***The Massachusetts Planning and Implementation Framework***

# *Multi-Year Plan Components*

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| **Element** | **Definition** |
| **Mission** | Your purpose: why the organization exists. |
| **Core Values** | What you believe in: the principles that guide decision making and action. |
| **Vision** | Your aspirations for students: what you value and why, and what future success will look like. |
| *Are the foundation of the…* | |
| **Theory of Action** | The beliefs and assumptions you hold about why certain actions will lead to the vision you seek. Framed as an “if…then” statement. |
| *Which leads to the development of the…* | |
| **Strategic Objectives** | The coherent group of overarching goals and key levers for improvement that will achieve the vision (the “what” and “why”). |
| *Which will be achieved by the…* | |
| **Strategic Initiatives** | The projects and programs that support and will achieve the strategic objectives (the “how”). |
| *The success of the plan as a whole will be measured by the...* | |
| **Outcomes** | The expected results: what they will be, how they will be measured, when they will occur. Outcomes are SMART goals: specific and strategic; measurable; action-oriented; rigorous, realistic, results-focused; timed and tracked.  **Final outcomes** set targets for improvement achievedat the end of plan implementation. For example: By 2021, decrease chronic absenteeism by 2.8 percentage points to 12%. **Interim outcomes** set targets for improvement during plan implementation. |

# *Annual Action Plan Components*

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| **Element** | **Definition** |
| **Implementation Benchmarks** | The planned action steps and their desired impact.  **Process benchmarks** specify what will happen, who will do it, and when. For example, 20 teachers will complete an ESL course by June.  **Early evidence of change benchmarks** identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as classroom observation or surveys. For example, an increase in student use of oral language was observed in 80% of these ESL teachers’ classrooms between October and May. |
| *Which you regularly monitor to assess whether the plan is on track to achieve desired change or requires adjustment.* | |