

ROAD TO RECOVERY

A Priority Playbook
for YOUR School



E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

© E3 Alliance 2021

Thanks to our sponsor:

The Lola Wright Foundation



E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

© E3 Alliance 2021

ROAD TO RECOVERY– E3 Alliance



Transforming education systems through data and collaboration so *all* students succeed!

E3 Alliance is a nonprofit 501(c)(3) organization based in Austin, Texas.



ROAD TO RECOVERY: Presenters



Amy Havard

Director of School Transformation



Lori Davis

Director of Transformation Partnerships

Moderator:

Leticia Maynard, Director of School Transformation



ROAD TO RECOVERY: Panelist



Cary Fulgham

Coordinator of Digital Learning
Lubbock ISD



Lubbock ISD
Every Child Every Day

52 Campuses (31 Elementary, 10 Middle, 5 High Schools)

28,000 Students Served

76.7% Economically Disadvantaged

8.8% English Learners

15.26% Special Education

Current 87% In-Person

Current 12% Remote



ROAD TO RECOVERY– Agenda



- Priority Playbook Overview
- Focus on Acceleration!
 - Leading Forward
 - Closing the Gaps
- Priority Playbook Roadmap
- Closing



ROAD TO RECOVERY– Priority Playbook

Stage	Implications for School Leaders
Crisis	<ul style="list-style-type: none">● School buildings ordered closed
<i>Transition</i>	
Re-entry	<ul style="list-style-type: none">● Schools start virtually; School buildings partially reopen● Some students at school, some at home● Rolling closures
Recovery	<ul style="list-style-type: none">● School buildings fully back in session● School budgets reflect economic reality
<i>Transformation</i>	
New Normal	<ul style="list-style-type: none">● Schools reflect a changed society





We're in this Together

Support Student & Staff Attendance

Close the Gap

Equitable, High-quality instruction for all



Leading Forward

Leading the Transformation

A Safe Place

A Healthy, Secure Environment

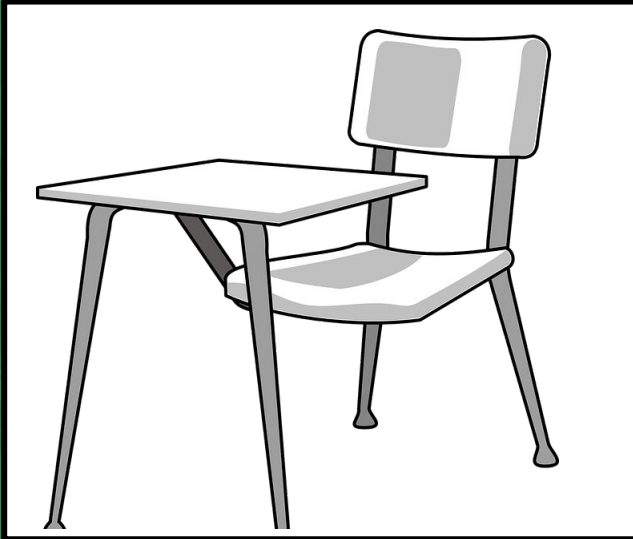
A Place to Belong

Reignite School Culture

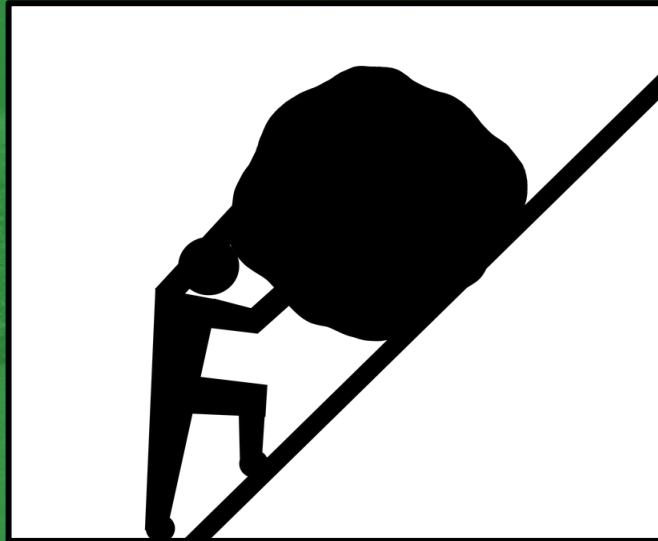
ROAD TO RECOVERY— Priority Playbook



The Case for Acceleration



***School Closures,
Interruptions,
Transitions and
the Aftermath***



***Students further
behind in Reading
& Math
(The “COVID-Slide”)***



***“COVID-19
magnifies
pre-existing
achievement gaps.”***
Stanford CREDO



What is “acceleration” and how do you lead it?

- Focus on critical content **ONLY**
- Move away from remediation
- Focus on what students need to know/be able to do NOW
- Mastery of CURRENT grade level standards & skills
- PRE-assessment and PRE-teaching
- Alignment across ALL tiers of instruction





Leading Forward

Leading the Transformation

ROAD TO RECOVERY– Priority Playbook



LEADING FORWARD



Leading the Transformation

- Engage with a diverse, representative leadership team
 - Meet **frequently for collaboration** (in-person or virtual)
 - Use **decision-making process** guided by your mission, vision, goals and improvement efforts
 - Check the **“pulse” frequently** with the team on the school community
- Recognize and focus on what is in your control
 - Build a **continuous improvement mindset** in school community
 - What was important before is **still very important**



LEADING FORWARD



Leading the Transformation

- Communicate, communicate & communicate
 - Share information and facilitate conversations **frequently and explicitly**, making use of a variety of communication modes to ensure ALL families and stakeholders can **access and participate**.
 - All leaders **shape communication** to focus the work and build the mindset for success
- Utilize ALL resources to best fit the work you want to accomplish
 - Design schedules, staffing and systems to **align and support** the work toward your goals.
 - **Strategic allocation** of funds and assets to bolster campus-wide efforts.



EXAMPLE: Strategic Staffing

New Hires

- Strengths/Specialization needed
- Communicate campus mission/goals
- Experienced with or enthusiastic about acceleration mindset

Utilization

- Seat sections for optimal ratio
- Identify additional sections that can support acceleration
 - Teach
 - Push-in
 - Partner

Specialization

- Identify specific strengths that support acceleration
 - Motivational relationships with students
 - Past success with struggling learners
 - Content Knowledge



EXAMPLE: Strategic Staffing (Virtual Academy)



EXAMPLE: Summer Acceleration Program

June 2021

Unfinished Learning

- Multiple data sources used to select students
- Small class size
- Master current standards



July 2021

Accelerated Learning

- Based on results from June
- Small class size
- Pre-teach and support learning upcoming standards



2021-2022

School Year

More students are entering at grade level or above and ready to learn!

SEL Embedded Throughout





We're in this Together

Support Student & Staff Attendance

Close the Gap

Equitable, High-quality instruction for all



Leading Forward

Leading the Transformation

A Safe Place

A Healthy, Secure Environment

A Place to Belong

Reignite School Culture

ROAD TO RECOVERY— Priority Playbook



CLOSE THE GAP



Equitable, High-Quality Instruction for All

- Plan for strategic adjustments in curriculum
 - Collaborate to select **only the MOST essential standards** for current grade level
 - **Prioritize skills and concepts** that are foundational to college, career and real-world readiness
- Implement deliberate systems of assessment to inform curriculum focus and instructional plan
 - Monitor assessment norms for administering assessments in different modalities
 - Utilize common **pre-assessments** to narrow focus on the MOST essential standards
 - Implement **common formative assessments** frequently throughout unit of study; including analysis of student work.



CLOSE THE GAP



Equitable, High-Quality Instruction for All

- Focus on implementation of evidence-based instructional practices
 - Lead systems for instructional planning and design that is informed by an **acceleration** mindset, so the focus is on what students need to learn.
 - Responsive instructional design should be **student-focused**, with increasing independent, critical thinking, speaking, reading and writing.
- Utilize effective instructional models
 - Use strategies and methods that **personalize pathways for all students** to achieve mastery of essential standards
 - Engage instructional technology in creative ways that **enhances & elevates** instruction



EXAMPLE: Selecting Critical Content

by Course...



- Collaborate Spring/Summer
- 7-10 standards per course

by Unit...



- Protocols for each unit
- 1-2 standards per unit

...so you will know which content to accelerate.



Example: Selecting Critical Content By Course

1

Round 1: Grade-Level Collaboration

- Review each unit for the year
- Choose 1 critical standard per unit
 - What is MOST critical for students to master?

2

Round 2: Vertical Collaboration

- Compare chosen critical standards
- Discuss vertical alignment
- Each grade level determines 7-10 critical standards for the year

3

Round 3: Goal Setting

- Team write a goal for each critical standard chosen
 - Study grade level data from previous years
 - Study cohort performance
 - Focus on GROWTH

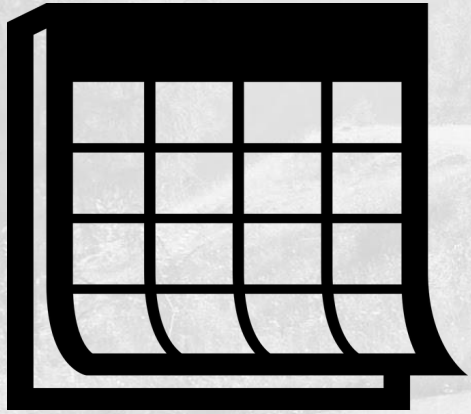


Example: Course SMART Goal

S	SPECIFIC	Student Expectation #	7.2B	Student Expectation Description	Use context such as contrast or cause and effect to clarify the meaning of words		
M	MEASURABLE	2020-21 % of students mastering this SE	56%	Goals for Student Performance for this SE in 2021-22 school year	Unit Assessment(s)	STAAR 2022	Other
					70% of students will answer questions about context clues correctly on EOU assessments.	75% of students will demonstrate mastery of using context clues to determine a word's meaning.	Informal, summative assessments will gauge student progress towards our EOU goals.
A	ATTAINABLE & REALISTIC	Action Plan Strategy #1 (Who/When/What)	The 7 th grade team will implement LINC's as a vocabulary strategy in all classrooms. As students learn words, they will add them to their own personal vocabulary bank. This will also help them practice their dictionary skills and looking up words in the dictionary. (A place for them to check their answer choices in a resource available to them on the test.)				
R		Action Plan Strategy #2 (Who/When/What)	The VKR will be used to help students gauge their own understanding and knowledge about a word. As students show progress, they will adjust their original rating on their VKR. With this strategy, students will be responsible for coming up with their own definition within the context of texts and class.				
T	TIMELY	Approximate Date(s) of Unit Assessment(s)		Date of STAAR 2022		Dates of Other Assessments used to measure student performance for this SE	
		October, November, December, January, February, March, April		May 11, 2022		Weekly through informal formative assessments	



EXAMPLES: When do you accelerate?



- Campus-wide intervention or Advisory period
- Before or After-School sessions
- Elective Intervention classes
- Extended Block for reading and math
- Small group instruction in core classrooms



EXAMPLE: Bell Schedule

Williams MS 2021-2022						
Go Lions!						
Bell Schedule						
	6th Team Roar	6th Team Pride	7th Team Roar	7th Team Pride	8th Team Roar	8th Team Pride
7:45-8:15	Arrival with Team Pods M/W = Math and Science Teacher Collaboration T/TH = ELAR and History Teacher Collaboration					
8:18-9:08	1st Period	1st Period	1st Period	1st Period	1st Period	1st Period
9:11-10:01	Acceleration	2nd Period	2nd Period	2nd Period	2nd Period	2nd Period
10:04-10:54	2nd Period	Acceleration	3rd Period	3rd Period	3rd Period	3rd Period
10:57-11:47	3rd Period	3rd Period	Acceleration	4th Period	4th Period	4th Period
11:50-1:13	11:50-12:20 A Lunch	11:50-12:20 A Lunch	11:50-12:20 A Lunch	11:50-12:40 Acceleration	12:20-12:43 5th Period	12:20-12:43 5th Period
	12:23-1:13 4th Period	12:23-1:13 4th Period	12:23-1:13 4th Period	12:43-1:13 B Lunch	12:43-1:13 B Lunch	12:43-1:13 B Lunch
1:15-2:06	5th Period	5th Period	5th Period	5th Period	Acceleration	5th Period
2:09-2:59	6th Period	6th Period	6th Period	6th Period	6th Period	Acceleration
3:02-3:52	7th Period	7th Period	7th Period	7th Period	7th Period	7th Period
3:52-4:00	Dismissal					
4:00-5:00	Learning Lab Late Bus/Pickup at 5:00					

**Acceleration
time by team
focused on
Math and ELAR**



EXAMPLE: Acceleration Plan for a Unit

Acceleration Unit Plan

Unit 3: Multiplication of Whole Numbers

Pre-Assessment Date Sept 27, 2021

Pre-Assessment Data Dig Date Sept 29, 2021

Unit Start Date Oct 11, 2021

Unit Assessment Date Oct 21, 2021

Unit begins October 11th

Selected
Critical
Standard

Essential Standard #1		Essential S	
4.5A Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for an unknown quantity			
Vocabulary	Variable , unknown quantity, strip diagram, equation	Vocabulary	
Concepts	Algebraic representation Problem solving	Concepts	
Skills	<ul style="list-style-type: none"> Relating operations to real-world actions Setting up and using a strip diagram Writing an equation with a variable Close reading of verbal description of a real-world situation Identifying, planning, and solving problems with more than one step 	Skills	

Advisory Lesson #1 Oct 4, 2021	<p>Numberless word problems—Close reading of real-world situations with addition and subtraction and relating them to operations.</p> <p>Whole group: Work through the two numberless problems in THIS SLIDE DECK. Use think-pair-share and randomization during the class discussion.</p> <p>Small group: Give each group a problem stem. Groups collaborate to finish creating the problem and then create a model solution on legal size paper. Groups switch problems and show their solution on legal size paper. Groups match each solution to the model to check their work.</p> <p>Close: In your journal, record at least 3 phrases/situations that can be used in a word problem and the operation(s) you might use to represent them</p>
Advisory Lesson #2 Oct 5, 2021	<p>Review setting up and using a strip diagram with addition and subtraction problems.</p> <p>Whole group: Review Strip Diagram Anchor Chart on wall and in student notebooks. Model setting up and solving a strip diagram using randomization for student input.</p> <p>Small group: Pull targeted group to work with teacher, other students work independently. Give each group 4 problems to solve with strip diagrams. Some problems have partially completed strip diagrams already provided. Work with targeted group to guide them through setting up and solving the same 4 problems.</p> <p>Close: Exit slip with one problem students must use a strip diagram to solve. Collect the exit slips and immediately sort into piles. Record students that need further support with strip diagrams.</p>
Advisory Lesson #3	Intro to equations and representing an unknown quantity with a variable.

Acceleration
begins
October 4th



EXAMPLE: Leading Acceleration

SUPPORT

Structures and Time for Professional Learning & Collaboration to align efforts

- Provide learning about acceleration
- Communicate regularly about acceleration mindset, instruction and progress on goals

MONITOR

- Participate & learn with teachers
- Regular attendance/participation in collaboration

- Observe all instructional environments, including acceleration
- Align classroom observation feedback with critical standards & goals
- Monitor assessment data to track progress on critical standards



EXAMPLE: Deliberate Systems of Assessment

Conversations about Data

- How well did students master the critical standard?
- How does this data compare to performance in class?
- What helped students be successful?
- What misconceptions do students still have?
- Which students are not making progress?
- What trends are we seeing over time?



EXAMPLE: Deliberate Systems of Assessment

Response to Data

- How can I support students that need help?
 - Effective use of designated intervention time
 - Flexible Grouping
 - Pre-teaching vocabulary and skills for upcoming unit
- How can I challenge students who are successful?
 - Leveled Book Clubs
 - Google site with AP projects
 - Self-Paced curriculum





We're in this Together

Support Student & Staff Attendance

Close the Gap

Equitable, High-quality instruction for all



Leading Forward

Leading the Transformation

A Safe Place

A Healthy, Secure Environment

A Place to Belong

Reignite School Culture

ROAD TO RECOVERY— Priority Playbook



ROAD TO RECOVERY– Priority Playbook Roadmap

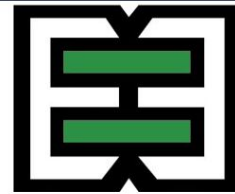
Roadmap to Recovery: A Priority Playbook

Planning for re-entry and transformation to your school community!

Welcome to the Roadmap

This tool is intended to support your planning throughout the 2020-2021 school year. You may choose to complete every section or only the parts that are most applicable to your school community.

Please contact us if you would like support as you and your team work through the Priority Playbook.



E3 ALLIANCESM
EDUCATION EQUALS ECONOMICS

E3 Alliance is a premier, national award-winning leader in collaborating with districts and schools to implement sustainable student outcomes with its unique, proven and data-backed frameworks and systems.

As a non-profit, E3 Alliance is a mission-driven organization focused on Impact for ALL Students by transforming school systems. As seasoned educators the E3 Alliance team possesses the knowledge and first-hand experience transforming schools to sustained success with solutions for:

- Leadership
- School Culture
- Effective Instruction
- Special Populations

Contact us if you would like to schedule a complimentary coaching session:
Lori Davis, Director of Transformation Partnerships

ldavis@e3alliance.org

[Visit our Website](#)



ROAD TO RECOVERY



- *Use and Share* the Playbook & Roadmap
- *Partner* with us
 - Ask about a Complimentary Coaching Session:
solutions@e3alliance.org



ROAD TO RECOVERY



Join us next month!

Road to Recovery, Part 6

Planning for Reintegration:
a strong start to the 2021-22 school year

April 20th Webinar at

4:00 pm CST



ROAD TO RECOVERY

Thanks to our sponsor:

The Lola Wright Foundation



E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

© E3 Alliance 2021