# Acceleration Roadmap: School Leader Self-Assessment

**Introduction**

The Acceleration Roadmap is a tool for teachers and school/building administrators in Massachusetts. It is designed to provide a focused and phased approach to supporting students as they begin the 2021-2022 school year, a year that will lay the foundation for accelerated learning over the next several years. The roadmap is organized around three overarching priorities, which are grounded in research and were developed through extensive stakeholder feedback. These priorities are to:

1. Foster a sense of belonging and partnership among students and families

2. Continuously monitor students’ understanding

3. Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed

Within each priority, our approaches are designed to create equitable experiences and outcomes for all your students in a manner that is affirming of their race, identity, home language, and unique abilities.

**Consider your context**

We recognize that many educators and administrators may already have a plan in place for some or all the listed action steps within the roadmap. Given the different places schools and educators are in and the need to set the conditions for sustainable change, we encourage you to use this self-assessment with your planning team to identify what you already have in place, and focus on one additional step at a time, working your way down the list as you and your team are ready. Please note that this self-assessment primarily focuses on preparing for a strong start to the school year, or phases 1 and 2 from the Roadmap. Your planning time should consider how you will conduct a similar self-assessment for phases 3 and 4 of the Roadmap, once the school year is underway.

**Plan Strategically**

Depending on where each classroom, school, and district is starting from, it may not be feasible to incorporate all the suggested steps in one year. Rather, the goal of this tool is to help educators and administrators identify high-priority goals and action steps that will best serve students in their unique context and to deepen educators’ and administrators’ commitment to action steps that they have already implemented. TNTP will use this self-assessment in upcoming webinars to support educators’ and administrators’ use of the Acceleration Roadmap to set priorities and create an action plan.

**Completing the Self-Assessment**

We recommend that you complete this self-assessment alongside the Roadmap, which includes more detail and resources to support you with the “related actions”. Since this self-assessment is designed to be used throughout the summer, respond to the questions based on what your current state of where you are with your summer planning and how you ended the school year.

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| Priority 1: Set a vision for and establish plans to foster a sense of belonging and partnership for students and families | | | |
| **IN MY SCHOOL…** | **RELATED ACTIONS** | **YES** | **NO** |
| **We support all students to attend school** | * Gather data on your attendance from SY21 and disaggregate by demographic groups. Identify groups of students to re-engage this upcoming year |  |  |
| * Based on the trends across your school, set an attendance goal for the first month of school and focus on 2-3 strategies from the Playbook Implementation Guide |  |  |
| * Create a team who can monitor attendance data daily, reach out to students prior to the first day or school and in the first month of school and call students/families who are not present |  |  |
| **Our school policies and practices reinforce positive culture and climate** | * Administer a student and family experience survey to gauge students’ and families’ feelings of belonging. |  |  |
| * Use results of the survey to set a goal for the upcoming year focused on family experiences and sense of belonging |  |  |
| * Partner with family representatives to create a family communication plan and calendar that is two-way, culturally responsive, and provided in a variety of languages. Send home a family letter in their preferred language to explain academic goals for the 2021-2022 school year |  |  |
| * Plan pre-service PD to support teachers as they plan to teach safety expectations, build community, and teach classroom routines in the first week of school |  |  |
| * Review disaggregated discipline data from the 2020-2021 and 2019-2020 school year and identify a trend or disproportionality in the data to address in the upcoming year |  |  |
| **Our policies actively affirm students and their diverse identities** | * Consider the multifaceted identities of your students and the need to provide windows (I see into the lives of others), mirrors (I see myself reflected) and doors (I can access new experiences) for all students |  |  |
| * Consider using reflections on these questions or the results of an Equity Audit to a school-based goal for next year |  |  |
| * Incorporate professional development opportunities to build understanding and skills in culturally responsive teaching practices |  |  |

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| Priority 2: Establish systems to monitor students’ understanding | | | |
| **IN MY SCHOOL…** | **RELATED ACTIONS** | **YES** | **NO** |
| **I have communicated a clear plan for diagnostics that help teachers bring students into grade-level instruction** | * Ensure your core content areas have identified curriculum-aligned diagnostics |  |  |
| * Clearly communicate that diagnostics are used for acceleration not remediation as should be used as a bridge to, not a barrier, to grade-level content. Plan to devote preservice PD time on how to utilize diagnostics to adjust year-long pacing guides to accelerate learning. |  |  |
| * Determine how many days you will have available for pre-service professional learning in the summer/fall. |  |  |
| * Consider allocating time to preservice workshops on the following:   1. Data-informed instruction: how to use diagnostic data to plan just-in-time scaffolds and revise scope and sequence  2. Elements of culturally responsive instruction |  |  |
| * Ensure all teachers have access to beginning of year diagnostics and clear instructions for scheduling these diagnostics after relationship building has taken place |  |  |
| * Schedule time for teachers to receive support analyzing diagnostic results to plan to include students in grade-level content. |  |  |
| **I am building a culture of data and reflection** | * Build an assessment calendar with a limited number of rigorous assessments |  |  |
| * Set up a PLC schedule for the fall where teachers can come together weekly to look at student work, including work of students with disabilities and English learners |  |  |
| * Ensure your data meetings set norms that focus on dialogue that is culturally sustaining. |  |  |
| * Set up collaborative planning structures that allow for instructional specialists (e.g. ESL teachers, SPED teachers, etc.) to support the discussion and design of assessments that are aligned to learning goals and are free of barriers to demonstrate learners’ performance. . |  |  |
| **I have committed staffing resources to support my data analysis needs** | * Determine who will be responsible for smooth administration (scheduling, test distribution, data analysis) of assessments next year |  |  |
| * Determine who will facilitate your weekly data meetings and data days |  |  |
| * Leverage technology that will enable you to quickly disaggregate academic data by demographic group, for analysis purposes |  |  |

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| Priority 3: Evaluate your curriculum and plan for professional development | | | |
| **IN MY SCHOOL…** | **RELATED ACTIONS** | **YES** | **NO** |
| **My Tier 1 curriculum provides all students with access to grade-level work** | * Adopt high-quality instructional materials (or make a plan to ensure students have access to grade-level content). |  |  |
| * Make a plan or select a vendor to provide PD for your teachers on how to effectively implement the adopted curriculum |  |  |
| * Audit materials for culturally responsive practice and identify a high leverage area of growth within the domain of culturally responsive instruction to focus on as a school this year. |  |  |
| * Conduct cycles of observation and feedback on a weekly basis that are focused on access to grade level work and cognitive engagement |  |  |
| **Educators receive support to effectively deliver Tier 1 instruction** | * Create a PD calendar (includes plan ½ day preservice PD) |  |  |
| * Recruit and select a diverse group of teacher leaders to support with your PD and coaching needs next year |  |  |
| * Establish an instructional strategy focus for the year and align observation, coaching, evaluation, and professional learning priorities to this focus area |  |  |
| **Tier 2 and 3 programs are consistent with Tier 1 instruction** | * Review your MTSS systems for alignment with your Tier 1 curriculum |  |  |
| * In planning the fall student schedule, prioritize more time with Tier 1 curriculum, as well as time for students to engage with Tier 2 and 3 supports in multiple content areas, as needed |  |  |
| * Provide high-quality professional development on special education related topics to ensure a responsive general education environment and to assist practitioners and parents in identifying students with disabilities |  |  |
| * Use your beginning of year diagnostic data to create rosters for your MTSS programs |  |  |
| * Clearly communicate the process by which students will be able to move between “tiers” in your programs |  |  |