For each component where you noted a rating less than fully in place, you can access a set of sample planning steps and associated resources in this appendix.

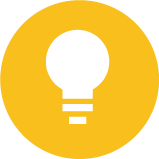
## Sample Planning Steps

Below is a sample of correlated action steps for the components that are not yet in place. These are not intended to represent all possible action steps but to give you an idea of what kind of action steps might happen as a result of a rating in a particular component.

## Associated Resources

This column includes a curated list of associated resources for each component. The list will continue to evolve as additional tools are created. The list was compiled from DESE guidance documents and toolkits so it will include materials linked in guidance such as the Acceleration Roadmap, the MTSS Blueprint, etc. so districts do not have to go into each guidance document, but rather have the resources listed in one place.

| **Vision** | **Instructional Design** | **Tiered Supports** | **Leveraging Systems** |
| --- | --- | --- | --- |
| * [**Vision**](https://docs.google.com/document/u/1/d/1EDMMCMsid4Ytr-u4bbllNqFpzQg1998X0l7SPy09YHg/edit) | * [**Curricular Materials**](#_s02j8icma8yl) * [**Equitable Practices**](#_adfa1f4zjt99) * [**Pedagogy**](#_pm07p0neu35l) * [**Assessment**](#_h6rhr9a5agqu) * [**Learning Environment**](#_gadm6anf12ws) | * [**Tiered Systems of Support**](#_z8s2yn1qv57c) * [**Data Systems**](#_jhxgaw79klly) * [**Access to Resources**](#_fp1nxzhnr629) | **[Staff Development and Competency](#_85tyyn7cdwew)**  * [**Structural Support**](#_x8d886fy4cag)  **Continuous** [**Improvement Cycles**](#_h6ycgw8vgnog)  * [**Human Resources**](#_5mq1iu3x4pr9) |

 Vision

#### In this section you will examine your instructional vision and the degree to which it is grounded in deeper learning and equity, and shared across the learning community.

## Vision

|  |  |  |
| --- | --- | --- |
| **Components** | **Sample Action Steps** | **Resources** |
| **Shared Vision:** The learning community has a shared understanding of high-quality instruction, which promotes deeper learning for all students. | Draft a vision rooted in deeper learning.  Create a plan for the vision to be present in multiple formats and visible to the community (e.g., on the website, embedded in materials such as handbooks, is part of planning agendas, is referenced in budgeting documents, etc. ) | [Vision Guidance](https://www.doe.mass.edu/csdp/guidebook/resources/vision-guidance.docx)[Vision Drafting Protocol](https://www.doe.mass.edu/csdp/guidebook/resources/vision-drafting-protocol.docx) |
| **Grounded in Equity:** The instructional vision is grounded in equity, communicates high-expectations, and advances equitable outcomes for all learners. | Vet the vision statement to ensure that it is grounded in equity. If it is not present, update the vision accordingly. | [Vision Drafting Protocol](https://www.doe.mass.edu/csdp/guidebook/resources/vision-drafting-protocol.docx) |
| **Student Experience:** The vision centers around the student experience and creates conditions for student engagement and agency in their own learning. | Vet the vision statement to ensure that it centers around the student experience. | [Vision Drafting Protocol](https://www.doe.mass.edu/csdp/guidebook/resources/vision-drafting-protocol.docx) |

# Purple book and pencil icon representing the instructional design component Instructional Design

This section includes elements of the learning environment and the implementation of the vision in practice. This section will help you identify ways you might strengthen high-impact components of instructional design, and move closer to instructional practices that embody deeper learning.

## Curricular Materials

|  |  |  |
| --- | --- | --- |
| **Components** | **Sample Action Steps** | **Resources** |
| **High-Quality Instructional Materials:** Materials are bias-free, have empirical evidence of efficacy (high-quality instructional materials/HQIM), engaging content, and are inclusive in design. | Create a process and form a committee to select high-quality instructional materials. | [Evaluating and Selecting High-Quality Instructional Materials Process](https://www.doe.mass.edu/instruction/impd/qrg-eval-select.docx)[The English Learner Success Forum (ELSF)](https://www.elsuccessforum.org/). |
| **Coherence:** Materials used across all three tiers exhibit a coherent sequence of target skills and knowledge that advances deeper learning (i.e., vertically and horizontally aligned). | Create a schedule for cross-grade teams to meet to review core instructional materials and supplemental intervention resources. | [Ensuring Curricular Coherence](https://www.doe.mass.edu/instruction/impd/qrg-ensuring-coherence.pdf) |
| **Vision Alignment:** The learning community has a system for reviewing curricular materials and adjusting as needed to align to the instructional vision. | Create a process and form a committee to assess current instructional materials to ensure high quality, using existing databases like CuRATE or EdReports. | [Assessing Your Curriculum Landscape](https://www.doe.mass.edu/instruction/impd/qrg-assessing-curriculum.pdf)[Aligning Curriculum to Massachusetts Standards](https://www.doe.mass.edu/instruction/impd/qrg-aligning-curriculum.pdf)[CURATE website](https://www.doe.mass.edu/instruction/curate/) |

## 

## Equitable Practices

|  |  |  |
| --- | --- | --- |
| **Components** | **Sample Action Steps** | **Resources** |
| **Equitable Access:** All students receive challenging, grade-appropriate instruction and have equitable access to effective instructional practices | Conduct an annual equity audit and use the findings to inform improvement plan action steps. | * [**Racial Equity Toolkit**](https://www.racialequityalliance.org/resources/racial-equity-toolkit-opportunity-operationalize-equity/) * [**Boston Equity Impact Tool**](https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/162/BPS%20Racial%20Equity%20Impact%20Tool%20in%20Word.pdf) * [**Racial Justice Impact Toolkit**](https://www.raceforward.org/practice/tools/racial-equity-impact-assessment-toolkit) * [**Racial Equity Tools Glossary**](https://www.racialequitytools.org/glossary#racial-equity) * [**Portland Racial Equity Toolkit**](https://www.portlandoregon.gov/oehr/article/592297) * [**MAEC Equity Audi**](https://maec.org/resource/equity-audit-materials/) |
| **ESL**: All Multilingual Learners have access to appropriate ESL services as part of their Tier 1 instruction. | Create a committee to review the evidence base of the instructional materials and approaches used in your ESL programming. | * [**ESL Curriculum Resource Guide**](https://www.doe.mass.edu/ele/guidance/?section=resource-guide#resource-guide) * [**MA DESE Next Generation ESL Curriculum Resource Guide**](https://www.doe.mass.edu/ele/guidance/?section=resource-guide#resource-guide) * [**WIDA Standards Framework**](https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf) |
| **ML Support:** Multilingual Learners, at all proficiency levels, are provided equitable access to grade-level curriculum and have opportunities to develop and practice discipline-specific language | Conduct an annual internal audit of services for Multilingual Learners, to ensure appropriate service hours are present. | * Linguistic Supports for [**School**](https://www.doe.mass.edu/ele/blueprint/pillar3/p3b2-school.html) and [**District**](https://www.doe.mass.edu/ele/blueprint/pillar3/p3b2-district.html) |
| **SWD/504 Support**: Instructional practices outlined in the 504 or IEP and used with students with disabilities must be research-based, provide equitable access to Tier 1 instruction, and implemented with fidelity. | Conduct an annual review of inclusion rates to ensure the least restrictive environment is being employed for all students.  Create a committee to review the evidence base of the instructional materials and approaches used in your special education programming. | * [**High Leverage Practices**](https://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf) in Special Education * Access and Entry Documents   + [**ELA (PK-12)**](https://www.doe.mass.edu/mcas/alt/rg/ela.docx)   + [**Math (PK-12)**](https://www.doe.mass.edu/mcas/alt/rg/math.docx)   + [**STE (PK-8)**](https://www.doe.mass.edu/mcas/alt/rg/ste-3-8-hsbio-nextgen.docx)   + [**STE (HS)**](https://www.doe.mass.edu/mcas/alt/rg/ste-hschem-hstecheng-legacy.docx) |

## Pedagogy

|  |  |  |
| --- | --- | --- |
| **Components** | **Sample Action Steps** | **Resources** |
| **Effective Instructional Practices:** The learning community implements effective instructional practices (rooted in deeper learning, universally designed, culturally sustaining, linguistically supportive and trauma-informed). | Create a multi-year professional learning plan to support the application of effective instructional practices. | * [**Effective instructional practices**](https://www.doe.mass.edu/csdp/guidebook/appendix-practice.pdf) * [**The Deeper Learning Continuum**](https://www.doe.mass.edu/deeperlearning/) * [**UDL Guidelines**](https://udlguidelines.cast.org/) * [**UDL Progression Rubric**](https://www.novakeducation.com/hubfs/Resources/UDL_Progression_Rubric.pdf) |
| **Implementation:** The organization has identified measures and resources (e.g., observation tools or an instructional guide) to ensure organization-wide fidelity. | Draft an instructional guidebook inclusive of all aspects of effective instructional practice that will be used in ongoing professional learning and coaching sessions. | * [**Effective Instructional Practices**](https://www.doe.mass.edu/csdp/guidebook/appendix-practice.pdf) * [**Inclusive Practice Observation Look-Fors**](https://www.doe.mass.edu/edeval/guidebook/4a-observations.pdf) * [**Content-Specific Observation Look-fors**](https://www.doe.mass.edu/frameworks/observation/) * [**Culturally Responsive look-fors**](https://www.doe.mass.edu/edeval/resources/calibration/look-fors.docx) |
| **High Expectations:** There are high expectations for all students across all classrooms, including multilingual learners and students with disabilities, such that students are engaging with grade-level work that advances deeper learning. | Conduct a bi-annual internal audit of ML programming and the tiered supports MLs are provided. | * Multi-Tiered System of Supports for Multilingual Learners [**Briefs**](https://www.mtss4els.org/resources/briefs) * [**EL Blueprint**](https://www.doe.mass.edu/ele/blueprint/dashboard.html)Pillar 3 Building Block 2: Academic and Linguistic Supports ([**School**](https://www.doe.mass.edu/ele/blueprint/pillar3/p3b2-school.html)**,** [**District**](https://www.doe.mass.edu/ele/blueprint/pillar3/p3b2-district.html)) |

## Assessment

|  |  |  |
| --- | --- | --- |
| **Components** | **Sample Action Steps** | **Resources** |
| **Data-Informed Practice:** Standards-based and universally designed formative and summative assessments are used to monitor student progress toward learning goals and to inform effective instructional support. | Review common assessments to ensure that they are standards-aligned and universally designed.  Create an articulated resource, timeline, and schedule for data meetings to review the use of curriculum-based formative measures against prerequisite skills to inform classroom acceleration for students below grade level. | * [**3 Principles for Assessments During Instructional Recovery and Beyond**](https://www.achievementnetwork.org/anetblog/assessments-during-instructional-recovery) |
| **Data-Based Decisions:** There is a process for collecting and analyzing student work throughout units to monitor student performance that increases equitable outcomes. | Create or select the annual fidelity measures based on our improvement plan’s priority areas. | * Data Systems [**Protocol**](https://www.doe.mass.edu/turnaround/level4/prioritization/5-street-level-data.docx) * Data Equity Pause [Protocol](https://www.doe.mass.edu/turnaround/level4/prioritization/1-data-equity-pause-protocol.docx) |
| **Engagement:** Each student's strengths, progress, and next steps are shared with students and families such that students and families know and can track their progress. | Design mechanisms for sharing ongoing student progress measures, such as an online student grading portal shared with families. | * [**Massachusetts Family, School, Community Partnership Fundamentals**](https://www.doe.mass.edu/sfs/fscp-fundamentals.docx) |

## 

## 

## 

## Learning Environment

|  |  |  |
| --- | --- | --- |
| **Components** | **Sample Action Steps** | **Resources** |
| **Safety:** The learning environment is physically and psychologically safe, supportive, and accessible | Review and revise our safety plans with a lens toward access for students with disabilities and linguistically appropriate design for multilingual learners. | * [**Emergency Management Resource**](https://www.doe.mass.edu/sfs/emergencyplan/) * [**Medical Emergency Plans**](https://www.doe.mass.edu/sfs/safety/medical-erp.html) * [**Restraint & Data Collection Tool**](https://www.doe.mass.edu/sfs/safety/restraint.html) * [**Substance Use Prevention**](https://www.doe.mass.edu/sfs/safety/atod.html) * [**Suicide Awareness Guidance**](https://www.doe.mass.edu/sfs/safety/suicide.html) |
| **Belonging:** Students experience an inclusive learning environment that recognizes the value of all educators and students. | Create and administer a student survey and ask questions about their experiences as they relate to how well the organization supports their sense of belonging, agency, and personal value. Use the results to create an action item in the improvement plan. | * [**(SaSS) Framework & Self-Reflection Tool**](http://www.sassma.org/) * [**Policies and Protocols for Truancy Prevention**](https://www.doe.mass.edu/sfs/safety/truancy.html) * [**Safe Schools for LGBTQ Students**](https://www.doe.mass.edu/sfs/lgbtq/) * [**Attendance Playbook Implementation Guide**](https://www.attendanceworks.org/resources/attendance-playbook/) |
| **Feedback:** The organization utilizes ongoing feedback cycles from students, families/ caregivers, community partners, and educators to build an inclusive, positive school community. | Create a communication plan regarding improvement efforts that includes defined feedback loops, a schedule for when those feedback mechanisms will be employed, and how feedback will be used in upcoming cycles of inquiry. | * **​​**[**DESE Model Feedback Instruments**](https://www.doe.mass.edu/edeval/evidence/feedback/surveys.html) * [**Facilitating Listening Sessions Toolkit**](https://www.pta.org/center-for-family-engagement/listening-sessions) * [**Communication tracking tool**](https://flamboyanfoundation.org/resource/ongoing-communication-reflection-tool/) * [**Family/School/Community Fundamentals**](https://www.doe.mass.edu/sfs/fscp-fundamentals.docx) * [**MA DESE resources for English Learner Parent Advisory Councils (ELPACs)**](https://www.doe.mass.edu/ele/families/elpac/default.html)**, including online training modules for educators and families** * [**Massachusetts Family, School, Community Partnership Fundamentals**](https://www.doe.mass.edu/sfs/fscp-fundamentals.docx) **(Fundamental 1 - Building Relationships)** |

# Blue school building icon representing the tiered supports component Tiered Supports

#### This part of the self-assessment explores components of multi-tiered supports for students and effective data systems that are important for ensuring that all students can access deeper learning.

## Tiered Systems of Support

|  |  |  |
| --- | --- | --- |
| **Components** | **Sample Action Steps** | **Resources** |
| **Domains:** There is a systemic approach to developing a comprehensive set of tiered supports for all learners across all three domains (academic, social/emotional, and behavioral). | Conduct a review of tiered programming to ensure it is responsive to all three domains. | * [**MTSS Blueprint**](https://www.doe.mass.edu/sfss/mtss/blueprint.pdf) * [**High Dosage Tutoring**](https://www.transcendeducation.org/playlist-blog/hdt) * [**Culturally Responsive Social-Emotional Competency Development**](https://www.doe.mass.edu/sfs/sel/sel-all.docx) Guidance * [**Classroom**](https://www.doe.mass.edu/ele/blueprint/pillar3/p3b3-classroom.html)SEL Reference Guide * [**School**](https://www.doe.mass.edu/ele/blueprint/pillar3/p3b3-school.html)SEL Reference Guide * [**District**](https://www.doe.mass.edu/ele/blueprint/pillar3/p3b3-district.html) SEL Reference Guide |
| **Tiered Support:** The organization creates conditions and systems to provide universal (Tier 1), targeted (Tier 2) and intensive (Tier 3) support to students. | Draft an MTSS Handbook that summarizes the available tiers, outlines the supports provided across all three tiers, and includes data-based criteria for support. | * [**2021-22 District Standards and Indicators**](https://www.doe.mass.edu/accountability/district-review/district-standards-indicators.pdf) (pp 14-15) * [**High Dosage Tutoring**](https://docs.google.com/document/d/1sFtx2ht6ha2cgvQiD_Ds6wbI0xap0DLz4Df4NNBDDWE/edit) * [**MTSS Blueprint**](https://www.doe.mass.edu/sfss/mtss/blueprint.pdf) * [**Culturally Responsive Social-Emotional Competency Development**](https://www.doe.mass.edu/sfs/sel/sel-all.docx) Guidance * Sign up for the DESE SEL newsletter [**here**](https://www.doe.mass.edu/news/newsletter-signup.html) |
| **ML:** All Multilingual Learners receive appropriate ESL services, access to Tier 1 instruction, and can access a tiered system of support, as needed. | Conduct a bi-annual internal audit of ML programming and the tiered supports MLs are provided. | * Multi-Tiered System of Supports for Multilingual Learners [**Briefs**](https://www.mtss4els.org/resources/briefs) * [**EL Blueprint**](https://www.doe.mass.edu/ele/blueprint/dashboard.html) Pillar 3 Building Block 2: Academic and Linguistic Supports ([**School**](https://www.doe.mass.edu/ele/blueprint/pillar3/p3b2-school.html)**,** [**Distric**t](https://www.doe.mass.edu/ele/blueprint/pillar3/p3b2-district.html)) * [**MA DESE Next Generation ESL Curriculum Resource Guide**](https://www.doe.mass.edu/ele/guidance/?section=resource-guide#resource-guide) * [**WIDA Standards Framework**](https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf) |
| **SWD:** IEPs are designed and implemented to ensure that all SWDs can access scientifically-based tiered support as appropriate in the least restrictive environment. | Conduct a bi-annual internal audit of special education programming and the tiered supports SWDs are provided. | * [**IEP Improvement Project Resources**](https://www.doe.mass.edu/sped/ImproveIEP/guidance-rlo/index.html#/) * [**Supporting ELs with Disabilities**](https://www.doe.mass.edu/turnaround/howitworks/el-swd-strategies-brief.docx) |
| **Engagement in Student Support:** Families/Caregivers and students are actively engaged in student support processes/decisions and regularly informed about progress. Families/caregivers receive the information they need to advocate for their children and are informed of their rights to request a special education evaluation at any time during the tiered support process. | Conduct an annual community survey including specific questions targeted to culturally and linguistically appropriate practice. | * [**EL Blueprint**](https://www.doe.mass.edu/ele/blueprint/dashboard.html) Pillar 1 Building Block 2: Effective family engagement ([**Classroom**](https://www.doe.mass.edu/ele/blueprint/pillar1/p1b2-classroom.html), [**School**](https://www.doe.mass.edu/ele/blueprint/pillar1/p1b2-school.html), [**District**](https://www.doe.mass.edu/ele/blueprint/pillar1/p1b2-district.html)) * **P**[**arent Perspectives Workshop**](https://r50gh2ss1ic2mww8s3uvjvq1-wpengine.netdna-ssl.com/wp-content/uploads/2018/09/DLS-Facilitators_Guide_final.pdf) |

## Data Systems

|  |  |  |
| --- | --- | --- |
| **Components** | **Sample Action Steps** | **Resources** |
| **Data Systems:** All schools have a clear system and process of collecting and distributing universal screening, diagnostic, and progress monitoring to inform placement and progress within their tiered system of support. | Conduct a formal review of the components of our data systems inclusive of a review of policies, practices, and procedures.  Embed a process for data review to be conducted and articulated in all planning templates. | * Data Systems [**Protocol**](https://www.doe.mass.edu/turnaround/level4/prioritization/5-street-level-data.docx) * Data Equity Pause [Protocol](https://www.doe.mass.edu/turnaround/level4/prioritization/1-data-equity-pause-protocol.docx) |
| **Assessment Plans:** All schools have an assessment plan that defines the purpose, type, and timing of all schoolwide and district-wide assessments, inclusive of universal screeners, diagnostic assessments, language development, and progress monitoring tools (across all three domains). The map is reviewed regularly to ensure that it is accessible to all and is culturally and linguistically appropriate. | Publish an annual assessment map inclusive of universal screeners, diagnostic assessments, language development, and progress monitoring tools (across all three domains).  Vet the assessment map for culturally and linguistically appropriate elements upon adoption of any assessments. | * [**Approved Literacy Screening Assessments**](https://www.doe.mass.edu/instruction/screening-assessments.html#approved) * [**MA Dyslexia Guidelines**](https://www.doe.mass.edu/sped/dyslexia-guidelines.pdf)(Screening Sections) |
| **Data-Driven Culture:** Leaders and educators create/embrace a culture that centers the use of triangulated data to assess and address current systems that create barriers for students. | Survey staff on the data culture in our organization and create action items to address the areas of challenge. | * Sample [**Survey of Data Culture**](https://www.doe.mass.edu/csdp/guidebook/resources/data-culture-sample-survey.docx) * [**Assessment Literacy Continuum**](https://www.doe.mass.edu/acls/assessment/continuum.pdf) |
| **Student Needs:** Administrators, teachers, students, and families/caregivers engage in strategic problem-solving processes that identify student needs and determine progress monitoring protocols for short- and long-term goals. This includes students with diverse needs such as those with IEPs and 504 plans and MultilingualLearners. | Conduct an annual family/caregiver survey with specific questions focused on assessment information shared.  Conduct a bi-annual internal audit of special education programming and the tiered supports SWDs are provided.  Administer the SaSS self-reflection tool and use it to create associated action plans. | * [**Massachusetts Family, School, Community Partnership Fundamentals**](https://www.doe.mass.edu/sfs/fscp-fundamentals.docx)(Fundamentals 3, 4 and 5) * [**IEP Improvement Project Resources**](https://www.doe.mass.edu/sped/ImproveIEP/guidance-rlo/index.html#/) * [**Supporting ELs with Disabilities**](https://www.doe.mass.edu/turnaround/howitworks/el-swd-strategies-brief.docx) * [**Student Experience Assessment Guide**](https://tntp.org/assets/set-resources/TNTP_Student_Experience_Assessment_Guide.pdf) |

## 

## 

## 

## Access to Resources

|  |  |  |
| --- | --- | --- |
| **Components** | **Sample Action Steps** | **Resources** |
| **Reviews:** A regular review of student needs is conducted at least annually to ensure that student needs drive staffing and service structures, as opposed to retrofitting student needs into existing models or assessing positions and/or roles that no longer meet the needs of current students or models that may be contributing to inequity. | Conduct an internal review of the services students receive across all three tiers.  Review the schedule to ensure flexibility for movement across tiered supports throughout the school year. | DESE [Talent Guide](https://www.doe.mass.edu/edeffectiveness/talent-guide/default.html)[Staffing and Scheduling Best Practices](https://www.louisianabelieves.com/docs/default-source/academics/staffing-and-scheduling-guidance.pdf) from the LA Department of Education |
| **Tiered Staffing:** The staffing selection, models, and positions are designed to support the implementation of MTSS based on students’ needs. Consideration is given to staff titles and duties to foster a positive approach to meeting the needs of all students. Staff is (re)allocated based on student needs annually and during the year. | Conduct a staffing audit annually with a lens toward staffing positions and ratios aligned with defined tiered support models and chosen tiered programming. | DESE [Talent Guide](https://www.doe.mass.edu/edeffectiveness/talent-guide/default.html)[Staffing and Scheduling Best Practices](https://www.louisianabelieves.com/docs/default-source/academics/staffing-and-scheduling-guidance.pdf) from the LA Department of Education |
| **Tiered Scheduling:** The schedule articulates when tiered supports will occur, ensures that intervention services are supplemental and not supplanting core instruction, priorities direct student supports in staff schedules, and provides time to administer and review data to identify and monitor students. | Review the schedules to ensure appropriate time is provided for tier 2 and 3 supports, based on research and recommendations of program efficacy.  Conduct a review of the schedules to ensure that all Tier 2 and 3 services supplement and not supplant tier 1 supports.  Review the schedule in alignment with effective instructional practices for appropriate daily core content instructional time. Revise as necessary. | * [**MTSS Scheduling Guidance**](https://www.doe.mass.edu/csdp/guidebook/resources/mtss-scheduling-guidance.docx) |
| **Community Partnerships:** Community partners are actively engaged to better support students and families/caregivers and to connect them to social services related to health, social, recreational, and supplemental educational services. | Conduct the asset-mapping protocol to identify key community resources available within the organization that we can use in the future. | * [**Asset Mapping Protocol**](https://www.doe.mass.edu/csdp/guidebook/resources/asset-mapping-protocol.docx) * [**EL Blueprint**](https://www.doe.mass.edu/ele/blueprint/dashboard.html) Pillar 1 Building Block 2: Effective family engagement ([**Classroom**](https://www.doe.mass.edu/ele/blueprint/pillar1/p1b2-classroom.html), [**School**](https://www.doe.mass.edu/ele/blueprint/pillar1/p1b2-school.html), [**District**](https://www.doe.mass.edu/ele/blueprint/pillar1/p1b2-district.html)) |
| **Technology:** Educational and assistive technology is available for all students and used in alignment with the instructional vision and to increase access to appropriate tiered supports. | Tangibly embed MTSS into our capital plans, such as including assistive technology in our technology plan. | * [**ESE's Assistive Technology and Accessibility page**](https://www.doe.mass.edu/sped/assistive/) |

# Green brick icon representing systems and structures componentSystems & Structures

#### This final set of components explore the foundational aspects such as staff development and competency, our improvement cycles, and resource allocation, which can be leveraged to sustain a longer-term vision of deeper learning.

## Staff Development and Competency

|  |  |  |
| --- | --- | --- |
| **Components** | **Sample Action Steps** | **Resources** |
| **Professional Learning Plan:** The organization has a sustainable professional learning plan that offers coherent, high-quality, universally designed professional development informed by and results in movement toward the instructional vision. | Create a section in the published professional development plan that speaks to the work’s alignment with effective instructional practices. | * Access the [**Department’s Resources for Professional Learning**](https://www.doe.mass.edu/edeffectiveness/prof-learning/leaders/) |
| **High-Quality Professional Learning:** Educators engage in data-based and relevant ongoing, job-embedded professional learning opportunities including frequent observations and feedback that advance skillful use of high-quality curricular materials and associated educational technology. Professional learning results in [**effective instructional practices**](https://docs.google.com/document/d/1YQbcuYi0G7qDldKGK-L8sAP4cQUS1sfDBV_ZJfYQyBM/edit?usp=sharing) that advance deeper learning and include tiered coaching models. | Create a budget line, job descriptions, and hire coaches across all three tiers.  Design a coaching manual and coaching schedule that supports the use of data as a means to determine the tiered coaching model. | * [**Effective instructional practices**](https://www.doe.mass.edu/csdp/guidebook/appendix-practice.pdf) * Educator Resources ([**Classroom**](https://www.doe.mass.edu/ele/blueprint/pillar2/p2b3-classroom.html)**,** [**School**](https://www.doe.mass.edu/ele/blueprint/pillar2/p2b3-school.html)**,** [**District**](https://www.doe.mass.edu/ele/blueprint/pillar2/p2b3-district.html)) * [**Standards for High-Quality Professional Development and EdTech Considerations**](https://www.doe.mass.edu/edtech/edtech-guidance.pdf)(pg. 16) |
| **Collaborative Planning:** There is time in the schedule for educators (including interventionists, ESL instructors, and special educators) with designated opportunities to collaborate, analyze data and student work, to assess the effectiveness of instruction, plan, and engage in learning experiences that deepen their understanding and implementation of effective instructional practices and provide access to grade-appropriate content for all students. | Create a schedule that includes collaborative planning time and publish a set of organizational protocols to support the use of data to inform educator practice. | * [**MTSS Scheduling Guidance**](https://www.doe.mass.edu/csdp/guidebook/resources/mtss-scheduling-guidance.docx) |
| **Observation and Feedback:** All schools and/or teams have routines and systems for frequent observation and feedback that focus on clearly defined and communicated expectations for effective instructional practices in order to advance deeper learning. | Create and publish the dates and purposes of feedback mechanisms inclusive of learning walks, walkthroughs, formal evaluation observations, and coaching observations.  Design a schedule of observations and allow for tiered coaching models to occur within the schedule. | * [**EL Blueprint**](https://www.doe.mass.edu/ele/blueprint/dashboard.html) Pillar 2 Building Block 1: Effective, well-prepared, and culturally responsive educators ([**Classroom**](https://www.doe.mass.edu/ele/blueprint/pillar2/p2b1-classroom.html)**,** [**School**](https://www.doe.mass.edu/ele/blueprint/pillar2/p2b1-school.html)**,** [**District**](https://www.doe.mass.edu/ele/blueprint/pillar2/p2b1-district.html)) |
| **Evaluation**: There are strategic, unbiased, and transparent systems for evaluation, using student feedback, observation data, and review of artifacts along to make informed decisions about opportunities for educator support and leadership development. | Review and revise observations look-fors to include overt language referencing effective instructional practices. | * Classroom teacher [**Educator Evaluation Rubrics**](https://www.doe.mass.edu/edeval/model/partiii_appxc.pdf) * Staff Feedback [**Discussion**](http://www.doe.mass.edu/edeval/guidebook/8c-stafffeedbackdiscuss.pdf) * Inclusive Practice [**Look-Fors**](https://www.doe.mass.edu/edeval/guidebook/4a-observations.pdf) * [**Sustained and Integrated Observation and Coaching Cycles**](https://www.erstrategies.org/cms/files/3708-cycles-of-observation-building-block-pdf.pdf) |

## Structural Support

|  |  |  |
| --- | --- | --- |
| **Components** | **Sample Action Steps** | **Resources** |
| **Alignment to Vision:** Resources are strategically aligned for impact and informed by data and allocations are vetted with a lens toward access and equity and the alignment between resources and the instructional vision is well articulated. | Create a vetting protocol to assess the budget for alignment with the vision. | [Fiscal Review Protocol](https://www.doe.mass.edu/csdp/guidebook/resources/fiscal-review-protocol.docx) |
| **Fiscal Support:** The budget provides appropriate levels of funding for high-quality instructional and intervention materials and assessments, key positions, professional development, etc. | Create a space in the annual budget narrative to speak to the direct alignment with the vision. | * [**MTSS Resource Allocation Guidance**](https://www.doe.mass.edu/csdp/guidebook/resources/resource-allocation-guidance.docx) |
| **Structural Review:** Policies, practices, and procedures are analyzed with an equity lens, such as a review for disproportionality for students of color or accessing the language accessibility of the assessment for ELs. | Review our capital planning process to ensure it is reviewed with a lens of access and equity. | * [**MAEC Equity Audit**](https://maec.org/resource/equity-audit-materials/) |
| **Technology:** There is a clear and consistent process for selecting and evaluating technology products that is aligned to the instructional vision and responsive to student and staff needs. | Draft protocols and policies for technology product selection and evaluation, consistent with the instructional vision. | * [**EdTech Systems Guide**](https://www.doe.mass.edu/edtech/uses/default.html) |

## 

## Continuous Improvement Cycles

|  |  |  |
| --- | --- | --- |
| **Components** | **Sample Action Steps** | **Resources** |
| **Leadership Commitment:** There is an active leadership team that takes responsibility for ensuring that systems meet the needs of all learners. The team has the authority to make resource, scheduling, programmatic, and staffing decisions and has representation from a range of leaders (e.g., academics, student support, special education, and Multilingual Learners). | Create a schedule for the improvement planning process to be integrated into existing district and school leadership team meetings on a consistent basis. | Resource Reallocation Case Study: [SEEM Collaborative harnesses collective resources to enhance inclusion across its districts](https://www.doe.mass.edu/research/allocation/casestudies/seem-collaborative.pdf)Resource Reallocation Case Study: [Maynard Public Schools shifts funds to enhance SEL supports in grades K-3](https://www.doe.mass.edu/research/allocation/casestudies/maynard.pdf) |
| **Continuous Improvement:** The organization engages in ongoing and inclusive long-term (multi-year and annual) and short-term (quarterly and monthly) goal setting and monitoring towards realizing the instructional vision and ensuring each student is making progress, which results in adjustments to the school’s structures, programs, and resources (e.g., time, staff, schedules) throughout the year | Draft a three-year improvement plan.  Create the annual feedback measures based on the plan’s priority areas. | * MA DESE’s [**Guidelines for the Use of Benchmarks Toward Attaining English Proficiency**](https://www.doe.mass.edu/ele/resources/benchmarks/default.html) |
| **Representation:** Voices from all students, families, and communities are used to drive improvement efforts and obtain perception data on the plan's progress. Representation is assessed to ensure participation and engagement represent the community at large, with a specific lens to remove barriers to participation (e.g., transportation or language barriers). | Include specific questions focused on the improvement plan’s priority areas in an annual family/caregiver survey. | * [**EL Blueprint**](https://www.doe.mass.edu/ele/blueprint/dashboard.html) Pillar 1 Building Block 2: Effective family engagement ([**Classroom**](https://www.doe.mass.edu/ele/blueprint/pillar1/p1b2-classroom.html)**,** [**School**](https://www.doe.mass.edu/ele/blueprint/pillar1/p1b2-school.html)**,** [**District**](https://www.doe.mass.edu/ele/blueprint/pillar1/p1b2-district.html)) * [**MA DESE’s District-Family Communications resource page**](https://www.doe.mass.edu/ele/resources/communications.html)(documents translated into multiple languages) * [**Sample Stakeholder Engagement Worksheet**](https://www.doe.mass.edu/turnaround/level4/sample-stakeholder-engage-worksheet.docx) * [**Student Experience Assessment Guide**](https://tntp.org/assets/set-resources/TNTP_Student_Experience_Assessment_Guide.pdf) |
| **Equity Focused:** Improvement efforts are grounded in concepts of equity and identify clear goals to close the opportunity gap for all students (including MLs, SWDs, newcomers, SLIFE, MLSWDs, etc.). | Conduct an annual equity audit and use the findings to inform improvement plan action steps. | * [**Racial Equity Toolkit**](https://www.racialequityalliance.org/resources/racial-equity-toolkit-opportunity-operationalize-equity/) * [**Boston Equity Impact Tool**](https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/162/BPS%20Racial%20Equity%20Impact%20Tool%20in%20Word.pdf) * [**Racial Justice Impact Toolkit**](https://www.raceforward.org/practice/tools/racial-equity-impact-assessment-toolkit) * [**Racial Equity Tools Glossary**](https://www.racialequitytools.org/glossary#racial-equity) * [**Portland Racial Equity Toolkit**](https://www.portlandoregon.gov/oehr/article/592297) * [**MAEC Equity Audi**](https://maec.org/resource/equity-audit-materials/)**t** |
| **Multi-Year Planning:** A multi-year district strategy process is established and results in a multi-year plan rooted in implementation science. The district plan informs annual district action plans, school improvement plans, and educator goals. Annual action plans include the use of benchmarks to assess progress toward the improvement goals. | Publish an annual assessment map that is inclusive of quantitative and qualitative measures.  Define the three-year plan’s target benchmarks with data drawn from student outcomes data, instructional data, perspectives data, and systems/structures data. | * **DESE** [**Planning for Success**](https://www.doe.mass.edu/research/success/create-plan.html) * **DESE** [**Sustainable Improvement Planning**](https://www.doe.mass.edu/turnaround/level4/guidance.html) **Resources** |
| **Midcourse Corrections & Continuous Improvement:** Based on the data collected through fidelity measures and feedback loops, decisions are made about how to enhance the effectiveness of the work. | Create and share a set of defined data protocols and data points that will be used by the improvement planning team to guide their work. | * [**MA DESE’s Guidelines for EL Program Development and Evaluation**](https://www.doe.mass.edu/ele/resources/program-dev-eval.html) * **DESE** [**Sustainable Improvement Planning**](https://www.doe.mass.edu/turnaround/level4/guidance.html) **Resources** |

## Human Resources

|  |  |  |
| --- | --- | --- |
| **Components** | **Sample Action Steps** | **Resources** |
| **Distributive Leadership:** The organization has instructional leadership teams or equivalent structures to collaboratively develop and reflect on the effectiveness of professional development, planning, and implementation efforts. Across the organization, team and collaboration structures create shared responsibility and ownership and have an impact on school improvement. | Set up a representative improvement planning team and schedule inclusive of time to review data and draft goals. | * [**Team Member Guidance**](https://www.doe.mass.edu/csdp/guidebook/resources/team-member-guidance.docx) * [**Access the Department’s Teacher Leadership Resources**](https://www.doe.mass.edu/edeffectiveness/leadership/default.html) |
| **Hiring:** Hiring processes and procedures are bias-free and ensure that all candidates have the relevant expertise to meet students’ needs and have a mindset and belief that all students can learn at high levels. The organization systematically reviews staff hiring processes and policies to ensure that they are non-discriminatory, inclusive, and focused on meeting the needs of all learners. | Review the hiring policies and procedures and determine specific next steps to better diversify the workforce.  Update the hiring manuals to ensure that interview questions reflect our improvement plan’s priority areas. | “[Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce](https://portal.ct.gov/-/media/SDE/Talent_Office/HiringAndSelectionGuidebook.pdf?la=en)*.*[MA Guide to Building Supportive Talent Systems for Educators](https://www.doe.mass.edu/edeffectiveness/talent-guide/) |
| **Retention:** Hiring and retention policies and procedures include strategies to recruit, mentor, train, and support a diverse educator and administrator workforce that is well-prepared to teach culturally and linguistically-diverse students. | Meet with new hires and design a multi-year induction program to support them, including specific attention to the needs of those who are not yet well represented in the staffing community. | * DESE [Diverse and Culturally Responsive Workforce](https://www.doe.mass.edu/csi/diverse-workforce/default.html) Site * [Teacher Diversification Guidebook](https://www.doe.mass.edu/csi/diverse-workforce/guidebook.html) * Effective, well-prepared, and culturally responsive educators ([**Classroom**](https://www.doe.mass.edu/ele/blueprint/pillar2/p2b1-classroom.html)**,** [**School**](https://www.doe.mass.edu/ele/blueprint/pillar2/p2b1-school.html)**,** [**District**](https://www.doe.mass.edu/ele/blueprint/pillar2/p2b1-district.html)) |