

I. ELT Design is Driven by Focused School-wide Priorities

The school's ELT design (schedule, staff, instructional approaches, assessment systems, budget) is driven by no more than three school-wide priorities, including one school-wide instructional focus. These priorities drive instructional improvement and the use of time. Progress is monitored and evaluated by both the school and district using clear, measurable goals.

II. Data is Used to Drive Continuous Improvement and Strengthen Instruction

The design and implementation of ELT is based on a data-driven assessment of student needs to establish focused school-wide priorities. The school provides the time, structure and training for all staff to participate in frequent data cycles throughout the year.

III. Additional Time for Academics is Used for Core Instruction and Differentiated Support

The school allocates additional time to rigorous core instruction in ways that reflect student needs and are aligned to the current MA Curriculum Frameworks. The school also ensures that all student schedules include academic interventions or acceleration, based on student need.

IV. Additional Time for Enrichment Is Used to Deepen Student Engagement in Learning

The school uses additional time to provide enrichment opportunities for all students which are aligned to the current MA Curriculum Frameworks and support school-wide priorities. Courses are based on student interests and choice, with opportunities for mastery.

V. Additional Time for Teacher Collaboration is Used to Strengthen Instruction and Improve Achievement

The school uses additional time to build professional learning and collaboration focused on strengthening data-informed instruction, aligned with the current MA Curriculum Frameworks and school-wide priorities.

VI. Additional Time is Used to Enhance School Culture

The school leverages time to build a culture of high academic and behavioral expectations for all students, and a culture of professionalism for all adults.

VII. School Leadership is Focused and Collaborative

The principal and Instructional Leadership team are fully committed to using additional time to accelerate student achievement and eliminate opportunity gaps. They engage all stakeholders in the process of ELT design and implementation in support of school-wide priorities.

VIII. District Leadership Supports ELT

The district actively supports all ELT schools in meeting the ELT Expectations for Implementation. It provides leadership, oversight, supervision, strategic planning and creative problem solving to ensure schools can meet rigorous achievement goals and sustain ELT.

Expanded Learning Time Expectations for Implementation

I. ELT Design is Driven by Focused School-wide Priorities	1	School-wide priorities are narrowly focused (no more than 3) and aligned with the school’s overall educator evaluation goals where possible
	2	The full staff has participated in the determining school-wide priorities, based on multiple sources of data and student needs
	3	Priorities include an instructional focus that cuts across all content areas, provides a foundation for long-term academic success, and is implemented through common school-wide strategies, protocols, and/or practices
	4	Priorities are observable at the school and classroom level and can be articulated by stakeholders including students, teachers, partners, school and district administrators, and families
	5	Clear and measurable goals, driven by school-wide priorities and articulated in a Performance Agreement, are developed collaboratively with staff
	6	Resources – including time, people, and funding – are allocated strategically to support school-wide priorities

II. Data is Used to Drive Continuous Improvement and Strengthen Instruction	7	ELA and math benchmark/interim assessments are administered school-wide regularly (e.g,4-6 times each year), with timely and careful analysis of results after each assessment by teachers and administrators
	8	Benchmark/interim assessments are aligned to instructional content and current MA Curriculum Frameworks
	9	Benchmark/interim assessment reports are delivered to teachers in a timely manner and provide clear data that are easily understood
	10	Instructional staff analyzes assessment data to identify promising practices and areas for improvement, and to determine enrichment, intervention, and acceleration needs
	11	Student progress in intervention and acceleration is monitored and analyzed regularly (e.g., at least 4-6 times each year); this data is used to strategically group students and adjust content
	12	Achievement data and specific improvement goals are publicly posted in classrooms and hallways, showcased for the community, and updated quarterly
	13	Student data and resource allocation are reviewed periodically throughout the school year to inform ELT design and budget for the following year

Updated for SY 2013-14

*See final page for alignment with ESE’s Conditions for School Effectiveness and
21st Century Learning Centers Elements of Exemplary Programs*

Expanded Learning Time Expectations for Implementation

III. Additional Time for Academics is Used for Core Instruction and Differentiated Support	14	The school schedule provides sufficient instructional time for all students in English language arts, math, science, and social studies
	15	Instruction is designed to move students beyond the basics to master 21 st century skills (e.g. communication, problem-solving, teamwork, use of technology) across all content areas
	16	Curriculum, instruction and assessments are aligned to current MA Curriculum Frameworks with ambitious growth targets
	17	A small set of common, research-based and/or practice-proven instructional strategies aligned to the instructional focus are implemented across all content areas and observable in all classrooms
	18	Students are actively engaged in high-quality lessons with consistent routines and practices that maximize learning time
	19	Instructors deliver high-quality instruction and well-planned content during intervention and acceleration time
	20	Scheduled intervention time is greatest for students who require the most support
21	Intervention and acceleration time is led by adults with relevant content expertise and/or training	

IV. Additional Time for Enrichment is Used to Deepen Student Engagement in Learning	22	High-quality enrichment programming is integrated into the day and year to expose students to new skills and interests, deepening engagement in learning and contributing to a positive school climate
	23	Enrichment is aligned to the current MA Curriculum Frameworks and supports school-wide priorities, building cohesion with academics to enhance student learning and outcomes
	24	Enrichment offerings are informed by student interests and choice
	25	Enrichment offers sequential opportunities for students to build mastery (e.g. Karate 1, then Karate 2)
	26	Student progress is monitored and assessed at least 2x/year using rubrics, written feedback and/or other methods
	27	School-wide expectations and norms are consistent across academic and enrichment courses
	28	Administrative support is in place to support the assignment and integration of enrichment providers (both partners and teachers) to ensure alignment with the school's priorities, culture, and operations
	29	Enrichment activities culminate in performances, presentations, and demonstrations of learning that increase family and community engagement in the school

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Expanded Learning Time Expectations for Implementation

V. Additional Time for Professional Learning is Used to Strengthen Instruction and Improve Achievement	30	Regularly scheduled opportunities for professional learning include collaborative planning meetings, instructional coaching, and observations (weekly), and professional development sessions (at least monthly)
	31	Principal and ILT structure and monitor professional learning to ensuring effective use of this time (e.g. agendas, notes, norms, protocols)
	32	Principal and other administrators, coaches, specialists, interventionists, and partners actively participate in and support collaborative planning meetings alongside teachers
	33	Intervention/acceleration and enrichment instructors meet regularly with core academic teachers to discuss student progress and align instructional content (when core teachers do not lead these courses)
	34	Principal and ILT set professional development content and schedule based on learning needs of teachers, and implement a system to monitor the impact of professional development
	35	School-based professional development in identified common instructional practices includes modeling, demonstrations, and peer observations, with opportunities for meaningful feedback
	36	Observations with feedback by coaches and/or peers take place at least monthly, and more frequently for new or struggling teachers
37	Teachers value and are actively engaged in all professional learning activities including collaborative planning, professional development, instructional coaching, and peer observations	

VI. Additional Time is Used to Enhance School Culture	38	School regularly schedules time to celebrate success, recognize achievement and reinforce positive behavior
	39	Following the lead of the principal and ILT, staff members communicate high expectations through meaningful and consistent rules, consequences, language and practices
	40	Students and staff take pride in and ownership of the school (e.g. classrooms, hallways, and common spaces are clean; school pride is reflected through posters, chants, spirit wear, etc; adults and student treat each other respectfully)
	41	School implements a school-wide system to incentivize and reward positive behavior
	42	Systems and safety nets are in place to help all students overcome barriers to learning (e.g. small group learning, advisory, counseling, health and mental health support, etc)
	43	School monitors and shares with stakeholders data on culture such as attendance, behavior, and other climate indicators
	44	School engages families in building a positive school culture through frequent communication and events

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Expanded Learning Time Expectations for Implementation

VII. Leadership is Focused and Collaborative	45	A representative Instructional Leadership Team (ILT) that includes the principal, teachers, coaches and other key staff meets at least bi-weekly to guide instructional improvement and the implementation of ELT
	46	Principal and ILT create opportunities to engage staff, students, families, partners, and the community in ELT design, implementation, and continuous improvement
	47	Principal and ILT support school-wide priorities - especially the instructional focus - through classroom visits, coaching, modeling, and professional development sessions
	48	Principal and ILT lead the implementation of school-wide protocols for data review and analysis, and help determine student placements for intervention, acceleration, and enrichment courses
	49	The principal is an instructional leader, visiting all classrooms at least once/week to collect, analyze, and use data to inform decision making
	50	There is a system in place for two-way communication and feedback between principal and stakeholders
	51	Principal engages staff in investigating alternative uses of existing resources to address school-wide priorities
	52	Principal and ILT monitor progress around priorities and towards Performance Agreement goals and shares them with staff, students and families regularly (e.g. 3 times per year),

VIII. District Leadership Supports ELT	53	The district – through a designated point person - works directly with ELT schools to provide guidance, leadership and decision-making support around ELT design and implementation (schedule, staff, curriculum, instruction, assessment systems, resource allocation)
	54	District actively monitors ELT implementation using the school's Performance Agreement goals and the ELT Expectations & Indicators
	55	Superintendent is seen as an active supporter of ELT and views it as a catalyst for school and district improvement
	56	Expansion of ELT has been considered as an element in the development of the district's long-term strategic plan
	57	Lessons learned from ELT schools are intentionally shared across the district and replicated when appropriate
	58	District communicates to the wider community how the implementation of ELT is linked to growth in student learning and progress towards district and school achievement goals

Updated for SY 2013-14

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21st Century Learning Centers Elements of Exemplary Programs*

Expanded Learning Time Expectations for Implementation

ELT Expectations for Implementation	21 st Century Learning Centers – Elements of Exemplary Programs*	Conditions for School Effectiveness**
I. ELT Design is Driven by Focused School-wide Priorities		II. Effective school leadership
II. Data is used to Drive Continuous Improvement and Strengthen Instruction	2. Effective Student Learning 3. Engaging Academics with a Clear Purpose	II. Effective school leadership IV. Effective instruction V. Student assessment VIII. Tiered instruction and adequate learning time
III. Additional Time for Academics is Used for Core Instruction and Differentiated Support	3. Engaging Academics with a Clear Purpose	VIII. Tiered instruction and adequate learning time
IV. Additional Time for Enrichment is Used to Deepen Student Engagement in Learning	2. Effective Student Learning 7. Youth Ownership/Voice	IX. Students’ social, emotional, and health needs
V. Additional Time for Teacher Collaboration is Used to Strengthen Instruction and Improve Achievement	5. Qualified Staff	VII. Professional development and structures for collaboration
VI. Additional Time us Used to Enhance School Culture	4. Family Support and Involvement 7. Youth Ownership/Voice 8. A Welcoming Environment	II. Effective school leadership IX Students’ social, emotional, and health needs X. Family-school engagement
VII. School Leadership is Focused and Collaborative	1. Community/District Support 6. Service as a Resource/Mentor for Other 21 st CCLC and OST Programs	II. Effective school leadership VI. Principal’s staffing authority
VIII. District Leadership Supports ELT	1. Community District Support	I. Effective district systems for school support and intervention
	4. Family Support and Involvement	X. Family-school engagement

*Elements of Exemplary Programs at http://www.doe.mass.edu/grants/grants13/rfp/doc/647B2_appn_g.pdf

** Conditions for School Effectiveness and Indicators at <http://www.doe.mass.edu/apa/ucd/CSESelf-Assesment.pdf>

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