

## Strategy and Action Evaluation Checklist

	Yes	No	Comment
<b>Individual Strategy Review</b>			
1. Is the strategy focused? Does it address the core of the goal?			
2. Is the strategy achievable, feasible, reasonable and practical (i.e., time, skill, knowledge, and culture can support them)?			
3. Is the strategy the right grain size (i.e., not so broad that it is a goal but not so narrow that it is an action or task)?			
4. Does the strategy have a sufficient research base with identified sources?			
5. Does the strategy respond to the prioritized data needs and cause and effect analysis?			
6. Will the strategy be understood by stakeholders (i.e., clear, jargon-free language, able to stand on its own without additional explanation)?			
7. If the strategy is implemented with fidelity, is it likely to achieve the goal?			
<b>Individual Action Review</b>			
8. Is the action/intervention backed by strong evidence of effectiveness or possible evidence of effectiveness?			
9. Does each action identify the monitoring evidence/data sources that will be used to document implementation?			
10. Does each action identify who is responsible for implementation, the timeline for implementation of the actions and the resources needed to execute the actions?			
11. Given the goal of improving student performance, do the benefits of each action outweigh the costs, i.e., amount of time, number of people, money, necessary materials, supplies, technology?			
<b>Total Strategy and Action Review</b>			
12. Are there a reasonable number of strategies for the goal (two to four) and actions for the strategy (no more than 10)?			
13. If applicable, will the strategies and actions respond to the student populations for which the goal is directed? Are they culturally relevant and responsive?			
14. Will the strategies improve education in the district as a whole? Do the actions reach a critical mass of targeted school staff, students and/or facilities?			
15. Can the strategies be applied in multiple settings (e.g., elementary schools, secondary schools or district departments)?			
16. Do the strategies and actions complement, not contradict, one another?			
17. Will the set of actions allow the district to accomplish its goals and strategies and enable the district to meet the plan indicators?			
18. Are the actions, taken as a whole, coherent and aligned?			