**Initial Sustainable Improvement Plan Submission Requirements**

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| **Submission Format** | **Sustainable Improvement Plan Stages** | **Required Components of Stage** |
|  This icon means this section of guidance needs to be written | **Executive Summary** | Summarize the following information in 2-4 pages:* A snapshot or brief profile of the school
* Brief summary of the vision for the school
* Outline the selected strategic objectives and initiatives aligned to the [Turnaround Practices](http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf)
* How the strategies will address the root causes of the challenges the school faces that will be used to accelerate improvement
* How this plan represents a new approach to improving the educational experience for children
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| This icon means this section of guidance needs to be written | **Goals &****Benchmarks** | Provide a listing of all strategies that includes:* Implementation timelines
* Interim benchmarks that reflect changes in adult and student behaviors
* Measurable annual goals
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| this icon means this section cna be submitted via  flexible format | **Stakeholder Engagement** | Describe the following:* The composition of the stakeholder groups that provided input into the sustainable improvement plan
* How the perspectives of historically marginalized groups are represented
* The process used to gather input from stakeholders
* The recommendations made by stakeholders and how they are reflected in the sustainable improvement plan
* The school’s plans for ensuring regular, ongoing engagement with stakeholder groups as the sustainable improvement process progresses, and who is responsible for ensuring that this happens
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| this icon means this section cna be submitted via  flexible format | **Envision the Future** | Describe the following:* The long-term vision of success for the school and its students. What are your team’s hopes and dreams for them? What it will look like, sound like, and feel like when the school has reached it?
* How stakeholders were engaged in the visioning process
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| this icon means this section cna be submitted via  flexible format | **Assessment of Assets and Challenges & Root Cause Analysis** | * Describe the analysis process the school engaged in, incorporating information about:
	+ the teams/roles that led and guided the process;
	+ the steps in the analysis process;
	+ the ways in which other stakeholders were involved in data analysis, data interpretation, and root cause analyses;
	+ the types of data utilized in the analyses;
	+ the ways in which analyses focused on equitable outcomes for student groups (e.g., racial/ethnic, students with disabilities, English learners)
* Articulate the results of the analyses, incorporating information about:
	+ The key set of assets and/or challenges the school identified for additional root cause analyses and the data that led the school to focus on them
	+ The specific root causes related to those assets and challenges that your school singled out as the ones most important to address as the school set its strategic objectives and selected initiatives  (i.e., those that, if addressed, the school hypothesizes will provide the biggest boost in terms of improvement)
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| this icon means this section cna be submitted via  flexible format | **Strategic Objectives & Initiatives Aligned to the Turnaround Practices** | * Describe how the set of strategies the school plans to implement will help it achieve its vision for the future
* Explain the rationale for selecting the strategies aligned to the turnaround practices. Be sure to include how the strategies:
	+ Build on assets and specifically address the root causes of the identified challenges, and are appropriate for the school's unique context
	+ Address the school's reasons for designation as a school requiring assistance or intervention. For example, if the school is identified for low-performing student groups, describe how the selected strategies will support those specific student groups
	+ Address the four turnaround practices
	+ Ensure equity, including racial equity, and the implementation of culturally proficient practices in the school.
* Identify which strategy (or strategies) in the sustainable improvement plan is backed by evidence that meets the criteria from one of the top three evidence tiers defined by ESSA and cite the research to support each evidence-based strategy. (Remember, the plan as a whole must include at least one strategy that meets ESSA evidence-based criteria)
* Provide details on how the strategies will be implemented. Be sure to:
	+ Indicate systems, structures, and processes that will be in place to ensure effective and coherent implementation
	+ Address challenges the school might encounter and how they would be handled
	+ Outline a brief multi-year timeline for what will be implemented in years one, two, and three, highlighting key aspects of each strategy that may be phased in over time
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| this icon means this section cna be submitted via  flexible format | **District Systems** | * Articulate changes in policies and autonomies, including support for English learners
* Describe district systems that will be in place to support the school(s), including human capital strategy, partnership management, and curriculum
* Define the resource plan (financial and staff) for the school, including an analysis of equitable resource allocation
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| this icon means this section cna be submitted via  flexible format | **Monitor Progress** | * **School progress monitoring process:** Describe the systems and processes the school will use to support and monitor the implementation and impact of the plan.
	+ Describe the school-level teaming structures or other processes that will support implementation and ongoing review of benchmarks. Discuss the types of teams, benchmarks and other data to be reviewed, frequency, and who will be responsible.  Describe which aspects of these teaming structures and processes already exist, and which will be new to the school
	+ Describe how the school will ensurefollow-throughon mid-course corrections and other decisions that come out of the review of benchmarks.
	+ Provide candid explanations of possible barriersto achieving the benchmarks/goals and how they will be addressed
* **District progress monitoring process:** Describe the systems and processes the district will use to support and monitor the implementation and impact of the plan.
	+ Describe the district-level processes that will support the ongoing review of benchmarks. Discuss the types of teams, benchmarks and other data to be reviewed, frequency, and who will be responsible. Describe which aspects of these teaming structures and processes already exist, and which will be new to the district
	+ Describe how the district will ensurefollow-throughon mid-course corrections and other decisions that come out of the review of benchmarks
	+ Provide candid explanations of possible district-level barriersto achieving the benchmarks/goals and how they will be addressed
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