**Blueprint Initial Implementation Tools and Resources: Sample Theory of Action**

*This sample Theory of Action describes one educator team’s thinking after exploring issues and ideas for improvement identified as part of completing the Blueprint Module 2 and using a fishbone and driver diagrams. It describes the team’s analysis as well as ideas to inform actions and next steps for improvement.*

Based on our self-assessment in relation to the [Massachusetts Blueprint for English Learners Success](https://www.doe.mass.edu/ele/blueprint/blueprint.docx), we noticed that **our school is struggling to support students designated as long-term English Learners to make consistent language gains and be academically on track across content/subject areas (including ESL)**.

 We believe several factors contribute to this problem, including:

* Educators need for ongoing and sustained professional learning and coaching focused on identifying and implementing research-based strategies to support long-term English learners’ success,
* Lack of opportunities for collaboration among educators focused on improving teaching and learning of long-term English learners, and
* Unclear vision about how to best support long-term English learners’ language development throughout the day given our current programs.

Based on our exploration of this problem, we believe that **IF WE…**

* Draft a school-wide shared vision for English learners that highlight shared responsibility and an asset-based orientation,
* Identify specific evidence-based practices that support long-term English learners and provide educators with training and ongoing coaching on using and implementing these practices, and
* Establish regular opportunities for a team to review and analyze data about long-term English learners, discuss individual students’ progress, and identify interventions, supports, and/or other changes to better support students…

**THEN…**

* Our educators will have a better understanding of shared responsibility and their roles they play in supporting English learners,
* Our educators will be better able to provide high quality instruction for students designated as long-term English learners, and
* Our long-term English learners’ academic achievement will improve (as indicated by On Track data and MCAS scores).