

# Robert L. Frost Elementary

2025-2026

## School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

### Needs related to student achievement data:

3<sup>rd</sup>-5<sup>th</sup> grade students scored 2% on STAAR Reading Meets and Masters

3<sup>rd</sup>-5<sup>th</sup> grade students scored 3% on STAAR Math Meets and Masters

3<sup>rd</sup>-5<sup>th</sup> grade students scored 4% on STAAR Science Meets and Masters

K-5<sup>th</sup> grade students scored met the 1.4 growth at the 21<sup>st</sup> percentile on the EOY NWEA Math assessment

2<sup>nd</sup>-5<sup>th</sup> grade students met 1.4 growth at the 32<sup>nd</sup> percentile on the EOY NWEA Reading assessment.

Parameters and metrics established by the District

### Needs related to improving the quality of instruction

- Improve reading and writing quality of instruction.
- Improve the quality of instruction in math and science.
- Close the learning gaps for students in special populations (EBS, sped. Education, Dyslexia and 504) and improve the quality of Instruction.
- Improve the PLC structure to support instructional capacity of teachers and improve lesson internalization process.

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

- NES LSAE model implementation effectively
- PLC systems and structure
- Build leadership density of all leaders

### Key Actions

1. Improve the quality of instruction in reading and writing.
2. Improve the quality of instruction in math and science.
3. Close the learning gaps for students in special populations: Special Education, 504, At-Risk, and Emergent Bilinguals.
4. Increase the level of student engagement by implementing multiple response strategies to ensure students are mastering the learning objective.

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## School Action Plan Template

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**Key Action** *(Briefly state the specific goal or objective.)*

**Improve the overall quality of instruction in Reading and Writing.**

**Indicators of success** *(Measurable results that describe success.)*

- By December 2024, 60% of Reading teachers will score 3-4 points in Engage and Deliver, 2-3 points in Monitor and Adjust within their Spot observations. By May 2025, 80% of RLA teachers will score at least 4 points in Engage and Deliver, 3 points in Monitor and Adjust within their Spot observation.
- By February 2025, 50% students in grades 3rd-5th will demonstrate progress to meet the expected growth from BOY to MOY on the NWEA Reading MAP assessment.
- By April 2025, 70% of students in grades 3rd-5th will score a 3 out of 5 on the ECR scoring guide on their extended constructed responses from BOY to EOY.
- By May 2025, 60% of the students in grades 3rd-5th will demonstrate progress to meet the expected growth from MOY (.7+) to EOY (1.5) on the NWEA Reading MAP assessment.

**Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*

- Leaders will develop an exemplar learning objective (LO) and demonstration of learning (DOL) formula breaking down the LO and DOL highlighting verb(s), stem, content/standard, and outcome. Leaders will provide open labs for additional support as needed.
- Leaders will train and model to teachers on lesson/unit internalization protocol during PLCs.
- Leaders will provide coaching and feedback during lesson rehearsals, Demo Days, to monitor the quality of purposeful instruction and student engagement.
- Leaders will provide on-going professional development on the Spot observation form and T-TESS Appraisal System to improve Domain II scores as evidenced by the Spot data.
- Leaders will provide professional development on NES expectations, instructional characteristics, short and extended constructed responses.
- Leaders will collect Extended constructed response cards bi-weekly and provide feedback to teachers to improve instruction.
- Leaders will provide weekly lesson internalization planning meetings with teachers with opportunities for demonstration of lessons, Demo Day.
- Leaders will provide teacher data trackers and student data trackers and train teachers on data tracking and discuss data in PLCs.
- Leaders will train teachers on scoring ECRs.
- Leaders will schedule PLCs to evaluate extended constructed responses and provide improvement feedback.

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## Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Teachers will implement the exemplar learning objective (LO) and demonstration of learning (DOL) breaking down formula highlighting verb(s), stem, content/standard, and outcome. Teachers will attend open labs for additional support as needed.
- Teachers will attend campus training to help support with lesson annotation, lesson/unit internalization, and lesson rehearsals, Demo Day.
- Teachers will internalize Reading lessons and provide demonstrations of their lessons weekly with campus leaders.
- Teachers will submit annotated lessons/slide decks to receive feedback from peers and campus leaders.
- Teachers will implement the coaching and feedback received during lesson rehearsals, Demo Days, and Spot observations immediately to promote high quality instruction and 100% student engagement.
- Teachers will implement instructional practices to improve Domain II scores as evidenced by the Spot data.
- Teachers will track student Demonstration of Learning and district assessments and meet with campus leaders to determine instructional moves to improve student outcomes.
- Teachers will create a student-friendly data wall in classrooms to hold students accountable for their learning and communicate expectations to students.
- Teachers will participate in the schoolwide writing prompt every 6 weeks.
- Teachers will evaluate extended constructed responses using the TEA ECR scoring guide.

## Key Action One: Improve the quality of instruction in Reading and Writing.

Who: All teachers and staff at Frost Elementary School

What: NES Expectations, Instructional Characteristics and Domain II (Engage & Deliver and Adjust & Monitor), CIRCLE, Dibels, NWEA MAP.

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<b>B u d g e t</b>			
	Proposed item	Description	Amount
	Staff development	Science of Reading (SOR)	\$0.00
		CIRCLE	\$0.00
		Dibels	\$0.00
		NWEA MAP	\$0.00
	Materials/resources	Science of Reading Materials	\$0.00
		CLI Engage CIRCLE Assessment Materials	
		Dibels Assessment Materials	
		NWEA MAP Assessment Materials	
	White Boards, Index Cards, Chart Paper, Toolboxes for Professional Development		
Purchased services	Neuhaus Reading Readiness Materials	\$0.00	
	Neuhaus Language & Literacy for Young Learners		
Other			
Other			
		<b>TOTAL</b>	\$0.00
Funding sources: Title I			

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**KEY**

**Key Action** *(Briefly state the specific goal or objective.)*

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**Improve the quality of instruction in Math and Science.**

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**Indicators of success** *(Measurable results that describe success.)*

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- By December 2024, 60% of Math and Science teachers will score 3-4 points in Engage and Deliver and 2-3 points in Monitor and Adjust within their Spot observations and by March 2025, 80% of Math teachers will score at least 4 points in Engage & Deliver and 3 points in Monitor and Adjust within their Spot observation.
- By February 2025, students in grades 1-5 will demonstrate progress to meet the expected growth from BOY to MOY on the NWEA Math MAP assessment and by May 2025, students in grades 1-5 will demonstrate progress to meet the expected growth from MOY to EOY on the NWEA Math MAP assessment.
- By October 2024, 50% of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs, 60% by February 2025 of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs, and 70% by May 2025 of the 3rd-5th grade students will demonstrate Securing 2 or Advanced as measured by weekly DOLs.
- By May 2025, 85% students or more in grades 3rd-5th will complete at least 90 lessons in Zearn, enhancing their math proficiency and ensuring consistent progress.

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**Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*

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- Leaders will develop an exemplar learning objective (LO) and demonstration of learning (DOL) formula breaking down the LO and DOL highlighting verb(s), stem, content/standard, and outcome. Leaders will provide open labs for additional support as needed.
- Leaders will train and model to teachers on lesson/unit internalization protocol during PLCs.
- Leaders will provide coaching and feedback during lesson rehearsals, Demo Days, to monitor the quality of purposeful instruction and student engagement.
- Leaders will provide professional development based on spot observations data for NES expectations, instructional characteristics, short and extended constructed responses.
- Leaders will collect Extended constructed response cards bi-weekly and provide feedback to teachers to improve instruction.
- Leaders will provide teacher data trackers and student data trackers and train teachers on data tracking.
- Leaders will track weekly DOL data at PLCs and provide immediate and strategic feedback to improve student outcomes.
- Leaders will track Zearn weekly usage, monitor student data, and analyze reports.

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## **Specific actions – staff** (What specific action steps will the staff take to accomplish the objective?)

- Teachers will implement the exemplar learning objective (LO) and demonstration of learning (DOL) breaking down formula highlighting verb(s), stem, content/standard, and outcome. Teachers will attend open labs for additional support as needed.
- Teachers will follow the internalization/unit internalization protocol provided by administration.
- Teachers will attend campus training to help support with lesson annotation, lesson/unit internalization, and lesson rehearsals, Demo Day.
- Teachers will internalize Math lessons, prepare materials and resources to deliver, and provide demonstrations of their lessons weekly with campus leaders to deliver purposeful instruction.
- Teachers will submit annotated lessons/slide decks to receive feedback from peers and campus leaders.
- Teachers will implement the coaching and feedback received during lesson rehearsals, Demo Days, and Spot observations immediately to promote high quality instruction and 100% student engagement.
- Teachers will implement instructional practices to improve Domain II scores as evidenced by the Spot data.
- Teachers will implement the NES expectations based on Spot observation data for instructional characteristics and training in their lessons daily.
- Teachers will track student Demonstration of Learning and district assessments and meet with campus leaders to determine instructional moves to improve student outcomes.
- Teachers will actively participate in data-driven PLCs to analyze STAAR data, NWEA MAP BOY, MOY and EOY assessment data and set specific targets for students, as well as action steps with campus goals in mind (during each progress monitoring date).
- Teachers will confer with students to set goals for NWEA MAP Math assessments at BOY, MOY, and EOY.
- Teachers will implement a campus-wide system for tracking Zearn weekly usage.
- Teachers will create a student-friendly data wall in classrooms to hold students accountable for their learning and communicate expectations to students.

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<b>Key Action Two: Improve the quality of instruction in Math and Science.</b>			
B u d g e t	Who: All teachers and staff at Frost Elementary School		
	What: NES Expectations, Instructional Characteristics and Domain II ( Engage & Deliver and Monitor & Adjust)		
	When: August 2024		
	Where: Cafeteria/Multi-purpose Room		
	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Instructional Characteristics, MRS Strategies, PLCs, Data Dig	\$0.00
	Materials/resources	White Boards, Index Cards, Chart Paper, Toolboxes for Professional Development	\$0.00
	Purchased services	None	
	Other		
	Other		
	<b>TOTAL</b>		\$0.00
	Funding sources: N/A (We have all items needed)		

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**Key Action** *(Briefly state the specific goal or objective.)*

**Improve the quality of instruction for EB students.**

**Indicators of success** *(Measurable results that describe success.)*

- Evidence of the use of scaffolding tools in 90% of lesson annotations and observed in at least 90% of classroom lessons as verified through lesson annotation reviews and classroom observations in Kinder-2nd grade.
- By December 2024, 80% of students will increase at least .50 points from PLP#1 to PLP#2. By February 2025, 80% of students will increase at least 1.0 point from PLP#1 to PLP#3 using Summit K-12.
- By March, there will be an improvement in at least 80% of students' written samples. At least 70% of students in grades 1st-5th will achieve a 1 out of 2 in daily CRs.
- By the end of 2024-2025 school year 60% of EB students will meet their individual expected growth on MOY NWEA MAP Reading and 75% of students will achieve individual expected growth on EOY NWEA MAP Reading.

**Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish)*

- Training in Summit K-12 expectations, curriculum and data analysis.
- Train teachers how to use PLD's to provide targeted instruction to ensure proficiency mastery.
- Monitor weekly use of Summit K-12.
- Implement a schedule for regular reviews of lesson plans and classroom annotations to ensure that scaffolding tools are integrated effectively. Use a checklist to verify that at least 90% of lesson plans include appropriate scaffolding strategies.
- Celebrate teachers and students in usage and achievement of new proficiency levels.
- Training in SCR-RACE strategy.
- Regularly review student written samples to assess improvement. Provide feedback to teachers on how to support students in improving their writing skills.
- Leaders will facilitate professional development sessions on the Content-Based Language Instruction (CBLI) during August Pre-service and during PLC meetings in September and October 2024.
- Leaders will facilitate professional development sessions in the Tactile Approach to TELPAS-NSV Strategy.
- Leaders will collect data on the implementation of the CBLI strategies during the Quality Instruction pulse checks at least once per week.
- Leaders will conduct training in grades 3-5 in RLA Constructed Response Scoring Guide for all core content teachers in grades 1-5 by the end of September 2024; will monitor implementation of the RACE strategy for constructed response in RLA and Social Studies classes (modified strategy for grades 1-2); oversee the collection of student writing samples; and analyze them in PLC meetings once per month beginning in October 2024.
- Leaders will facilitate data PLC meetings to analyze the K-12 Summit assessment data at BOY, MOY, and the Summative assessment window and set specific targets for students and action steps to align with campus goals.

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## Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Training in Summit K-12 expectations, curriculum, implementation, and data analysis. Use the Summit K-12 during intervention times 3 days a week.
- Training in the expectations of all domains to deliver High Quality Instruction for Dual Program to use Sheltered Instruction strategies and Summit K-12.
- Training in how to use PLD's to provide targeted instruction to ensure proficiency mastery monitor weekly use of Summit K-12.
- Celebrate students' weekly usage and achievements of new proficiency levels.
- Teachers will provide scaffolding, visuals, and differentiation to EB students during English Instruction.

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- Teachers will implement the Tactile Approach to TELPAS-NSV Strategy in Reading classes.
  - Teachers will collect student work samples and actively participate in weekly PLC meetings.
  - Bilingual and ESL teachers will implement the Summit K-12 lessons and monitor the students' Summit usage (minimum of 45 minutes weekly).
  - All RLA teachers in grades K-5 will assign a minimum of one writing task using the RACE strategy per week (modified strategy for grades 1-2). Reading/ELA and Social Studies teachers in grades 3-5 will use the Grades 3-5 RLA Constructed Responses Scoring Guide to rate students' responses and provide feedback.
  - Teachers in grades K-5 will conduct regular data conferences with their students; teachers in grades 3-5 will help students set up and maintain their individual data folders.

### Key Action Three:

**Improve the quality of instruction for EB students.**

Who: Principal Thompson and Admin team

What: Summit K-12 Implementation and PLD Training, Writing Strategies (RACE), RLA Constructed Response Scoring Guide

When: Teacher In-Service, Weekly PLC

Where: Frost Elementary

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Budget	Proposed item	Description	Amount
	Staff development	Training on Summit K-12 (Year 2) CBLI strategies Writing Strategies (RACE) RLA Constructed Response Scoring Guide A Tactile Approach to TELPAS - NSV Strategy	\$0.00
	Materials/resources	CBLI Strategies Copy of RLA Constructed Response Scoring Guide A Tactile Approach to TELPAS Handout/Presentation White Boards, Index Cards, Chart Paper, Toolboxes for Professional Development	\$0.00
	Purchased services	N/A	\$0.00
	Other		
	Other		
	<b>TOTAL</b>		\$0.00
	Funding sources: N/A (We have all items needed)		

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## **Key Action** *(Briefly state the specific goal or objective.)*

**Improve Special education services by increasing the quality of Instruction. The principal consistently provides on-the-job coaching and feedback at a minimum monthly.**

## **Indicators of success** *(Measurable results that describe success.)*

- By EOY SPED Folder Audit, our campus will receive an overall average of at least a B.
- 100% of students receiving Special Education services will have access to designated supports and receive appropriate accommodations and modifications during daily instruction in all classes, in accordance with their IEPs.
- 100% Special Education compliance specifically ARD meetings and other district monitoring criteria.
- A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator.
- By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part of the previous week's coaching action (steps).
- 100% of IEPs include specific, clear and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
- By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

## **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*

- Leaders will facilitate a Special Education training for all staff on the ARD process, IEP implementation, the implementation of designated supports/accommodations, and progress monitoring.
- Leaders will meet with the evaluation team to discuss upcoming initial ARDs and reevaluation ARDs for the upcoming school year. The Special Education Department Chairperson will generate an ARD schedule with scheduling all initial, reevaluation, and annual ARDs at BOY. Calendar invites will be sent to all leaders, evaluation teams, Special Education teachers, and General Education teachers needing to attend the meeting(s).
- Leaders will participate in all BOY meetings facilitated by the Special Education team and ensure that the students' IEPs are delivered to all teachers serving each student receiving Special Education services and that the teachers have opportunities to ask questions for understanding and clarity.
- Leaders and Special Education will collaborate to ensure timely scheduling and notification of parents regarding regularly scheduled and specially requested ARD meetings.

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- Leaders will review compliance and instructional concerns reported by the Special Education and core content teachers during bi-weekly meetings with the Special Education team and monthly leadership team meetings with the Special Education Department Chair.
- Leaders will collect data on the students' use of designated supports, discuss it with core content and enrichment teachers, and determine action steps during PLC meetings once per month during routine classroom observations.
- Leaders and Special Education Chair will ensure that 100% of students are receiving content support inside or outside of the core content classrooms, in accordance with their IEPs, and that all sessions are properly documented in PowerSchool.
- Leaders and Special Education Chair will ensure that 100% of students are receiving weekly dyslexia services and progress monitoring reports are completed every 3 weeks.

## **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*

- SPED Teachers will use district ARD compliance tracker to ensure that all students are in compliance 100% of the time.
- Teachers will regularly document the implementation of accommodations in PowerSchool and classroom tracking binder.
- Teachers will submit work samples when meeting with the Special Education Chair to discuss student strengths, weakness, and effective/ineffective practices.
- The Special Education chair will lead a meeting with school leadership to share the findings from the teacher meeting and progress tracking results.
- Administration team will debrief monthly over campus folder audits and provide the SPED department with feedback and timelines for implementation.
- 100% of special education teachers will obtain training in writing quality IEPs for special education students.
- Create supplemental aid folders for ELA and Math beginning week one.
- Record District assessments for each student in ELA and Math.
- Create and track weekly non-mastered TEKS for individual students
- Record weekly progress monitoring. Students receiving less than 70% toward mastery will work in small groups or pull-out in SPED resource class.

## **Key Action Four: Improve Special education services by increasing the quality of IEP goals and IEP implementation by Special Education teachers.**

Who: Mr. Panter - Special Education Chairperson

What: IEP Accommodations Training

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	When: PD/PLC		
	Where: Cafeteria/Multi-Purpose Room		
<b>Bu dg et</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	The Special Education Chairperson will conduct Quarterly Review and Systems Check during weekly PD Sessions.	\$0.00
	Materials/resources	IEP At-A-Glance, Accommodation Stickers, PowerSchool Check for accommodations.	\$0.00
	Purchased services	N/A	\$0.00
	Other		
	Other		
	<b>TOTAL</b>		\$0.00
	Funding sources: N/A (We have all items needed)		

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## Action Plan Rubric

	<i>low</i>	<b>Basic</b>	<i>high</i>	<i>low</i>	<b>Proficient</b>	<i>high</i>	<i>low</i>	<b>Advanced</b>	<i>high</i>
<b>N e e d s A s s e s s m e n t</b>	Action plan is based on a current needs assessment; however, the authors do not provide specific data or evidence to support the need. Student academic achievement and quality instruction are not the central elements of the assessment or there is insufficient data. The action plan includes a summary of the School's needs. It is unclear whether addressing the needs outlined in the needs section will actually help raise student achievement or help the organization reach its other goals.			Action plan is based on a current needs assessment. The authors use data to determine core needs. Student achievement data inform the needs assessment. The School analyzes instructional delivery and describes professional development needs. These needs are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals.			Action plan is based on a current needs assessment. The needs are prioritized. The author uses both current-year and trend data to determine core needs. Student achievement and progress monitoring data inform the needs assessment. The School also reviews data regarding the quality of instruction. It analyzes instructional deficiencies, using multiple sources of data, and describes professional development needs. Core needs take into account the principles of a turnaround school and are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals.		
	<i>low</i>	<b>Basic</b>	<i>high</i>	<i>low</i>	<b>Proficient</b>	<i>high</i>	<i>low</i>	<b>Advanced</b>	<i>high</i>
<b>G o a l s a n d P r i o r i t i e s</b>	The goals address School core needs and describe actions that may result in increased student achievement. However, there are too many goals or too many “priorities,” which may lead to a diffusion of effort. The goals are vague and do not provide focus. The goals are described in terms of programs instead of practices.			The goals focus on the most important actions that will lead to student achievement. The action plan addresses the School's core needs. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools' actions and prevents a diffusion of effort. Goals and priorities are connected to practices, not programs.			The goals address School core needs and focus on leverage points. Goals and priorities are developed as part of the vision and the long-range plan for reform. The goals or objectives take into account the experience level of the staff, maturity of the processes already in place, and the urgency of the academic situation. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools' actions and prevents a diffusion of effort. Goals and priorities are connected to practices and principles of organizational effectiveness, not programs.		

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	<i>low</i>	<b>Basic</b>	<i>high</i>	<i>low</i>	<b>Proficient</b>	<i>high</i>	<i>low</i>	<b>Advanced</b>	<i>high</i>
<b>Indicators of success</b>	The action plan delineates indicators of success for each goal or objective. The indicators of success are not specific or measurable (or observable). There are too many indicators or the indicators do not allow for an assessment of progress before the end of the school year.			The action plan delineates indicators of success for each goal or objective. The indicators of success are specific and measurable (or observable). The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The number of indicators is not overwhelming and will not lead to a diffusion of effort.			The action plan delineates indicators of success for each goal or objective. The indicators of success are specific, measurable (or observable), and rigorous. The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The indicators are written in a way that would allow an independent, outside observer to assess progress. The indicators of success challenge the organization, but are attainable. The number of indicators is not overwhelming and will not lead to a diffusion of effort.		

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	<i>low</i>	<b>Basic</b>	<i>high</i>	<i>low</i>	<b>Proficient</b>	<i>high</i>	<i>low</i>	<b>Advanced</b>	<i>high</i>
<b>S p e c i f i c A c t i o n s</b>	<p>The action plan outlines actions people in the organization will take in order to accomplish the goals and indicators of success. The actions are not specific or cannot easily be observed or monitored. It is not clear whether completing the actions will ensure attainment of the indicators of success.</p>			<p>The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. These actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success.</p>			<p>The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. This section of the action plan is written with a preponderance of action verbs. Specific actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success. Where appropriate, the action plan includes when and by whom the specific steps will be completed. The specific actions include steps to train the staff if necessary.</p>		
	<i>low</i>	<b>Basic</b>	<i>high</i>	<i>low</i>	<b>Proficient</b>	<i>high</i>	<i>low</i>	<b>Advanced</b>	<i>high</i>
<b>C o n n e c t i o n t o</b>	<p>The school's or department's action plan and the district action plan do not work in reinforcing ways. There is little attempt to understand and include the district priorities in the organization's action plan. There is perfunctory mention of the district-level indicators of success to which the school or department will be held accountable.</p>			<p>The action plan is designed to work in concert with the district action plan. It supports or reinforces the district's key actions while still addressing the unique needs of the school or department. The action plan addresses district- level indicators of success for which the organization will be assessed.</p>			<p>Relevant central office departments are consulted and the specific actions of the plan will be supported by or reinforce the work of those departments. Where appropriate, the school's or department's action plan specifically refers to the district's key actions. The action plan addresses district-level indicators of success for which the organization will be assessed. The action plan focuses on leverage points and these points overlap the ones outlined in the district plan.</p>		

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D i s t r i c t P l a n									
	<i>low</i>	<b>Basic</b>	<i>high</i>	<i>low</i>	<b>Proficient</b>	<i>high</i>	<i>low</i>	<b>Advanced</b>	<i>high</i>
S y s t e m s T h i n k i n g	<p>The action plan pays little attention to system components or to the connections between the various departments in carrying out the action plan. The staff development plan, budget items, and the action plan are not tightly aligned. The action plan focuses on programs rather than practices. It does not incorporate actions to monitor progress or provide feedback.</p>			<p>The School's action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. The action plan identifies specific staff development that is needed to effectively implement the plan. The staff development plan, budget items, and the action plan are tightly aligned. The action plan focuses on practices and leverage points.</p>			<p>The School's action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. Relevant central office departments are consulted and the plan allows the departments to work in reinforcing ways. Goals and actions address major system components: philosophy, processes, implementation, and leadership capacity. The action plan outlines programs and initiatives in a systematic way, including steps to explain the rationale and philosophy, and actions to monitor progress and provide feedback. Staff development plans, budget items, and the action plan are tightly aligned.</p>		

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## Progress on Action Plan Rubric

	Unsat			Progressing		Proficient		Exemplary		
	1	2	3	4	5	6	7	8	9	10
<b>Progress on Action Plan</b>	<ul style="list-style-type: none"> <li>The principal does not provide a copy of the action plan that is color-coded or the highlighted copy is incomplete.</li> <li>There is evidence that the assessment of progress has not been conducted accurately and rigorously.</li> <li>There are several red items or the red items significantly impede overall accomplishment of the key action or the principal cannot provide a satisfactory rationale for not accomplishing the specific action or indicator.</li> <li>Specific actions outlined in the action plan and the observations of instruction and staff actions in general are inconsistent.</li> <li>The staff has difficulty explaining their role in carrying out the school's key actions.</li> </ul>			<ul style="list-style-type: none"> <li>The principal provides a copy of the action plan that is color-coded (green – completed; yellow – in progress and on track to accomplish; red – unlikely to accomplish in time allowed). Specific actions are highlighted.</li> <li>There is evidence that the assessment of progress has been conducted accurately.</li> <li>There are more than two red items; however, the items do not significantly impede overall accomplishment of the key action or the principal provides satisfactory rationale for not accomplishing the specific action or indicator.</li> <li>There is general consistency between the specific actions outlined in the action plan and the observations of instruction and staff actions in general. Some behaviors or actual actions “on the court” are inconsistent with the assessment of progress.</li> <li>Most of the staff can explain their role in carrying out the school's key actions.</li> </ul>		<ul style="list-style-type: none"> <li>The principal provides a copy of the action plan that is color-coded (green – completed; yellow – in progress and on track to accomplish; red – unlikely to accomplish in time allowed). Both indicators of success and specific actions are highlighted.</li> <li>There is evidence that the assessment of progress has been conducted accurately and rigorously.</li> <li>There are no more than two red items and, if there are red items, they do not significantly impede overall accomplishment of the key action or the principal provides satisfactory rationale for not accomplishing the specific action or indicator.</li> <li>There is great consistency between the specific actions outlined in the action plan and the observations of instruction and staff actions in general.</li> <li>The staff can explain their role in carrying out the school's key actions.</li> </ul>				