



ACTION PLAN REVIEW RUBRIC

Directions: This rubric aims to support action planning teams in revising draft action plans. Action planning teams may complete this rubric or share this rubric with colleagues not involved in the planning process to receive feedback and unique perspectives that inform the team's revision process before finalizing the plan. Leaders may share their draft action plan with stakeholders virtually or as a hard copy so that reviewers may read and reflect on the action plan before providing detailed feedback. For all users, review the following key then use the rubric to rate each statement on a scale of 0-4.

Rubric Key

| LEVEL | DESCRIPTION | PERCENTAGE OF ACTION STEPS THAT SUPPORT EFFECTIVE PLAN IMPLEMENTATION |
|-------|--|---|
| 0 | Efforts to address the action plan criteria are "Not Present" The plan does not include action steps for goals or includes rudimentary action steps that do not clarify necessary steps for implementation. | 0% |
| 1 | Efforts to address the action plan criteria are "Beginning" The plan provides few or limited action steps for any goals. The action steps are too broad to carry out implementation. | 0-25% |
| 2 | Efforts to address the action plan criteria are "Developing" The plan establishes action steps for most goals, but they lack specificity and/or depth. Few action steps are aligned with goals. | 26-50% |
| 3 | Efforts to address the action plan criteria are "Effective" The plan provides detailed, specific action steps for all goals. All action steps are aligned with goals. | 51-89% |
| 4 | Efforts to address the action plan criteria are "Exemplary" The plan provides detailed, specific action steps that are practical, innovative, and aligned with all goals. All action steps are scaled appropriately to fit the school or division's capacity to achieve goals. The action plan serves as a model for other schools or divisions. | 90-100% |

Rubric key adapted from: [A Rubric for Assessing Schools' Plans for Rapid Improvement](#) (The Center on School Turnaround, 2017), [Continuous Improvement Process Criteria and Rubric](#) (Wisconsin Department of Public Instruction, 2020), [Unified Improvement Plan Quality Criteria Rubric: School-Level](#) (Colorado Department of Education, 2020)



Action Plan Rubric

| Action Plan Criteria | Level 0 Not Present | Level 1 Beginning | Level 2 Developing | Level 3 Effective | Level 4 Exemplary |
|--|------------------------|----------------------|-----------------------|----------------------|----------------------|
| General | | | | | |
| The action plan demonstrates enough detail and organization to ensure successful implementation. | | | | | |
| The action plan clearly identifies strategies and supporting activities. | | | | | |
| The action plan connects results from the CNA with identified action steps. | | | | | |
| The action plan provides direction for monitoring and evaluating the implementation of actions. | | | | | |
| The action plan is user-friendly for all relevant stakeholders (e.g., staff, community members). | | | | | |
| Goals | | | | | |
| The goals meet SMARTIE criteria. | | | | | |
| The goals prioritize areas of weakness identified in the CNA. | | | | | |
| The list of goals is complete and does not miss any major issues identified in the needs assessment. | | | | | |
| The goals are appropriate and uncontroversial. | | | | | |
| Action Steps | | | | | |
| Action steps are research-based and backed by evidence of effectiveness. | | | | | |
| The action plan specifies who is responsible for implementing each action step. | | | | | |
| The action plan specifies which groups of students or content areas will be affected by actions. | | | | | |



| Action Plan Criteria | Level 0 Not Present | Level 1 Beginning | Level 2 Developing | Level 3 Effective | Level 4 Exemplary |
|---|------------------------|----------------------|-----------------------|----------------------|----------------------|
| The action plan specifies a realistic timeline for implementing each action step. | | | | | |
| The action plan identifies the available and needed resources required for implementing each action step. | | | | | |
| Each strategy is assigned a manageable number of actions (a maximum of 10). | | | | | |
| The action steps are clearly aligned to school goals when viewed collectively. | | | | | |
| The action plan generates a clear vision for school performance following implementation. | | | | | |
| The action plan identifies potential barriers or resistance that may impact implementation and explains how to overcome them. | | | | | |
| Resources | | | | | |
| The action plan details key professional development needs and additional resources necessary for effective action plan execution. | | | | | |
| The action plan explains how resources will be implemented. | | | | | |
| The action steps lead to greater benefits and improvement in student performance than costs and resource demands. | | | | | |
| Leadership and Stakeholder Involvement | | | | | |
| The action planning team appoints a leader to oversee the implementation of the action plan. | | | | | |
| A variety of stakeholders (i.e., school educators, school administrators, families, community members, students) contribute to the creation of the action plan. | | | | | |
| If applicable, the action steps promote an appropriate level of parent, family, and community engagement. | | | | | |



| ACTION PLAN CRITERIA | LEVEL 0 NOT PRESENT | LEVEL 1 BEGINNING | LEVEL 2 DEVELOPING | LEVEL 3 EFFECTIVE | LEVEL 4 EXEMPLARY |
|--|------------------------|----------------------|-----------------------|----------------------|----------------------|
| Monitoring and Evaluating | | | | | |
| The action planning team has identified a method for monitoring each goal. | | | | | |
| The action plan includes clearly defined benchmarks for monitoring implementation and progress. | | | | | |
| The action plan specifies individuals responsible for monitoring and evaluating each action step. | | | | | |
| The action plan includes attainable timeframes for monitoring and evaluating each action step. | | | | | |
| The action plan specifies what quantitative and qualitative measurement tools to use to document implementation (e.g., surveys, observations, interviews, progress monitoring tools, benchmark or interim assessments, and performance/outcome assessments). | | | | | |
| The action plan specifies what data sources will be analyzed to evaluate each action step. | | | | | |
| The action plan specifies that data will be collected and analyzed from the same sources each year for consistent evaluation purposes. | | | | | |

Rubric adapted from: "Action Plan Review Protocol" in [Phase 3: Implement Plan Resources](#) (Massachusetts Department of Elementary and Secondary Education), [School Improvement Plan Rubric](#) (Office of the State Superintendent of Education 2015), [Continuous Improvement Process Criteria and Rubric](#) (Wisconsin Department of Public Instruction 2020); [Creating Objectives](#) (University of Kansas), [Evidence-Based Improvement](#) (WestEd), [An Improvement Plan is Not Enough – You Need a Strategy](#) (Phi Delta Kappan 2019), [Five Steps for Structuring Data-Informed Conversations and Action in Education](#) (U.S. Department of Education 2013)



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NOTES

Directions: Use the space below to provide any additional comments, concerns, or feedback regarding the action plan.

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