

Action Plan Rubric

School: _____

last revised 3 July 06

	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Needs Assessment	Action plan is based on a current needs assessment; however, the author does not provide specific data or evidence to support the need. Student academic achievement is not the central element of the assessment. The action plan includes a summary of the school's or department's needs. It is unclear whether addressing the needs outlined in the first 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 author uses data to determine core needs. Student achievement data informs the needs assessment. The assessment of needs takes into account district or other outside requirements or concerns. The action plan begins with a concise summary of the school's or department's 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 informs the needs assessment. The action plan begins with a concise summary of the school's or department's needs. Additional graphs and data charts are included in an addendum. Needs fall within the district parameters. The needs are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals.		
Connection to District Plan	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.			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.			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.		
Goals and Indicators of success	The goals are tied to the school's or department's needs. The action plan delineates indicators of success for each goal or objective. However, the indicators of success are not specific, measurable, or effective. The goals and indicators are not rigorous or they are not focused and may lead to a diffusion of effort.			The goals are focused and tied to the school's or department's needs. The action plan delineates indicators of success for each goal or objective. The indicators of success are specific, measurable, and effective. The goals and indicators challenge the organization, but are attainable. The number of goals and indicators is not overwhelming and will not lead to a diffusion of effort.			The goals are focused and tied to the school's or department's needs. 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 action plan delineates indicators of success for each goal or objective. The indicators of success are specific, measurable, effective, and rigorous. The indicators allow an independent, outside observer to assess progress. The goals and indicators challenge the organization, but are attainable. The number of indicators is not overwhelming and will not lead to a diffusion of effort.		

Action Plan Rubric (cont.)

	<i>low</i>	Basic	<i>high</i>	<i>low</i>	Proficient	<i>high</i>	<i>low</i>	Advanced	<i>high</i>
Specific Actions	<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>		
Systems Thinking	<p>The action plan pays little attention to the systemic coaching cycle rubric and the recommendations for improvement. 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 or department'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 or department's action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. Goals are divided into the major components: philosophy, processes, and implementation. The action plan outlines programs and initiatives in a systemic 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>		
Notes:									