

An integral portion of your SY21-22 plan will be defining your LEA's strategy to address unfinished learning. The purpose of this reflection tool is to help you systematically consider which research-based Learning Acceleration Strategies should be highest priority for your LEA. Note that this tool is meant to facilitate a conversation, not to use as a formula to determine the right outcome for you. Your team's knowledge of your local context will be essential in selecting the right number and subset of strategies.



TEA To Catch Kids Up, Schools Must Make Significant Changes

Supported teachers who are equipped to deliver excellence, getting more than 1 year of growth in 1 year

Rigorous instructional materials designed for middle-grade groups, and designed to work remotely & on campus

More time for the students most in need, including in the summer and with targeted tutoring

Work to **empower parents** as a child's first teacher must be expanded

Instructions:

- For each Learning Acceleration Strategy (Column D), consider the Reflection Questions in Column E. Discuss your answer (Yes/No/Somewhat) and check the box in the appropriate column (F-H). Record any reflection notes in Column I. Based on your reflections in Columns F-H, rate the **current need** for implementing each strategy in your LEA as High, Medium, Low, or Already in Place. In Column J, [For more information about each learning acceleration strategy, see Tab 4: References]
- Once you have completed your Current State Assessment (Columns C-J), your team will need to determine which subset of strategies you will pursue for SY21-22. It is not realistic or productive to take on too many Learning Acceleration Strategies at once, even if there is a high need for many strategies. To start prioritizing which strategies you will select, assess the **level of effort** it would take to implement each strategy successfully. To determine this, consider current state, leadership capacity, local context, etc. Rate the effort required for **implementing each strategy** as high, medium, or low in Column K.
- Your team will assign a priority level to each strategy in Column N. Options include Top Priority, Maybe Later, Deprioritized, and Already in Place. Top Priorities will move forward to implementation planning. To determine the right total number of strategies to move forward, reflect realistically on your team's size and capacity. You should also carefully consider trade-offs between need and level of effort. For example, you might choose fewer high-need strategies to move forward if the level of effort necessary to implement is also higher. After reflecting, select an appropriate number of strategies to prioritize. Ensure that you include these strategies in your Funding Plan.

Learning Acceleration Readiness Reflection Tool

Learning Acceleration Strategy	System Readiness Reflection	CURRENT STATE ASSESSMENT Is this present at my school/LEA?			Reflection Notes	Current Need	Effort Level	Priority Level
		Yes	No	Somewhat				
Support Teachers Build teacher capacity to... Implement Key Components of Effective Instruction in Reading Language Arts	Do students have explicit, systematic practice with Foundational Skills?	Yes - elementary	No	SW - secondary	Practices are stronger at the elementary level. Secondary RLA needs additional work (Top priority for secondary.)	Low	Low	Top Priority
	Do we have embedded literacy assessments that drive instruction?	Yes - elementary		SW - secondary				
	Do we have embedded literacy assessments that drive instruction? translating to effective practice?	Yes - elementary		SW - secondary				
	Do we have embedded math assessments that drive instruction? translating to effective practice?	Yes		SW				
Implement Key Components of Effective Instruction in Math	Do we have a plan to collect student-level data on prerequisite skill gaps?	Yes			Additional training is needed for translating to effective practice at all levels.	Low	Low	Top Priority
	Do we have embedded math assessments that drive instruction? translating to effective practice?	Yes		SW				
	Do we have a plan to collect student-level data on prerequisite skill gaps? strategic pre-teaching?	Yes						
	Do we have a plan to collect student-level data on prerequisite skill gaps? for pre-teaching or interventions? leveled texts and questioning that teachers know how to implement? intervention programs?	Yes		SW				
Deliver Interventions and Individualized Supports (e.g. Just-in-Time Interventions, Differentiation, Scaffolding, and Small Group/1:1 Intervention)	Do we have additional staff who could be reassigned to support student interventions?	Yes	No		Assistance is needed in providing resources for teachers to provide appropriate intervention for students in the core content areas.	Medium	Medium	Top Priority
	Do we have a system in place for training and coaching instructional support staff?	Yes		SW				
Add Instructional Support Staff	Do we have a system in place for training and coaching instructional support staff?	Yes		SW	Funding would be needed to hire additional support staff for intervention.	Low	Low	Maybe Later
	Do we have a system in place for training and coaching instructional support staff? classrooms?	Yes		SW				
Rigorous Instructional Ensure that all students have access to high-quality instructional materials	high quality by the Texas Resource Review (TRR) (i.e. Full coverage of TEKS and ELPS and they are high quality)?	Yes			implementing with fidelity requires ongoing training and support. Additional materials will be required to address the needs of the additional students needing support in SY2021-22.	Medium	Medium	Top Priority
	English Learners, and students identified as gifted and talented?	Yes						
	Are teachers adequately trained on those materials?	Yes						
	Are those materials currently implemented with fidelity? that enable frequent progress monitoring toward grade-level mastery?	Yes - elementary		SW - secondary				
Create More Time for Learning Provide Summer Learning Opportunities	summer programming?	Yes			Physical space and resources are available for summer programming. Current vision is to provide a "jump start" in July in preparation for the coming school year.	Low	Low	Top Priority
	summer?	Yes						
	readiness for the school year?	Yes						
	Is there demand from families for summer programs?	Yes						
Extend Instructional Time	Instructional time by lengthening the day or year?	Yes	No		Extending the school day or year is not currently under consideration.	Low	Low	Deprioritized
	time?	Yes						
	Instructional time?	Yes	Unknown					
Provide High-Dosage Tutoring	Do we have high-quality materials that could be utilized by tutors?			SW	Additional materials will be required to address the needs of the additional students needing support in SY2021-2	High	High	Top Priority
	students engage in at least 3 sessions per week?			SW				
	Do we have the capacity to adequately train and monitor our tutoring corps?			SW				
Create Acceleration Academies	additional instruction in a focus content area?	Yes			Interest from district stakeholders does not justify this instructional approach at this time.	Low	Low	Deprioritized
	Do we have high quality instructional materials to use in the academies?	Yes						
	Do we have a sufficient need and interest from families for such a model?	Yes	No					
Empower Parents Engage Families	contact at the school (especially for secondary campuses)?	Yes	No		Family engagement is a priority for all campuses as well as the district. VIP Nights serve as a resource for district stakeholders.	In Place	Low	Deprioritized
	support learning at home?	Yes						
	Have we ever provided training for parents to support their students at home? families?	Yes						
Provide Wraparound Services	needs?	Yes			SEL services are robust in MISD.	In Place	In Place	Deprioritized
	and school psychologists?	Yes						
	and emotional development? supports?	Yes						

