

**Optional
Tool**

Use with
Tool 5

Implementation Benchmarks
Developing an Implementation Plan

Overview of *Developing an Implementation Plan*: Use this rubric to determine the degree to which your Implementation Plan is clear and coherent. Does your Plan include specific interventions and action steps that together are likely to significantly improve student achievement in the school’s goal area(s)? Does your Plan also includes the teacher professional development that will be needed to help teachers learn individually and collegially in order to improve practice, and identifies other necessary resources? Rate your Plan on the criteria below.

Implementation Components and Rubrics

Component 1: The Implementation Plan is clear and useful.				
(1) The Plan is well organized and easy to follow. It is clear and understandable. The details in the plan are specific enough so that the responsible parties can carry out the next steps.	(2) The Plan is organized and easy to follow. It is mostly clear, although a few areas are vague. Most details in the plan are specific enough so that the responsible parties can carry out the next steps.	(3) The Plan is organized but a few key areas are missing or not clear. Some details in the plan are specific enough so that the responsible parties can carry out the next steps.	(4) The Plan is loosely organized and often hard to follow. The details in the plan provide sketchy information about the next steps.	(5) The Plan is poorly organized and difficult to follow. Minimal information about next steps is provided; the reader has little idea of what needs to be done next.
Component 2: The Implementation Plan is focused and aligned with the goal area.				
(1) The Plan focuses on a few of the most important elements of the goal area. Implementing this plan will significantly address the goal area and needs identified by the external study team’s data collection. Action steps are connected to each other to form a coherent whole.	(2) Most of the Plan connects to the goal area and identified needs. Implementing this plan with significantly address the goal area. Most action steps connect to the goal and to each other.	(3) The Plan shows some connection to the goal area. Implementing this plan will address some of the important improvement areas and needs. Some action steps connect to the goal but others do not. Action steps are loosely connected to each other.	(4) The Plan shows little connection to the goal area. Implementing this plan will not significantly impact the goal. A few action steps connect to the goal but they are not interconnected.	(5) The Plan does not explain the rationale for impacting the goal area. Implementing this plan will not address the goal area or the identified needs. Action steps in the plan are disjointed.

———— Variations to the left are ideal (i.e., 1).

----- Variations to the right indicate the OTE II component is not being implemented (i.e., 4, 5).

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Component 3: The Implementation Plan is realistic and should improve student performance.				
(1)	(2)	(3)	(4)	(5)
The action steps are challenging, but implementing them is possible with commitment and effort. The plan is doable in a 3-5 year timeline. Action steps are likely to lead to improved achievement in the goal area.	A few of the action steps may be too difficult while others are a little simplistic. However, the overall plan is doable in a 3-5 year timeline. Action steps should lead to improved achievement in the goal area.	Some of the action steps may be too difficult to implement. Some parts of the plan seem to be too complicated or too simplistic. The plan is mostly doable in a 3-5 year timeline. Action steps should lead to improved achievement in the goal area.	Many of the action steps seem too difficult to implement. Many parts of the plan seem to be too complicated or too simplistic. Only parts of the plan are doable in a 3-5 year timeline. Action steps may not lead to improved achievement in the goal area..	Action steps are impossibly challenging or too simplistic. The plan does not provide a realistic timeline. Action steps are not likely to lead to improved achievement in the goal area.
Component 4: The Implementation Plan incorporates high quality professional development.				
(1)	(2)	(3)	(4)	(5)
Professional development builds upon and extends prior staff development activities. The purpose for professional development is clearly explained. Teachers are provided multiple exposures to new learning over time. Professional development includes time for collegial learning and experimentation with new practices.	Most of the professional development builds upon and extends prior staff development activities; a few parts seem unconnected. The purpose for professional development is mostly clear. Teachers are provided multiple exposures to new learning over time. Some time is allotted for collegial learning.		Some of the professional development builds upon and extends prior development activities; other parts seem unconnected. The purpose for professional development is vague. The plan raises concerns about follow-up for new learning. Insufficient time is allotted for collegial learning.	Professional development is disjointed; it does not build upon prior development activities. No purpose for professional development is given. New learning consists primarily of one-shot workshops. No time for collegial learning is provided.

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Analysis Form

School: _____

Date Completed: _____

Who Participated in the Analysis: _____

Component	How We Rate Ourselves On the Rubric (1– 5)	Evidence Supporting Our Rating	Ways We Can Improve in This Area
1. The Implementation Plan is clear and useful.			
2. The Implementation Plan is focused and aligned with the goal area.			
3. The Implementation Plan is realistic and should improve student performance.			

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Component	How We Rate Ourselves On the Rubric (1–5)	Evidence Supporting Our Rating	Ways We Can Improve in This Area
4. The Implementation Plan incorporates high quality professional development.			

What other things are going well with this phase of the process?

What other things are we struggling with during this phase of the process?