### Domain(s) | Key Practice | Stage 1 | Stage 2 | Stage 3 | Stage 4
---|---|---|---|---|---
**All 3** | All students, with input from their parent/guardian, use a personal planning model such as an **Individual Learning Plan (ILP)** to be college and career ready. This plan is a student-directed, school-mentor supported, multi-year tool that maps academic plans, personal/social growth, and career development activities. The ILP takes into account the student’s unique, self-defined interests, needs, and goals for the attainment of postsecondary success. | Minimal or no evidence of the practice | Early Stage – Pilots and small number of participants | Structure exists for participation by all students, many but not all are involved | All students involved (by grade or other comprehensive measure)

- The school does not have a tool (online or otherwise) for documenting activities in every domain.
- Students do not have identified school mentors or other adult advocates.
- School does not provide dedicated college and career planning time.
- No curriculum to support planning.

- The school has designed an ILP Implementation Plan including P.D. activities to support staff buy-in.
- The school has identified an online tool (such as Your Plan for the Future, Naviance, MassCIS) to document ILP development.
- A pilot group has begun using ILPs (e.g. grade 9 students).
- A framework such as the Mass Model for School Counseling supports ILP development.

- All students have a school mentor and most are meeting regularly for ILP development.
- Career Development Education (CDE) is primarily Awareness activities with some early Exploration opportunities.
- Students identify strengths and gaps in personal/social skills and school provides opportunities for skill attainment.
- Interventions and necessary supports are identified such as participation in expanded learning time.

- Based on career interests, students identify short and long term goals in each domain.
- Student plans demonstrate clear connection between academic planning and career goals.
- Career Development Education fully implemented and all activities are documented in the ILP.
- The ILP process helps determine appropriate Tier II and Tier III academic and non academic interventions.
- School and district improvement plans reflect student trends regarding their area of strength, need, and interest as identified by the ILP process.

- Few or no formalized partnerships between district and community partners exist at either middle or high school.
- External support is minimal and ad hoc.

- District has developed some partnerships for a range of pilot programs for community supports for small numbers of students.
- Partnerships are formalized with Memoranda of Understanding or similar clarifying documents.

- District/district and a range of community partners such as local YMCA’s, Boys & Girls Clubs, United Way initiatives, institutions of higher education, and employer and workforce associations, have designed systems for supporting a range of student needs identified by the district.
- All partners have a clear understanding of their roles and responsibilities in these systems.

- System of partnerships is scaled up so that a rich and varied menu of supports for many students is maintained and sustained over time, with well-established methods for convening partnerships on a regular basis, and resources identified (by the partner organizations and district) so that partnerships are not dependent upon single funding streams.
- Partnerships are sustained because they are mutually beneficial to the district and the partner organization.

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**Strong partnerships exist between K-12 and Higher Ed., local workforce development agencies, employers, and local community organizations, to support academic progress, increase college enrollment, enhance career development education (CDE), and support students’ socio-emotional development.**

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- Partnerships are sustained because they are mutually beneficial to the district and the partner organization.
| All 3 | The K-12 district has fully implemented a strong guidance model to serve all students, e.g. the Massachusetts School Counseling Model (Mass Model) | • Mass Model or other holistic guidance model not implemented, guidance role mainly focuses on responsive services and remedial work for targeted students | • District has begun efforts to launch the Mass Model or other holistic guidance model, focus is mainly on either middle or high school level, may not be in both | • District has a developed system for full launch of all elements of Mass Model or other holistic guidance model | • Fully implemented Mass Model or other holistic guidance model is active at all grade levels | • Students have Guidance support for all three domains of CCR: academic, workplace readiness and personal/social |
| All 3 | There are well-designed linkages between secondary and postsecondary systems that assist students’ transition from one to the next | • Few or no linkages exist between district(s) and higher education partners in the region and state | • Districts and higher education partners are working together to design transition programs for students moving from secondary to postsecondary education | • Stakeholders have designed multiple pathways to post-secondary education with numerous “on ramps” | • District and partnering college(s) have fully articulated systems for secondary-postsecondary transitions | • Early college models have a sustainable funding model and are fully institutionalized |
| All 3 | Expanded learning time (including through partner organizations) is a possibility for all students and learning that occurs outside the classroom and the regular school day is available. | • District and community partners offer minimal opportunities for expanded learning time | • District and partners are piloting programs for students to participate in expanded learning time in non-traditional settings | • District has system (in partnership with community organizations) for supporting student learning outside the classroom and offers academic credit for such learning | • All students are aware of opportunities for expanded learning time and many students participate in these opportunities |
### Academic and Personal/Social

**The districts uses the Massachusetts Early Warning Indicator System (EWIS) and/or local data to identify, diagnose, support, and monitor students at risk of failing to meet expected academic targets**

- No systemic, district-level approach to identifying students at risk of failing to meet targets, esp. graduation from high school target
  - No familiarity with EWIS
  - District is studying the EWIS reports or developing a locally-created early warning system
  - District is developing pilot efforts to respond to the needs of some of the students identified as at risk by the system
  - District has launched a systematic approach to using the EWIS reports and data (and/or local early warning data) to identify, diagnose, support, and monitor students at risk
  - Staff are trained and familiar with the EWIS reports and local early warning data systems
  - District has mapped out a system of interventions tailored for the needs of students identified as at risk by EWIS, and is serving some students identified
  - District has a well-designed plan for regular use of EWIS (and/or local early warning data) to identify, diagnose, support, and monitor students at risk
  - Staff are accountability for data review and appropriate intervention and referrals for identified students
  - Staff resources have been deployed to meet the needs of students identified by early warning data
  - Community partners are fully engaged to help meet identified student needs

- **There is a tiered system of support** (e.g., MA Tiered System of Support “MTSS”) in place to ensure student success for all students
  - No tiered system in place
  - Some individual Interventions are provided for students but it is not part of a coordinated system
  - District has begun to pilot elements of a tiered system of supports, including beginning to map out the interventions and supports available for students who experience academic and/or behavioral difficulties and students who have already demonstrated mastery of the concept and skills being taught
  - District deeply involved in creating a tiered system of supports with referral processes
  - All three tiers are in place and mapped out so that there is common awareness among staff about the variety of supports and interventions available
  - Tier I supports are appropriately serving 80-90 percent of the total student population
  - Students are beginning to receive services at all three levels
  - The tiered system of support is used to design interventions for students identified with early warning data

- **Three tiered system is fully institutionalized; all students are involved at Tier I, and appropriate groups of students are involved in interventions at Tiers II and III**
  - Tier I supports are appropriately serving 80-90 percent of the total student population
  - Students are move through the tiers in a flexible manner, and can simultaneously receive services and supports across the three tiers
  - The tiered system of support is used to design interventions for students identified with early warning data
<table>
<thead>
<tr>
<th>Work Readiness and Academic</th>
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<th>Work Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students participate in Career Development Education (CDE) activities starting at least by Grade 7 in order to promote student engagement, enhance academic achievement, and provide workplace readiness skills</td>
<td>All students have the opportunity to complete MassCore, the Massachusetts recommended high school course of study, to promote student engagement, and enhance academic achievement</td>
<td>All students have a career immersion experience in 11th or 12th grade, and the MA Work-Based Learning Plan (MWBLP) is utilized for all students participating in workplace experiences to set goals and assess learning</td>
</tr>
<tr>
<td>• MassCore not implemented</td>
<td>• MassCore not implemented</td>
<td>• Few or no students participate in work-based learning experiences</td>
</tr>
<tr>
<td>• No plans in place to expand course offerings to achieve MassCore</td>
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<td>• Few students engage in career awareness or exploration opportunities</td>
</tr>
<tr>
<td>• District has begun developing plans for implementing all of the course offerings needed so that students can satisfy MassCore</td>
<td>• District has begun developing plans for implementing all of the course offerings needed so that students can satisfy MassCore</td>
<td>• District is not familiar with MWBLP and does not use it</td>
</tr>
<tr>
<td>• District has publicized its intent to fully implement MassCore for all students over the course of a stated period of time</td>
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<td>• Work-based learning experiences only available for an isolated program rather than designed for all students</td>
</tr>
<tr>
<td>• District has created capacity for all elements of MassCore</td>
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<td>• Work-based learning experiences available for all students as 11th or 12th graders</td>
</tr>
<tr>
<td>• Many students are on track to complete MassCore by end of their senior year</td>
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<td>• District has begun use of MWBLP for a few students</td>
</tr>
<tr>
<td>• Parents/guardians are fully informed of plans for MassCore</td>
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<td>• Many upper class students have internships, and receive academic credit for them</td>
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<td>• Well-designed structures are in place from 7th through 12th to offer all students a progressive and sequential approach to Career Development Education, including work-based learning or other career immersion experience for older students</td>
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<td>• Use of MA WBLP well-established, consistently used for students</td>
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<td>• The CDE approach is aligned with and supports academic achievement</td>
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<td>• Most or all students engage in career awareness and/or exploration experiences</td>
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<td>• CDE has been included in district’s recommended course of study for “Expanded” MassCore</td>
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<td>• All (or most) seniors will have satisfied MassCore by the end of senior year</td>
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<td>• All students in earlier grades are on track to complete MassCore</td>
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<td>• Career immersion experiences available for all students as 11th or 12th graders</td>
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<td>• School uses WBLP Skill Gain reports to assess quality of its program</td>
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</tbody>
</table>
### Personal/Social

- **The personal/social skills of all students are deliberately addressed through effective teaching and learning, including roles for community partners**
- Little attention paid to the personal/social skills and needs of students, other than adjustment counselor support for students in crises
- Work in this realm with students is deficit rather than asset-based
- Districts/community partners have developed pilot programs to address personal/social skills such as resiliency and perseverance
- District has begun to develop a connection between its process for creating ILPs and opportunities for students to build skills in the personal/social domain
- District is piloting some aspects of the Mass Model of School Counseling (see above)
- Districts have implemented curricula and instruction to teach personal/social skills and are using assessments to measure student personal/social skills
- Many students have participated in lessons and activities designed to improve personal/social skills
- School counselors support students personal/social domain
- Some community partners help support individual and groups of students
- All students have opportunities to learn personal/social skills in a range of classes and programs
- Students’ personal/social skills have been assessed, students understand areas of strength and challenge
- Appropriate community partner resources are fully embedded to support students’ personal/social development

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