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District Prioritization Submissions

Thursday, June 9, 2022

3:30pm – 4:00pm





Braiding 3 Planning Strands Together

**Prioritization
Institute
(District Level)**

**Sustainable
Improvement Plan
Renewals
(School Level)**

**Spring/Summer
Regional
Assistance to
Plan for SY22-23
(Bridging District
& School)**

It's Got Us Thinking...

How can we reduce the volume of SIP renewal requirements for schools and enhance the connections between district and school instructional improvement efforts?

- If we ask districts to focus on **district level planning**, it could serve as a **substitute for a SIP renewal** for almost all 140 schools this year
- As before, we can articulate the **required components** of the plan, but be **flexible on the format**
- Only the **12 underperforming schools** would need to submit a renewed school-level Sustainable Improvement Plan (SIP)



Schools still requiring a SIP

District	School
Athol-Royalston	Athol Community Elementary School
Boston	Dearborn
Boston	Henry Grew
Boston	Excel High School
Boston	Brighton High
Boston	The English High
Boston	Madison Park High
Fall River	Mary Fonseca Elementary School
Fall River	Samuel Watson
New Bedford	Hayden/McFadden
New Bedford	New Bedford High
Springfield	Springfield High School of Science and Technology

- These 12 schools, which were designated as “underperforming” (formerly Level 4) under the state accountability system, will still need to renew their plan as usual

District Prioritization Submission Components (for 1-2 Priorities)

Priority

Priorities should focus on the populations of students we are serving least well, and at least one should be focused on culturally responsive, grade appropriate instruction

Analysis of Strengths & Challenges

*What data supports the rationale for this priority?
What are the underlying factors that contribute to the findings in your data analysis?*

Stakeholder Engagement

*How were students, families, and community stakeholders engaged in identifying this priority?
How did input from school leaders and educators inform the design of the plan, particularly those educators in schools identified as requiring assistance?*

Outcomes

What student-level outcomes do you expect to see as a result of focusing on this priority?

Role Clarity

What is your strategy to ensure that all stakeholders (district leaders, school leaders, and teachers) have a clear vision of their role in meeting the goal of this priority?

Monitoring Implementation

What interim benchmarks will be tracked to gauge changes in adult behavior and student learning/experiences?

Resources

What partnerships, programs, or resources will you leverage to implement this priority?

Differentiation

How will the district differentiate assistance for schools that need more support with this priority?

and Secondary Education



Possible Priority Examples

HQIM Adoption

We have a shared definition of HQIM that is expansive and recognizes the academic, cultural, and linguistic needs of students.

We have adopted HQIM for both core and intervention time in literacy across all elementary schools.

HQIM Implementation

Educators consistently use adopted literacy materials and supplements with integrity to support all high school students while providing coherence across Tier 1, 2, & 3 instruction.

Our middle school math assessment program is aligned to our instructional materials and we have systems in place to ensure timely and responsive use of the data to effectively support all students.

Strong Instruction

Educators have the support, mindsets, knowledge, and skills to create effective, student responsive scaffolds to improve teaching and learning for all students.

Educators have the support, mindsets, knowledge and skills to effectively support multi language learners to access and achieve success with grade-appropriate, Tier 1 instruction.

Key Info



1. The district prioritization submission guidance can be found on the SSoS [website](#)
2. Plans are due to ssos1@mass.gov by August 19th
3. Your Regional Assistance Teams are ready to support you
4. Sign up for [CSDP Supports](#) for SY22-23



Catalog Overview

- [CSDP Catalog](#)
 - Organizing categories: Sense of Belonging, Grade-Appropriate Instruction, and Strategy & Coherence
 - Connected to district prioritization efforts
- Timeline:
 - Announcement in Commissioner's Weekly Update on 4/25
 - Encouraging districts to sign up by 6/14



FAQs

- My district did not participate in the Prioritization Institute – what should we do?
 - No worries! Contact your SSoS regional assistance team for support in using the tools provided in the guidance materials
- We have schools still working on SIPs – should they continue?
 - Yes, SIP planning for next year is still a great idea, we just won't be collecting them this year



FAQs continued...

- How will accountability decisions in the fall of 2022 impact assistance from SSoS?
 - We are committing to providing baseline assistance to all current districts, regardless of accountability decisions. More info to come about accountability decisions in early fall.
- When will we find out about FY23 TAG funds?
 - We are working out the details on TAG funding for FY23, and will be in touch this summer with more details. Expect that we will be looking for a direct connection to the district prioritization submissions and participation in CSDP Catalogue offerings. Funding is always contingent upon availability, but we will try to accommodate funding for FY23 if currently engaged with SSoS supports.

FAQs continued...

- How do we (or do we) report our progress from last year?
 - You do not need to report to DESE in a formal capacity around the SIP progress, but 1) we imagine it will influence your district priorities, and 2) the strongest response to "analysis of strengths and challenges" will include some analysis of progress from last year
- If we worked as a small district team to set priorities at the Prioritization Institute – what additional stakeholder engagement is required?
 - You can continue to gather input on implementation and other aspects of the priority once it's been set

