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| **Phase I: Setting the Stage** | **Phase I - Step & Tasks** | **Timeline** | **Owner(s)** |
| **A) Establish a Vision** |  |  |
| 1. Codify a vision and rationale to “accelerate, not remediate” student learning with just-in-time scaffolds in the context of grade-level work |  |  |
| 2. Plan strategies for investing stakeholders in the vision, anticipate questions and concerns, and plan to respond proactively, clearly, and empathetically |  |  |
| **B) Create Subject-Specific Planning Committees** |  |  |
| 1. Select stakeholders for subject-specific planning committees that include content leads and SPED/EL specialists |  |  |
| 2. Invest committees in the vision to “accelerate, not remediate” student learning |  |  |
| 3. Charge committees with their tasks to define the acceleration approach and specific workplan for their subject area |  |  |
| **C) Develop Subject-Specific Approaches & Workplans** |  |  |
| 1. Define a subject-specific approach to accelerating student learning |  |  |
| 2. Map out planning and prep tasks and when and how each will be accomplished |  |  |
| 3. Identify strengths and needs with systems and structures, availabe resources, and teacher knowledge/experience |  |  |
| **D) Consider Systems & Structures** |  |  |
| 1. Ensure PD and planning structures and schedules include needed time for training, ongoing diagnostic sourcing and analysis, and collaborative and independent planning time |  |  |
| 2. Ensure school calendars and daily student learning schedules include enough time for core grade-level instruction with just-in-time whole group acceleration supports as well as time for differentiated small group intervention |  |  |
| 3. Ensure access to needed resources such as high-quality curriculum materials and diagnostic assessments |  |  |
| **Phase II: Planning** | **Phase II - Steps & Tasks** | **Timeline** | **Owner(s)** |
| **A) Prioritize Content** |  |  |
| 1. Leverage standards and curricular guidance to identify the prioritized learning from each grade that is most important for future success in the subject area |  |  |
| 2. Select the most critical prerequisite knowledge/skills from previous grades for the prioritized learning of each grade |  |  |
| **B) Predict Unfinished Learning** |  |  |
| **Phase II - Steps & Tasks (Continued)** | **Timeline** | **Owner(s)** |
| 1. Determine which of the critical prerequisite knowledge/skills in each grade were not taught due to school closures |  |  |
| 2. Use existing SY19-20 student performance data to predict other gaps in the critical prerequisite knowledge/skills |  |  |
| **C) Adapt Pacing Guidance** |  |  |
| 1. Locate the prioritized learning in each grade’s scope and sequence |  |  |
| 2. Based on predictions for unfinished learning, add time for estimated needed acceleration support during each prioritized learning topic |  |  |
| 3. Adapt pacing expectations to include additional flexibility for unfinished learning based on ongoing diagnostics |  |  |
| **D) Plan for Regularly Diagnosing Unfinished Learning** |  |  |
| 1. Establish the importance of using data rather than assumptions to identify student needs |  |  |
| 2. Identify sources for diagnostic assessments for the critical prerequisite knowledge/skills for each grade |  |  |
| 3. Plan structures for teachers to administer, analyze, and plan from diagnostics 2-3 weeks before starting each unit |  |  |
| **Phase III: Implementation** | **Phase III - Steps & Tasks** | **Timeline** | **Owner(s)** |
| **A) Invest Stakeholders in the Vision** |  |  |
| 1. Provide clear, simple, consistent communication for the vision, rationale and subject-specific approaches for addressing unfinished learning to teachers/staff, families, and students |  |  |
| 2. Anticipate and proactively respond to questions and concerns and continually gather input and feedback |  |  |
| 3. Strategically limit additonal asks to keep each stakeholder focused on addressing unfinished learning, and promote and reward vulnerabilty and risk-taking |  |  |
| **B) Provide Training & Support** |  |  |
| 1. Create a PD syllabus for each subject and grade band and identify who will develop and faciltate each session |  |  |
| 2. Oversee the preparation and delivery of each session, reflect on successes and growth areas, and plan next steps |  |  |
| 3. Align ongoing coaching for leaders and teachers to support them to diagnose and address unfinished learning |  |  |
| **C) Monitor Student Progress and Adjust** |  |  |
| 1. Leverage existing standards-aligned assessments to determine the effectiveness of acceleration supports |  |  |
| 2. Adjust supports for leaders, teachers and students accordingly |  |  |