**Statewide System of Support (SSoS)**

**FY26 District Instructional Prioritization Plan Template**

**2025-2026**

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

**Date/Version: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**This template corresponds to the [District Instructional Prioritization Guidance](https://www.doe.mass.edu/turnaround/level4/prioritization/2025-0303fy26-prioritization-plan-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 curricula 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 requiring assistance or intervention.** |

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| 1. **What is your district’s highest leverage instructional priority for SY25-26?**   **(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 - Student Outcomes:** Based on your analysis of quantitative and qualitative student outcome data, which student groups are currently most advantaged and most disadvantaged by current practices? Where are you seeing the greatest disparities? What data tells you this? Please summarize what you learned and be sure to include themes for the district as a whole, as well as for specific schools identified as requiring assistance or intervention. |
| **Districtwide** |
| **Specific schools**  ***(Including, but not limited to, all schools identified as requiring assistance or intervention)*** |

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| **2b.** **Analysis of Strengths and Challenges - Systemic Factors contributing to Inequitable Outcomes:** Based on your analysis of classroom practice, common planning time, etc., how would you assess the effectiveness of the district’s current instructional support systems and practices, and how they are impacting teaching and learning? In particular, what is their impact for the highest priority schools, grades, and/or student groups? Share 2-3 headlines related to adult practice. Of these, which one system or practice 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? Include factors both districtwide and for specific schools.** |
| **Of all the factors the district has identified that contribute to the inequities, which one system or practice will the district prioritize 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 priority and the design of this plan? * What input did you get from stakeholders in schools identified as requiring assistance or intervention? * How will stakeholders be continuously, authentically involved 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 (for example, MCAS achievement targets). In addition to these accountability targets, identify other outcomes that the district expects to achieve by focusing on this priority.   ***Please name both the measure and the specific target, for the aggregate and for the prioritized student group(s), and for each school identified as requiring assistance or intervention, so all your stakeholders are clear on the district’s goals.*** |
| **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, the measure and target for 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 are clear on their roles and the roles of others related to implementation of the priority, and are clear how they will receive support and accountability for these actions.   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 the district, school, and classroom level to know if your collective actions are resulting in the desired changes in adult practice and student learning experiences? What would you expect to see in your data on a weekly, monthly or quarterly basis that would signal that your efforts were on track, or that they need adjustment? Who will monitor those? When, and how?   ***Less is more***: We recommend identifying just a few high-leverage data points that will help the district focus attention and understand if instructional systems and are having the desired impact on student learning. | | |
| **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?**  **Please name both the measure and the specific look-for.** | **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 SOA planning guidelines, 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 or intervention. |
| **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 or intervention.** |

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| 1. **Targeted Support for Priority Schools:** Presuming all the actions outlined in the Role Clarity and Progress Monitoring sections are in place districtwide, what additional actions will district leaders take to support instruction and accelerate improvement in schools identified as requiring assistance or intervention, and any other schools that the district determines need more support with this priority? Please list the schools that will receive targeted support and briefly describe what specific actions will be taken and how they will advance implementation of the instructional priority.    * Please list the schools that will receive differentiated, targeted support and briefly describe what that 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. | |
| **Schools to receive differentiated, targeted support** | **Description of differentiated, targeted 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.*** |