pictures, anchor charts), Sentence stems ("This is ___, it says ___"), & Gestures/TPR • Collaborate with colleagues to plans lessons and get involved in lesson demos to ensure the lesson includes daily hands-on math routine includes counting with manipulatives, movement, and songs during whole group, calendar and small group instruction. Number identification embedded in centers and transitions. • Track the students' progress to drive lesson planning, small group interventions, and workstations.

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:		