**Statewide System of Support (SSoS)**

**District Prioritization Submission**

**2023-2024**

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

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| **Priority #1 *(at least one priority should be focused on culturally responsive, grade appropriate instruction)*:** *Recommended resources:* * [*Instructional Priority Protocol*](https://www.doe.mass.edu/turnaround/level4/prioritization/2-instructional-priority.docx)
* *DESE’s Educational Vision for Culturally and Linguistically Sustaining Practices*
* *District* [*SOA plan*](https://app.powerbigov.us/view?r=eyJrIjoiZWNiZjcyMTgtZjhmYS00YzJiLWI1MWQtMzhhYmM4NmJlZDU0IiwidCI6IjNlODYxZDE2LTQ4YjctNGEwZS05ODA2LThjMDRkODFiN2IyYSJ9)*s*
 |
| ***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?*** |
| ***OPTIONAL: Include links to any related documents such as a district strategic plan, SOA plan, etc*** |

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| 1. **Analysis of Strengths and Challenges:** What data led you to identify or recommit to this priority? What are the underlying systemic factors that contribute to the findings in your data analysis? *Ensure your findings represent:*
	* Data from each of the following four areas described in the [CSDP Coherence Guidebook](https://www.doe.mass.edu/csdp/guidebook/default.html): student outcomes, instruction, stakeholder perspectives (e.g., [VOCAL](https://www.doe.mass.edu/research/vocal/default.html?section=) or other student experience data), and systems/structures.
	* Themes from both aggregate and student level analysis, including themes from looking at student work.
	* Data for specific student groups that point to specific equity gaps in the district.
	* Insights gained from using this [Data Equity Pause Protocol](https://www.doe.mass.edu/turnaround/level4/prioritization/1-data-equity-pause-protocol.docx) to consider differences in how specific students or student populations experience instruction.
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| **Data Analysis Summary:**  | **Underlying systemic factors:** |

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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:**
* Which specific [Accountability](https://www.doe.mass.edu/accountability/lists-tools/default.html) targets (coming soon) will be met as a result of focusing on this priority? (In the aggregate and for specific student groups).
* In addition to accountability targets, are there other data points (e.g. from your analysis of strengths and challenges in step 2) that would be helpful to track for signs of progress with this priority?
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| **Accountability targets** (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) |
| **Additional data:** |

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| 1. **Role Clarity:** What is your strategy to ensure that all stakeholders understand their role in implementing this priority?

*Recommended resource:* [*Vertical Alignment Strategy Protocol*](https://www.doe.mass.edu/turnaround/level4/prioritization/3-vertical-alignment-strategy.docx)At a minimum, please describe the following:  |
| **What will the district’s central office do consistently to support school leaders?** |
| **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 (at both district and school levels):**

*Recommended resource:* [*Street-Level Data Protocol*](https://www.doe.mass.edu/turnaround/level4/prioritization/5-street-level-data.docx) *(Shane Safir & Jamila Dugan)* |
| **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 you 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.)

*Recommended resource:* [*District Systems portion of the Sustainable Improvement Planning guidance*](https://www.doe.mass.edu/turnaround/level4/guidance.html?section=district#accordion) |
| **Supports offered by DESE** |
| **Supports offered by other partners** |
| **Funding sources**  |
| **Staffing and other resources not captured above** |
| **Briefly describe how the implementation of the plan will address any inequities discovered during the district’s review of local district and school budgeting data, as required by ESSA**. |

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| 1. **Differentiation:** How will the district differentiate assistance for schools identified by the MA Accountability System as requiring assistance, and for other schools that need more support with this priority? Please list the schools that will receive differentiated support and briefly describe what that differentiated support will entail.
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| **Schools to receive differentiated support** | **Description of differentiated support** |
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| **OPTIONAL Priority #2 *(at least one priority should be focused on culturally responsive, grade appropriate instruction)*:** *Recommended resources:* * [*Instructional Priority Protocol*](https://www.doe.mass.edu/turnaround/level4/prioritization/2-instructional-priority.docx)
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