

Turning a Vision for EL Success into Reality: Advancing Coherent Planning

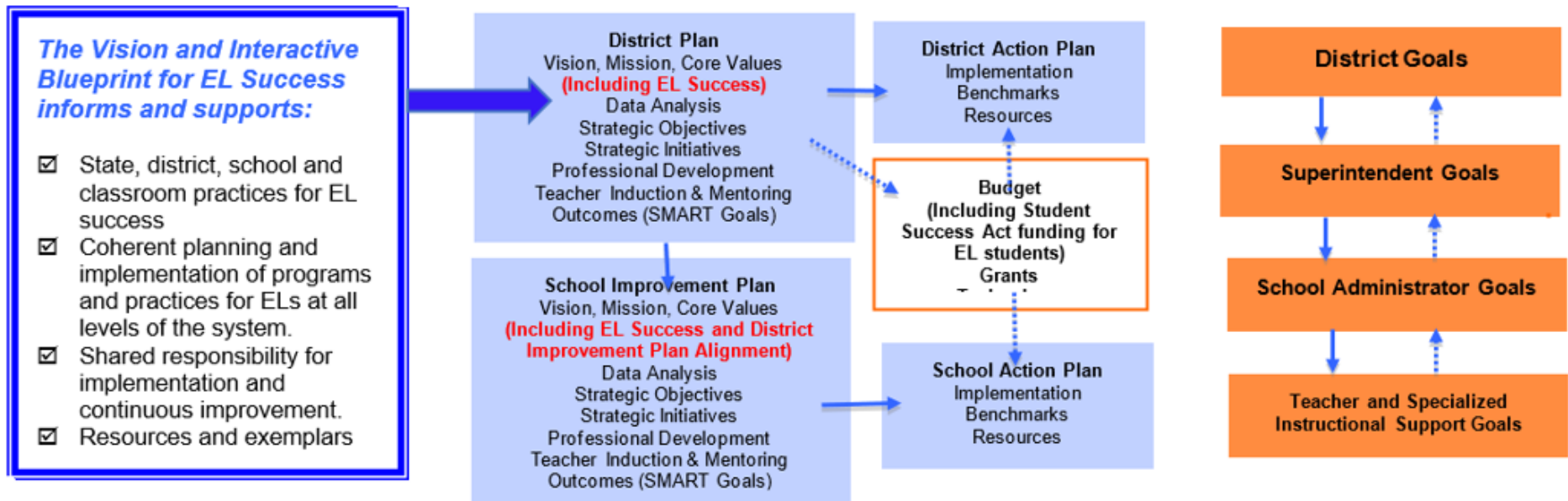
The Achieving the Vision for EL Success through Backwards Design Planning

A Vision for EL success is a component part of any District Plan, and articulates the explicit goals associated with improving EL programs and practices. The District Plan specifies the district and program vision for ELs explicitly, a strategy for achieving it, and planned outcomes for students—the district’s SMART goals for EL Success.

The district can backward design its work from these outcomes, using the District Plan, that incorporates EL Success planning, to drive systemic goal setting for School Improvement Plans, evaluation and supports for all educators, the district budget, technology, and grant and resource allocation. This EL Success Planning may be programmatic planning at the district level, however must be coherently implemented across the district and schools, as all levels of educators share responsibility for ELs success. All educators—administrators, teachers, and specialized instructional support personnel—play an indispensable role in this design process by setting student learning and professional practice goals that develop educators’ practice and capacity, as individuals and teams, to support the district and school strategy for EL success.

The Blueprint for EL Success and Interactive Blueprint online tool provide a state level vision for EL Success, as well as information and resources to support goals, ongoing implementation and continuous improvement of practices of educators at every level (State, District, School, Classroom) of the system.

The District Plan: Connecting Existing District Planning Systems to Create Coherence



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Educator Planning Expectations for Administrators: School Improvement Planning Connected to the Massachusetts Blueprint for English Learner Success

The table below presents key planning-related behaviors in the School Administrator rubric and planning-related characteristics of effective schools in the *Conditions for School Effectiveness*, with citations. The *Conditions for School Effectiveness* is a research-based framework the Department of Elementary and Secondary Education uses in evaluating schools.

School Plan Components	What Proficient School Administrators Do (Educator Evaluation Rubric)	What Effective Schools Look Like (Conditions for School Effectiveness)
Mission, Vision, Core Values	<ul style="list-style-type: none"> ☑ <i>Develops, promotes, and secures commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making (IV-A-2)</i> ☑ <i>Continuously engages staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship (IV-E-1)</i> 	<ul style="list-style-type: none"> ☑ <i>The district and school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals (II)</i> ☑ <i>The principal acts strategically and purposefully in pursuit of a clear educational mission, while empowering others to do the same (II, Focus on Learning)</i> ☑ <i>Staff can state the school's mission, understand the school's improvement goals, and demonstrate a sense of ownership for both (II, Effective Planning)</i>
Data Analysis, Theory of Action	<ul style="list-style-type: none"> ☑ <i>Identifies appropriate data sources—including assessment results, growth data, educator evaluation data, and school culture and climate information—and effectively analyzes the data for decision-making purposes (I-E-1)</i> ☑ <i>Leads all educators and teams to reflect and collaborate around the effectiveness of well-structured lessons, standards-based units, and other tasks related to instructional practice and student learning. Supports staff to use data, research, and best practices to adapt instruction and plan appropriate interventions to achieve improved results (IV-D-1)</i> ☑ <i>Provides regular planning time and effectively supports educator teams to analyze results from a variety of assessments to determine progress toward anticipated student learning gains (I-C-2)</i> 	<ul style="list-style-type: none"> ☑ <i>School leadership uses data and current research to drive decisions and measure progress toward school goals, and encourages staff to do so as well (II, Effective Decision-Making)</i> ☑ <i>The school jointly analyzes student performance data with families, community partners, and other constituent groups (X, Communication)</i> ☑ <i>Leaders use a variety of data to inform decisions related to budget, time on learning/scheduling, staffing/human resources, materials, and the physical plant (XI, Strategic Use of Resources)</i>
Strategic Objectives, Strategic Initiatives	<ul style="list-style-type: none"> ☑ <i>Involves stakeholders in creating focused, measurable school goals using evidence-based assessments of organizational performance, educator effectiveness, and student learning (I-E-2)</i> ☑ <i>Develops school-based induction support for new teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development and teacher-led learning opportunities aligned with school and educator goals; and supports the career growth of effective educators by distributing leadership opportunities and monitoring progress and development (II-B-2)</i> ☑ <i>Builds consensus within the school community around critical school decisions, employing a variety of strategies (IV-F-2)</i> 	<ul style="list-style-type: none"> ☑ <i>The school has an improvement plan focused explicitly on instructional improvement and student learning; the plan drives school-level processes and practice (II, Effective Planning)</i> ☑ <i>The Instructional Leadership Team designs a coordinated PD plan that aligns with standards for school performance and student achievement as well as district and school priorities (VII, PD Plan/System)</i> ☑ <i>School leadership uses the school improvement plan to guide how time, personnel, funds, and other resources will be used to achieve the school's mission (II, Effective Decision-Making)</i>

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	<input checked="" type="checkbox"/> <i>Uses data to develop a budget that aligns with the district's vision, mission, and goals. Allocates, manages, and justifies expenditures consistent with district/school-level goals and available resources (II-E-1)</i>	<input checked="" type="checkbox"/> <i>Leaders ensure that students, families, and community partners understand the school's improvement plan and learning goals; leaders strategically leverage family and community resources in service of these goals (X, Strategic Relationships)</i>
Outcomes	<input checked="" type="checkbox"/> <i>Supports educators and teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals. Encourages alignment to district and school improvement goals (I-D-1)</i>	<input checked="" type="checkbox"/> <i>The school improvement plan 1) aligns with the district improvement plan, 2) reflects input from all staff, 3) is based on data, 4) accurately reflects the needs of students, and 5) sets goals that target improvement (II, Effective Planning)</i>