**Blueprint Initial Implementation Tools and Resources: Sample Action Plan Excerpt**

*This example provides a modified excerpt of a district team’s action plan following identification of priority areas for improvement in the Blueprint Module 2, exploration of a specific problem using a fishbone diagram, and discussion about a goal for improvement and related change practices to implement. It is not meant as a comprehensive example of the team’s action plan - rather, it provides an illustration of how a team may move forward in promoting improvement as a result of engaging with the Blueprint professional learning modules and initial implementation process.*

*For information about the Blueprint modules and initial implementation process, and an editable action planning template, visit the Blueprint* [*Planning and Professional Development*](https://www.doe.mass.edu/ele/blueprint/plan/) *page.*

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| **Problem Statement**  *(from Fishbone Diagram)* | | | |
| English Learners, especially those designated as long-term English learners (LTELs), are struggling to make consistent language gains and be academically on track across content/subject areas (including ESL) | | | |
| **Aim Statement**  *(from Driver Diagram)* | | | |
| LTELS will increase the success rate in meeting On Track and MCASdata by 10% by the end of next year | | | |
| **Action Planning Overview** | | | |
| **What Change Practices will be Implemented?** | **Who Implements?** | **Implementing in What Context?** | **When will they be Implemented?**  *(Cycle start and end date)* |
| 1. Draft a school-wide vision for ELs and supporting principles that highlight the necessity of collaboration and shared responsibility of educators and an asset-based orientation. | Blueprint district team will draft a vision and gather feedback from:   * District level EL staff/ESL department at the HS * Stakeholders/teachers at other grade levels * Other content directors * Special Ed/Pupil Service staff * Chief Academic Officer * Instructional Leadership Team * Former English learners, current students, and families (including representation from English learner families) | A school wide vision that can be used by all and serve as the foundation for the other change practices identified. | Start at the end of the current school year and through the summer and fall semesters of the following school year. |

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| **Action Plan Details** | | | |
| **Change Practice 1:** Draft a school-wide vision for ELs and supporting principles that highlight the necessity of collaboration and shared responsibility of educators and an asset-based orientation. | | | |
| **Define Roles:** Roles & expectations for key individuals (district leaders, school leaders, teachers, others)   * Holyoke Blueprint team helps draft vision and gathers feedback * High school administrators and leadership team helps finalize school-wide vision | | | |
| **Key Task** | **Action Steps** | **Who is responsible for which action steps?** | **When will it happen?** |
| Draft a school-wide vision | ELE Director shares materials about drafting vision statements with Blueprint team - aligning to what is happening already and make sure it is connected to second language acquisition.  Gather thoughts and input from the Blueprint team about goals for English learners.  Get together as a team to discuss ideas shared, make revisions, and share with remaining school leadership team members. | ELE Director  Blueprint team members  Blueprint team members | By the end of the current school year |
| Align draft vision ideas with other components of the school’s vision. Develop a unified school vision draft. | Connect ideas from Blueprint team to high school vision update process this summer - refine and expand the high school vision with ideas proposed by the Blueprint team. | High school principal | Summer |
| Gather feedback about school vision draft. | Gather feedback from teachers, teacher leaders (department chairs, etc.) and remaining instructional leadership team via surveys and conversations.  Develop and implement a parent survey and targeted student and family focus groups in connection with other family engagement efforts.  Discuss rationale for updating the school vision with staff before beginning of the year professional development sessions. Share draft school vision with educators during August professional learning sessions, including behind the scenes data that tells the story of how this decision was made, what the vision is for, and how it will support future improvement efforts/implementation of other change practices. Carefully select key data to share, such as MCAS passing rates, On Track data by grade level, ACCESS progress, and number/% of students designated as LTELs.  Review draft vision based on input gathered from different stakeholders. | High school principal  Selected Blueprint team members  High school principal  High school principal and leadership team (with support from Blueprint team) | Summer  Beginning of next school year  Right before and at beginning of next school year |
| Share the new school vision with all relevant stakeholders. | Publicize new vision through school’s website, social media, posters, staff professional learning sessions, etc. | ELE Director and high school principal | Fall semester or early spring semester |

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| **Progress Indicators** | | | | | |
| **Process Data**  How well was the change practice implemented? | **Instrument(s)/Measurement**  What data will be collected? | **Data Collector(s)**  Who will collect the data? | **Sample**  From whom will the data be collected? | **Timing**  When will the data be collected? | **Data Entry/Reporting**  How will the data get compiled? |
| Staff/educator survey and self-evaluation *(addressing questions such as perception about to what extent they think the vision is being implemented and what pieces are missing, self-perception about level of agreement with the vision and available support for implementing it; self-evaluation about individual practices that need to be put in place to implement the vision alongside instructional priorities, etc.).*  Data from instructional priorities classroom observations. | High school administrators and team leaders  High school administrators | Teachers and staff  Teachers | Spring semester  Fall and spring semesters | Survey and conversations during collaborative/staff meetings  During scheduled classroom observations |

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| **Outcome Data**  Did the change practice result in an improvement related to the associated 1ry or 2ndary drivers? | **Instrument(s)/Measurement**  What data will be collected? | **Data Collector(s)**  Who will collect the data? | **Sample**  From whom will the data be collected? | **Timing**  When will the data be collected? | **Data Entry/Reporting**  How will the data get compiled? |
| Students designated as LTELs student achievement data *(such as On Track, STAR, and WIDA MODEL disaggregated by English learners and LTELs, etc.)*.  Classroom observation data. | District data office, high school administrators, ELE Director  High school administrators | Educators who teach English Learners  Educators who teach English Learners | In cycles - connected to instructional priorities and data collection, analysis, and review processes | In collaboration with district data office staff  High school administrators conducting classroom observations |