**Statewide System of Support (SSoS)**

**District Instructional Prioritization Plan**

 **2024-2025**

**District name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**This template corresponds to the** [**District Instructional Prioritization Guidance**](https://www.doe.mass.edu/turnaround/level4/prioritization/2024-0301fy25-submission-guidance.docx)

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| **Status of HQIM adoption in your district** |
| **Please confirm that what is reported on** [**DESE’s School and District Profiles**](https://profiles.doe.mass.edu/statereport/Curriculumdata.aspx) **is accurate.****If it is not, or if nothing is reported, please confirm you will work to** [**update the information**](https://www.doe.mass.edu/instruction/impd/data-collection.html) |
| **If any curriculum for ELA, Math, and/or Science are not** [**high quality as defined by DESE**](https://www.doe.mass.edu/grants/2024/165/#:~:text=Fund%20Code%3A%20165,mathematics%2C%20ELA%2C%20or%20science)**, please list the grade(s) and subject(s) and briefly describe the status of the district’s efforts to implement HQIM in those areas (learning and preparing, investigating and preparing, or launching), with particular focus on implementing HQIM in any schools that require assistance.** |

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| 1. **What are your district’s top 1-2 instructional priorities for SY24-25?**

***(at least one priority should be focused on culturally responsive, grade appropriate instruction)*** |
| **Priority #1 (brief description):** |
| **What are the meaningful changes in educator practice that are the focus of this priority?** |
| **What will be the meaningful changes students will experience in their learning because of this focus?** |
| **Which specific equity and opportunity gaps will this priority address?** |
| **What will be the same or different about the focus for the Instructional Priority this school year?****(Is the district recommitting, adjusting, or changing direction with the priority?)** |
| **OPTIONAL: Include links to any related documents such as a district strategic plan, SOA plan, etc.** |

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| **2a. Analysis of Strengths and Challenges:** What data led the district to recommit, adjust, or change direction with this priority? |
| **Analysis of Strengths and Challenges – districtwide** |
| **Analysis of Strengths and Challenges – specific schools****(Including, but not limited to, all schools identified as requiring assistance)** |

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| **2b.** **What are the systemic factors that contribute to the inequitable outcomes you identified?** Of all the factors the district has identified that contribute to the inequities, which 1-2 will the district prioritize to address as part of implementation of this Priority this year, and why?  |
| **What are the systemic factors that contribute to the inequitable outcomes you identified?** |
| **Of all the factors the district has identified that contribute to the inequities, which 1-2 will the district prioritize to address as part of implementation of this Priority this year, and why?** |

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| 1. **Stakeholder Engagement:**
* How did input from students, families, educators, and community stakeholders inform this this priority and the design of this plan?
* What input did you get from stakeholders in schools identified as requiring assistance?
* How will stakeholders be continuously engaged in implementation and monitoring?
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| 1. **Outcomes: What annual targets will the district use to demonstrate progress on this priority?** At minimum, please identify which specific [Accountability](https://www.doe.mass.edu/accountability/lists-tools/default.html) targets will be met because of focusing on this priority. In addition to these accountability targets, identify other outcomes that the district expects to achieve by focusing on this priority.

***Annual goals should be set for the aggregate and for the prioritized student group(s), and for each school identified as requiring assistance.***  |
| **Please identify which specific** [**Accountability**](https://www.doe.mass.edu/accountability/lists-tools/default.html) **targets will be met because of focusing on this priority.**For example, specific subjects and/or student groups where you expect to see growth and meet/exceed targets as a result of your focus on this priority. |
| **Other annual outcomes** (for example, data from your analysis of assets and challenges that you would expect to improve as a result of focusing on this priority) |

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| 1. **Role Clarity:** It is critical that all stakeholders have a clear role related to implementation of the priority, that they understand, and for which they receive support and accountability.

*At a minimum, please describe the following:*  |
| **What the district’s central office will do to support school leaders with implementation of the priority. How will the district create conditions where this work can be effective?** |
| **What will the school leaders do consistently to support teacher practice?** |
| **What will teachers do consistently to support student learning and achieving the desired outcomes?** |

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| 1. **Monitoring Implementation:** What 2-4 high-leverage interim benchmarks will you track throughout the year at both the district and school level to know if your collective actions are resulting in the desired changes in adult practice and student learning experiences? How will teachers, school leaders, and district leaders monitor those?

**Less is more**: We recommend identifying just a few high-leverage data points that will focus attention on the identified Priority and provide the most valuable information to inform implementation throughout the year.  |
| **What interim benchmarks will you track throughout the year at both the district and school level to gauge changes in adult practice and student learning/experiences?** | **Who will monitor these? (e.g. which teams and/or roles at the district and/or school level)** | **How often?****(e.g. weekly, monthly, quarterly, or on specific dates)** |
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| 1. **Resources:** What partnerships, programs, or resources will the district leverage to implement this priority? These could include external resources (e.g., supports offered by DESE or other partners) as well as internal resources (e.g., staffing, funding from TAG, ESSER, M3 etc.)
	* Briefly describe any inequities in resource allocation discovered during the district’s review of local district and school budgeting data, as required by ESSA, and describe how the district will address these inequities as part of this prioritization plan.
	* In particular, please identify and address any resource inequities impacting schools identified as requiring assistance.
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| **Supports offered by DESE** |
| **Supports offered by other partners** |
| **Funding sources** |
| **Staffing and other resources not captured above** |
| **Briefly describe any inequities in resource allocation discovered during the district’s review of local district and school budgeting data, as required by ESSA, and describe how the district will address these inequities as part of this prioritization plan. In particular, please identify and address any resource inequities impacting schools identified as requiring assistance.** |

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| 1. **Differentiation:** How will the district differentiate assistance for each of the schools identified by the MA Accountability System as requiring assistance, and for other schools that need more support with this priority? Presuming all the actions outlined in the Role Clarity and Progress Monitoring sections are in place, what additional actions will district leaders take to support instruction in these schools?
	* Please list the schools that will receive differentiated support and briefly describe what that differentiated support will entail.
	* Schools identified as Underperforming must also submit a Sustainable Improvement Plan, and schools applying for the Intensive Assistance Grant (IAG, formerly School Redesign Grant) must also submit a school plan. For these schools, please include a link to that plan and briefly summarize the differentiated assistance they will receive relative to the Instructional Priority.
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| **Schools to receive differentiated support** | **Description of differentiated support related to the priority** |
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| **OPTIONAL Priority #2*****If the district has a second Instructional Priority, please copy the template above and provide the same information for that second priority here.*** |