## District Equity Templates: Developing Strategies to Close Gaps

For additional guidance, see the [Equity Roadmap](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-strategies.docx) and additional District Equity Templates

On the following pages, describe strategies to close all identified gaps in access to educators. You may copy and paste the text if you need additional space to describe strategies.

**Example case:** District C may decide to address disparities in access to in-field and experienced teachers by having certain schools begin hiring earlier in the year and/or give these schools priority in interviewing candidates. The district may also provide incentives to teachers for early reporting of planned departures from the district, such as allowing departing teachers to keep benefits over the summer.

**Example case:** District G notices that within its high school, students of color are less likely to be assigned to a highly rated teachers *and* less likely to be enrolled in advanced classes. The district is faced with a choice: should they alter their class assignment policy to ensure that highly rated teachers are assigned equitably to classes at different levels, refine their existing program that supports students of color taking advanced courses, or both?

**Example case:** In District H, students in schools with larger proportions of economically disadvantaged students, and students performing below grade level, have higher rates of assignment to inexperienced teachers. These schools also have higher rates of turnover. To improve its retention of effective teachers, the district refines its teacher coaching and mentoring programs to provide knowledge and skills for effectively teaching economically disadvantaged students and students performing below grade level. The district also institutes a workplace climate survey to learn about other ways to improve teacher retention.

**STRATEGY 1:**

1. **Which equity gap does it address?**
2. [**SMART goal**](http://www.doe.mass.edu/edeval/training/modules/M4Handouts.docx)**:** An aim that is specific and strategic; measurable; action-oriented; rigorous, realistic, and results-focused; and timed and tracked
3. **Description of strategy:** Summary (suitable for external stakeholders) of what you are trying to do and how you will do it
4. **Which root causes are addressed, and how:**
5. **Project leader:** Individual who has the skill and time to take on this strategy as the lead, and why he or she is the right person for the job
6. **Team members and roles:** Others who will be integral to advancing the strategy, and their specific responsibilities
7. **Risks & strategies for mitigation:** Description of what may go wrong or pose an obstacle, and plans for proactively addressing such issues
8. **Overview of timeline (key milestones and dates):** Five to eight key points in the strategy, which will help indicate whether your strategy is on track or at risk of falling behind

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**STRATEGY 2:**

1. **Which equity gap does it address?**
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**STRATEGY 3:**

1. **Which equity gap does it address?**
2. [**SMART goal**](http://www.doe.mass.edu/edeval/training/modules/M4Handouts.docx)**:** An aim that is specific and strategic; measurable; action-oriented; rigorous, realistic, and results-focused; and timed and tracked
3. **Description of strategy:** Summary (suitable for external stakeholders) of what you are trying to do and how you will do it
4. **Which root causes are addressed, and how:**
5. P**roject leader:** Individual who has the skill and time to take on this strategy as the lead, and why he or she is the right person for the job
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