



1. Pre-meeting checklist

- ☐ Have a computer available during the meeting. Campus ALC member will log in to Tango and access the Accelerated Learning form for the student.
- ☐ From Tango, print ALC forms: Accelerated Learning Plan and the TEKS Description
- ☐ Review the STAAR reporting categories with the teacher before the meeting to determine which categories will have the greatest impact.
- ☐ From Tango, print ALC Packet: Accelerated Learning Plan and the TEKS Description
 - Print copies for parent and teacher.
- ☐ Completed Teacher Feedback Form (previous year teacher)

This script is intended as a guide to discussions during the ALC meeting. As such, it is recommended that committee members adjust the language and terminology to best suit the needs of stakeholders. A verbatim reading of this script is not required.

2. INTRODUCTIONS – Always be sure the parents or guardians know who is present at the meeting.

Campus Administrator Says:

“We will begin the meeting today with introductions of committee members. My name is (administrator name) and I will chair the meeting.”

Allow the members of the committee to introduce themselves.

3. PURPOSE OF THE MEETING (HB4545 REQUIREMENTS)

Campus Administrator Says:

“Today we will be conducting an Accelerated Learning Committee meeting for (student name). Our goal is to develop an accelerated instruction plan that will provide (student name) with the help he/she needs to be successful on state testing this year. We will follow this agenda to conduct the meeting and you will receive a printed copy of the Accelerated Learning Plan we develop today.”

“(parent name), if you have any questions during this meeting, please feel free to interrupt.”

4. REVIEW OF ASSESSMENT DATA – Review results for 2022 STAAR tests. Review data for each subject (Math/Reading) that the student did not pass. Use the attachments Accelerated Learning and TEKS Description from Tango. Make available copies of student STAAR data.

Campus Administrator Says:

(Passed)

“(student name) took the following assessments this year. He/she scored (approaches/meets/masters) on the (name of test). We are proud of this effort and since he/she passed, he/she will not be required to complete state-mandated tutoring hours. However, as the year progresses, we may contact you about tutoring.”



(Did Not Pass)

“(student name) earned a rating of **DID NOT MEET** on the (name of test), and that is the subject for which we will review and update the accelerated instructional plan today. On this test, there were ____ total questions of which the student answered ____ correct. The student needed to have answered ____ questions correctly. He/she needed ____ more to achieve passing. To receive a passing score, the student should have scored ____%. The student scored ____% overall on the test with a scale score of ____.

“Let’s review the reporting categories and how he/she scored in those. There are ____ categories on the (subject) test.”

“(student name) answered ____ out of ____ questions correct for ____ % mastery on **category 1 which is** ” (Name the content covered by the category, for example, Understanding and Analysis Across Genres, or Numerical Representations and Relationships.)

Review each category in the first failed subject test using the process above.

Repeat the process above for the second subject test the student did not pass, if applicable.

Administrator allows committee members to discuss each point:

Allow committee members to address and discuss each point. If the previous year teacher is not available, the current teacher may read the feedback form. Any information related to the points listed above should be stated and documented under General Notes.

“Today, our intent is to identify the reason(s) (student name) **did not perform satisfactorily. We will review**

1. The Accelerated Instruction Plan
2. Student’s Attendance for
 - Regular Classroom
 - Summer School or Jump Start
3. Accommodations, if applicable
4. Behavior
5. Social emotional Component
6. RTI if applicable
7. Resources used in 2021-2022.

R	At-Risk
E	Emergent Bilingual
S	Special Ed
D	Dyslexia

Repeat the process above for each subject test the student did not pass.

5. **TEACHER FEEDBACK AND/OR QUESTIONS** – The teacher and LPAC member, if applicable, provides input on categories to target during tutoring. The committee will also identify instructional resources that will be used for tutoring.

Campus Administrator Says:



“(teacher name), after reviewing the student data, what Student Expectations within the Reporting Categories do you think should be the focus of tutoring for (student name)?”

Allow the teacher and LPAC member, if applicable, to provide input on which categories to target.

Campus Administrator Says:

“Focusing on these categories would allow (student name) to improve by _____ questions.” (This is the total number of questions missed in the identified categories. In the Tango form, add the numbers in the black squares next to each Student Expectation in the Reporting Categories addressed.) **“That will give him/her the best opportunity to be successful in the spring.**

“(parent name), 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. **Document parent recommendations.**

“(teacher name), we would also like to identify instructional resources and computer-based programs that could be effective in meeting (student name)’s needs.”

Record the resources identified by the teacher using the dropdown menu in the ALC form.

“What other support systems do the committee members feel may allow (student name) to be successful on the 2023 state assessment?”

Document committee recommendations in the text box for the test subject addressed.

Repeat the process above for each subject test the student did not pass.

- 6. PARENT FEEDBACK AND/OR QUESTIONS –** Record questions and concerns and address each as you progress through the agenda. You may attach feedback and/or questions to the student’s HB4545-BISD Accelerated Learning Committee Plan.

Campus Administrator Says:

“(parent name), do you have any concerns or questions at this time?”

“(student name), do you have any concerns or questions at this time?”
Secondary students only

- 7. DEVELOP ACCELERATED LEARNING INSTRUCTION PLAN –** Determine how and when Accelerated Learning Instruction will occur, including the roles of the school, student and parent. Review options for providing instruction and group size waiver requirements.



Campus Administrator Says:

“Now that we know where we will focus our instructional efforts, let’s determine when the instruction will be provided. We have several options to consider -- before, during, or after school. (Each campus presents a schedule of available Accelerated Learning Instruction.)

As the administrator, I believe that the best option for tutoring for (student name) is (before, during or after) school. This option allows him/her to receive the required 30 hours of tutoring for each subject he/she did not pass. Therefore, 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 other extracurricular activities is not possible. Since this tutoring is mandated by the state it follows the same attendance guidelines as the other classes (student name) is enrolled in.

“(parent name), taking all of this into consideration, which tutoring option do you think would work best for (student name)?”

Record the time chosen for implementation in the Accelerated Learning Plan Goals section of the ALC form.

If 3:1 Group Size Waiver form is on file, move to section 8.

Campus Administrator Says:

“Placing the student in an Accelerated Learning Instruction group larger than three students requires the parent to sign a waiver. Some of the advantages to a group larger than three students is it provides better opportunities for cooperative learning, social emotional learning and interactions among peers. If you agree to this option, 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 (student name) will be scheduled for after school tutoring. We will let you know later what that schedule will be.”

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

Campus Administrator Says:

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

Update the ALC form as needed and review any additional support structures identified.

Print a copy of updated Accelerated Learning Plan.



9. REVIEW OF COMMUNICATION/PROGRESS

Campus Administrator Says:

"It is important that we are all informed when it comes to how (student name) is progressing. We will send home a progress report every three weeks and a report card every six weeks to let you know how things are progressing. Of course, you can also contact your child's teacher anytime for updates or if you have questions or concerns."

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

Campus Administrator Says:

**"Signatures indicate the participation of the individual members of this committee.
"The plan will be implemented beginning the week of (plan start date).**

"Thank you, (parent name), for being here and supporting (student name). Thank you, (student name) for being here. Thank you, (teacher name), also for your input.

"(parent name), we assure you that BISD will continue to provide the supports to help (student name) succeed on this year's assessment.

"This concludes our meeting, thank you all for your participation. Please wait until you receive your copies before you leave. Thank you!"

11. ALC COPIES – Provide a copy of the ALC form to the parents before they leave the meeting.