**IMAGE 2: Initial Sustainable Improvement Planning Process at a Glance**

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| **Phase I** | |
| **Stakeholder Engagement** | To engage in a high-quality, sustainable, improvement planning process, schools should gather meaningful input from an array of key stakeholders, incorporate that input into their plan, and continue to regularly share progress with and elicit input from stakeholders as the plan is implemented. |
| **Envision the Future** | Envisioning the future with a diverse mix of interested parties is a powerful and effective early step in the planning process that can build ownership and advocacy for the resulting plan among both educators and the community. |
| **Assessment of Assets and Challenges & Root Cause Analysis** | Before identifying strategies and approaches to implement, the school needs to ground itself in a thorough analysis of data to take stock of the school’s strengths and challenges. From there, schools should develop a common understanding of the root causes of identified challenges to decide what needs to change in order to achieve the school’s vision for success. |
| **Phase II** | |
| **Strategic Objectives and Initiatives Aligned to Turnaround Practices** | The strategic objectives and initiatives reflected in the sustainable improvement plan are the coherent set of strategies and levers for change aligned to the Massachusetts Turnaround Practices that address the key challenges and strengths of the school. This integrated set of strategies is one that the school expects will lead to rapid improvement. |
| **Goals & Benchmarks** | Developing a coherent set of metrics that will help the school frequently monitor progress and impact is critical to successful plan implementation. A well developed set of goals and benchmarks, detailing timelines, should provide all involved stakeholders with a roadmap for the year ahead. |
| **District Systems** | Districts play a critical role in supporting and facilitating school improvement and ensuring conditions are in place for schools to sustain improvement. |
| **Executive Summary** | The Executive Summary offers a concise description of the sustainable improvement plan that: provides a snapshot of the school, articulates its vision, highlights what makes this plan a new approach to improvement, and outlines key improvement strategies. |
| **Phase III** | |
| **Implement** | Plan implementation is an iterative process that involves stakeholders, includes frequent analysis of data and monitoring of benchmarks, and ensures systems are in place to drive rapid and sustainable improvement. |
| **Monitor Progress** | While a strong, well-conceived sustainable improvement plan is an important blueprint for change, improvements in teaching and learning will only happen if regular monitoring of progress demonstrates that the plan is being well implemented and the strategies are leading to the desired outcomes. |