**ACCELERATED LEARNING COMMITTEE MEETING AGENDA**

1. INTRODUCTIONS – Always make sure that the parent knows who is present and what their relationship is to the student.

**Administrator Says:**

**“We will begin the meeting today with introductions of committee members. My name is \_\_\_\_\_\_\_ and I will be chairing the meeting.”**

2. STATEMENT OF PURPOSE for the ALC

**Administrator Says:**

**“Today we will be conducting an Accelerated Learning Committee meeting for \_\_\_\_\_\_\_\_\_\_.”** (say student’s name) **“Our goal today is to develop an accelerated instruction plan that will provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (say student’s name) **with the help he/she needs to be successful on state testing this year. We will follow this agenda to conduct the meeting today and you will receive a printed copy of the Accelerated Learning Plan we develop today.” “\_\_\_\_\_\_\_\_\_** (say parent’s name)**, if you have any questions as we go through the agenda, please be sure to let us know.”**

3. PARENT CONCERNS/QUESTIONS – Record questions and concerns and address each as you progress through the agenda.

**Administrator Says:**

**“\_\_\_\_\_\_\_\_** (parent)**, do you have any concerns or questions that we should address throughout the meeting?”**

4. REVIEW OF ASSESSMENT RESULTS – Review results for 2021 STAAR tests. Overall results for STAAR tests passed should be shared first followed by tests that were not mastered.

**Administrator Says:**

**“\_\_\_\_\_\_\_\_\_\_\_** (say student’s name) **took the following assessments this year. He/she scored \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (approaches/meets/masters) **on the \_\_\_\_\_\_\_\_\_\_\_\_\_** (name of test)**. We are really proud of this effort and since he/she passed, he/she will not be required to complete state mandated tutoring hours. However, that does not mean that as the year progresses that we may contact you about tutoring. Many students participated in intervention and our after school program and were successful on their state test because of that extra help and they may need that again this year.”**

**“\_\_\_\_\_\_\_\_\_\_\_**(say student’s name) **scored did not meet on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (name of test) **test and that is the subject we will plan accelerated instruction for today. He/she scored \_\_\_\_\_ % overall on the test getting \_\_\_\_\_ out of a possible \_\_\_\_\_ questions correct. He/she needed \_\_\_\_\_% overall or \_\_\_\_\_ out of a possible \_\_\_\_\_ questions correct to pass. He/she missed passing by \_\_\_\_\_ questions.”**

**“Let’s review the reporting categories and how he/she scored in those. There are \_\_\_\_\_ categories on the \_\_\_\_\_\_\_\_\_\_\_\_** (name subject) **test**.” (Name each of the categories. HINT: Use the student’s STAAR Report Card to show this information to the parent.) **“\_\_\_\_\_\_\_\_\_\_\_** (say student’s name) **got \_\_\_\_\_ out of \_\_\_\_\_ questions correct on category 1 which is \_\_\_\_\_\_\_\_\_\_\_\_\_.”** (Name the content covered by the category. Examples: Understanding and Analysis Across Genres or Numerical Representations and Relationships) Review each category using the process above. **“Now that we have discussed how \_\_\_\_\_\_\_\_\_\_\_**(say student’s name) **performed, let’s talk about how we can help him/her improve.”**

5. DEVELOPMENT OF ACCELERATED LEARNING STRATEGIES – Teacher provides input on categories to target during tutoring. HINT: review the categories with the teacher before the meeting to determine which categories will provide the most bang for your buck. This will usually be the categories with the most questions) The committee will also identify instructional resources that will be used for tutoring.

**Administrator Says:**

**“\_\_\_\_\_\_\_\_,** (Say teacher’s name) **after reviewing the student data, what categories do you think should be the focus of tutoring for \_\_\_\_\_\_\_\_\_\_?”** (say student’s name)Allow the teacher to provide input on which categories to target.  **“Focusing on these categories would allow \_\_\_\_\_\_\_\_\_\_\_**(say student’s name) **to improve by \_\_\_\_\_ questions.”** (This will be the number of questions total missed in the identified categories) **“That will give him/her the best opportunity to be successful in the spring. “\_\_\_\_\_\_\_\_** (parent)**, do you agree with the targets identified?”** If the parent agrees, proceed with the next step. If the parent disagrees, ask for areas they would like included. Include identified targets in the “Intervention Strategies” section of the ALC form.

**“\_\_\_\_\_\_\_\_,** (Say teacher’s name) **we would also like to identify instructional resources that we will use to best meet \_\_\_\_\_\_\_\_\_\_\_**(say student’s name) **needs. What traditional resources will you use?”** Record the resources identified by the teacher in the “Intervention Strategies” section of the ALC form.

**“Finally, \_\_\_\_\_\_\_\_,** (Say teacher’s name) **will you utilize any computer-based programs that will allow for adaptive learning opportunities for \_\_\_\_\_\_\_\_\_\_\_ ?**(say student’s name) HINT: programs may include: Apex Learning for RHS, Education Galaxy for RIS, etc.) Record the resources identified by the teacher in the “Intervention Strategies” section of the ALC form.

6. IMPLEMENTATION PLAN – Review options for providing instruction and determine if a group size waiver is needed.

**Administrator Says:**

**“Now that we know where we will focus our efforts instructionally, let’s determine when the instruction will be provided. We have 3 options to consider: before school with 3-or-more students, during school with more than 3 students and after school with 3-or-less students.**

 **I believe that the best option for tutoring for \_\_\_\_\_\_\_\_\_\_** (say student’s name) **is during the school day. This option allows him/her to receive the required 30 hours of tutoring during the regular school day. It also allows him/her to receive instruction \_\_\_** (number of days the class meets) **times a week where before school or after school would be a few days a week which will take much longer to meet the 30 hour requirement by the state. It will also require parents to make arrangements for transportation. If we assign him/her to before school or after school tutoring, we will not be able to schedule around other activities that \_\_\_\_\_\_\_\_\_\_** (say student’s name) **may be involved in. So when we make this choice we need to be sure that we are committed to making this schedule a priority and understand that missing tutoring for athletics or extracurricular activities is not possible. Since this tutoring is mandated by the state it follows the same attendance guidelines as the other classes \_\_\_\_\_\_\_\_\_\_** (say student’s name) **is enrolled in.”**

**“\_\_\_\_\_\_\_\_** (parent)**, taking all of this into consideration, which option do you think would work best for your family?”** Record the time chosen for implementation in the “AIP Implementation” section of the ALC form. Choose from the following based off of the option chosen:

**Administrator Says:**

**“Choosing before school or during school tutoring, will have a student group of more than 3 students and requires the parent to sign a waiver. If this is the option you are agreeing to, please check the YES box after the statement, “Parent agrees to waive the 3-student minimum for accelerated instruction. If you do not agree to this waiver, check NO and \_\_\_\_\_\_\_\_\_\_** (say student’s name) **will be scheduled for after school tutoring. We will let you know what that schedule will be once all meetings are finalized and we create the master schedule.”**

7. REVIEW OF FINALIZED PLAN – Review the plan including the AIP implementation and instructional strategies discussed.

**Administrator Says:**

 **“Now that we have finalized our plan, let’s review what I have recorded. We decided that \_\_\_\_\_\_\_\_\_\_** (say student’s name) **will be provided tutoring \_\_\_\_\_\_\_\_\_\_.** (say before/during/after school) **The following strategies will be included to support his/needs.** (read the strategies listed on the ALC form) **“Do we have any revisions or additions to the plan that I may have missed?”**

8. REVIEW OF COMMUNICATION/PROGRESS

**Administrator Says:**

**“It’s important that we are all on the same page when it comes to how \_\_\_\_\_\_\_\_\_\_** (say student’s name) **is progressing. We will send home a progress report each six weeks to let you know how things are going. Of course, you can also contact your child’s teacher anytime to see how things are going or if you have questions or concerns.”**

9. SIGNATURES – All members should sign indicating their presence and their agreement with the plan.

**Administrator Says:**

**“Signatures indicate participation of the individual members of this committee. The plan will be implemented beginning the week of August 23, 2021. The first few days of school are usually reserved for students learning processes and procedures.”**

**“This concludes our meeting, thank you all for your participation.”**

24. ALC COPIES – ALC form should be copied and sent with the parent before they leave the meeting. If you are unable to send the copy with the parent, copies will need to be mailed home prior to the 1st day of school.