

	Criteria	Weaker Plan	Stronger Plan
Focus on Student Learning	<i>Goals and strategies are defined in such a way as to impact student learning.</i>	<p>Goals define adult performance.</p> <p>The focus of the plan is on structural elements and organizational design.</p> <p>Student learning goals may focus on only one aspect of student performance (e.g., only performance on standardized tests).</p>	Goals clearly define student learning outcomes related to achievement, aspirations and attainment.
	<i>Goals are responsive to student learning needs identified through analysis of relevant data.</i>	Student learning goals are established without a clear connection to the school's existing data.	<p>Student learning goals are defined based upon a thorough analysis of a wide range of student performance data.</p> <p>Established goals are reasonable, achievable and based on historical student learning data.</p>
Alignment	<i>Strategies and action steps align clearly with goals.</i>	<p>Strategies don't directly align with the stated learning goals.</p> <p>Related actions steps are ambiguous or insufficient to implement the suggested strategies.</p>	<p>There is a clear relationship between the suggested strategies and the goals they are intended to support.</p> <p>The suggested action steps provide a clear and detailed way to implement the set of suggested strategies.</p>
	<i>Strategies and action steps are grounded in research-based best practices.</i>	The literature on school improvement provides little or no support that the suggested strategies and/or steps will lead to the attainment of the learning goals.	There is research-based support in the literature that the strategies and action steps proposed in the plan will have a positive impact on teaching and learning.
	<i>All school/district initiatives are integrated into the plan in a cohesive and manageable way.</i>	The action plan proposed is stand-alone and makes little or no mention of other initiatives taking place in the district or school.	The action plan brings all initiatives under one umbrella that also illustrates the cohesive and complementary manner in which they combine to reach the stated learning goals.

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Measurements	<i>Data are identified to clearly measure the effectiveness of strategies.</i>	Limited data are identified that would provide evidence of progress toward and/or attainment of the goals. Data listed is not relevant to the related strategy or step.	Each action step lists data that can be collected as evidence of progress or completion. The data identified for collection are indicative of the evidence that would be expected if the related step was completed.
	<i>Checkpoints are built into the plan to reflect on the implementation of the action steps.</i>	The data, if listed, is not available during the school year to engage in an analysis and reflection.	There are opportunities throughout the year that allow for data analysis and reflection on leading indicators.
	<i>Leaders for each aspect of the plan are clearly defined.</i>	It is unclear who is responsible for completing each step outlined in the plan.	Each specific action step lists a person who is responsible for ensuring its implementation.
Leadership	<i>Leaders of various aspects of the plan hold a leadership position in the school/district.</i>	The responsibility for completing the steps is limited to a handful of individuals who are primarily administrators or who do not hold a leadership position in the school/district.	There is shared responsibility for completing the steps listed in the plan, and the distribution among the school/district leaders is fair and diverse.
	<i>Mid-year reflection opportunities are built into the plan.</i>	There are few, if any, opportunities for the leadership team to reflect upon the progress of the plan.	There are scheduled opportunities for the leadership team to examine the data collected to date and engage in a reflection on progress in order to consider possible adjustments.
Resources	<i>Resources indicate a careful analysis of internal and external assets and barriers.</i>	If resources are suggested, they are insufficient to support the completion of the step.	The resources suggested to support the steps are sufficient to ensure effective implementation and take advantage of the assets already available.
	<i>Local resources are identified to enhance the local school budget.</i>	The resources listed do not take into consideration the existing assets and/or barriers in the school/district.	Community engagement strategies and resources are clearly identified and relevant to the action plan.

