***IF*** *educators at the state, district, school and classroom levels plan and implement the Massachusetts Blueprint for EL Success, as a connected coherent system…*

***BY*** *ensuring that*

1. English learners in Massachusetts attend schools in which all educators share responsibility for their success, engage effectively with their families, and value and nurture their linguistic and cultural assets.
2. English learners are taught by effective, well-prepared, and culturally responsive educators who hold them to high standards and have the materials and professional learning they need to advance students’ academic and linguistic development simultaneously.
3. English learners have equitable access to meaningful and rigorous learning opportunities that build on their cultural and linguistic assets and the academic, linguistic, social, and emotional supports they need to excel.
4. English learners thrive in high school and graduate with the knowledge, skills, and abilities necessary to be successful in college and/or a career of their choice, and to contribute to civic life in a global community.

***Then***

*English learners will*

* enroll in the range of programs and services that meet their diverse needs
* increase their success in school and learning outcomes
* equitably participate in programs and services offered to all students in ways that build on their linguistic and cultural knowledge and resources
* graduate with fewer students will drop out due to insufficient resources and programs to meet their needs.
* have the skills and support to attend college and find careers and make choices about their futures.
* have the autonomy, critical stance and knowledge to identify and work toward their goals and roles in civic life and our global community.

*Families will*

* share experience and expertise to support ELs in school and in the home
* navigate and understand the educational system and roles for family engagement
* contribute to culturally responsive and sustaining systems with their linguistic and cultural assets

*Educators in different roles will*

* increase their knowledge, skill and understanding of multilingual students and that will inform more culturally and linguistically responsive and sustaining instruction and leadership
* work more coherently and collaboratively to assist ELs in reaching high standards and integrating language and content learning
* share knowledge and expertise to select and develop responsive curricular materials for the ELs in their classrooms
* better integrate English learner education and socio-emotional learning in schools to support student well-being, skill development, interactions and personal skills needed for success in college, career and life
* engage in continuous, sustained, job-embedded professional learning that directly ties to the students over time building new expertise and experience

*The education system will*

* engage in implementation and continuous improvement processes related to EL success, to inform larger systemic planning across educational areas
* align, systematize and embed dedicated and strategic goals related to EL success, programs and practices into all areas of existing planning
* collaborate for coherence across classrooms, schools, districts and the state for continuous communication, collaboration and improvement

See Research Base for Theory of Action