

Criteria for Success: Initiatives

For each initiative, considered separately

1. **Precise** -- answers the question, “Who is doing what for whom, and to what end?”
 - a. Includes actors and beneficiaries, both of whom are as close to the classroom level as possible*
 - b. Describes what the actor does (“ABC”)
 - c. Suggests how the beneficiary will be better off (“XYZ”)
2. **Clear** -- describes the work so that someone outside the system could read it and understand what work is intended
3. **Substantial** -- represents a) significant improvement or expansion of existing work or b) new work

Format: “[Actor] does ABC to accomplish XYZ for [Beneficiary]”

For all initiatives, considered together

4. **Mutually Exclusive Collectively Exhaustive**
 - a. No overlap between the work described by two given initiatives
 - b. Represent *all* of the school system’s major planned work
5. **Aligned** -- aligned with the strengths and opportunities revealed by the diagnostic
6. **Manageable**
 - a. Scoped and sequenced over multiple years
 - b. A manageable number of initiatives each year



Strong School Systems
Strategic Planning Resource

*Note: As a rule of thumb, teachers are the beneficiaries of CIA-related initiatives, and students the beneficiaries of student wellness-related