

PRINCIPAL OR SCHOOL/DISTRICT ADMINISTRATOR INDIVIDUAL ACTION PLAN RUBRIC

Element/Category	Unsatisfactory	Basic	Proficient	Exemplary
Quality and Rigor of the Action Plan	<p>The Plan’s objectives are not rigorous or challenging. Limited sources of data were used in the analysis of needs. The Plan may not be practical or attainable or it may be too easy to attain. Successful completion of the Plan is unlikely to lead to significant improvement in student achievement or school/district performance.</p>	<p>The Plan has objectives that are worthwhile but not particularly challenging. The Plan is based on an analysis of some sources of data and aligned to some school/district needs. The Plan is practical and attainable, but may be limited in scope. Successful completion of the Plan is likely to lead to some improvement in student achievement or school/district performance.</p>	<p>The Plan has challenging objectives based on multiple sources of data and analyses of needs. The Plan is comprehensive yet practical and attainable. Successful completion of the Plan is likely to lead to significant improvement in student achievement or school/district performance.</p>	<p>The Plan has challenging objectives that stretch the capacity of the administrator and his/her staff. It is based on multiple sources of data and is informed by input from a variety of stakeholders. Attainment will require particularly skillful management of resources. Successful completion is likely to lead to extensive improvement in student achievement or school/district performance. The Plan can serve as a model for other administrators.</p>

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<p>Effectiveness in implementing the Planned Strategies.</p>	<p>The Plan has been implemented with few efforts at collaboration and with minimal involvement from stakeholders. Leadership practices in implementing the Plan have resulted in little acceptance of the Plan’s objectives and strategies. The Plan faces significant stakeholder resistance.</p>	<p>The Plan has been implemented with some efforts at collaboration and input from stakeholders. The administrator’s leadership practices in implementing the Plan have led to general acceptance of the Plan’s objectives and strategies, but with some stakeholder resistance remaining.</p>	<p>The Plan has been carefully implemented in a collaborative fashion with input from a variety of stakeholders. The administrator has demonstrated sound leadership practices which have led to broad acceptance of the Plan’s objectives and implementation strategies.</p>	<p>The Plan has been rigorously implemented in a collaborative effort with staff and other stakeholders. The administrator has demonstrated exemplary leadership practices, which have resulted in a high level of acceptance of the Plan’s objectives and implementation strategies. The implementation practices can serve as a model for others.</p>

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Accomplishment of the SLO/SPO Goals.	The Plan’s objectives have not been achieved to any significant degree and it is unlikely that they will be. Improvement in student achievement or school/district performance has been minimal. The administrator’s reflection on the implementation strategies has been inadequate.	The Plan’s objectives have been met in part, but additional work or changes in practices will be necessary if the objectives are to be achieved. Improvement in student achievement or school/district performance has been limited. The administrator’s reflection on the implementation strategies has been limited.	The Plan’s objectives have been met or nearly met in all respects. The results from multiple data sources show significant improvement in student achievement or school/district performance. The administrator has reflected on the implementation strategies and understands what was or was not effective.	The Plan’s objectives have been met or exceeded to a significant degree. The results from multiple data sources exceed expectations in student achievement or school/district performance. The administrator has done an extensive reflection on leadership practices and implementation strategies. The Plan serves as a model for other administrators.