

Academy of Dallas

Recovery and Acceleration Plan for Resilient Schools
Support Plan (RSSP)

SY 21-22

Board Presentation June 2021

What is RSSP?

Resilient Schools Support Plan

- Customized technical assistance
- Coaching, professional development, and implementation support in alignment to each district's individual needs and priorities.
- Support with continuously improving their identified highest leverage recovery and acceleration strategies.



As one way to address *unfinished learning*, Academy of Dallas joined the TEA's Resilient Schools Support Program [RSSP]

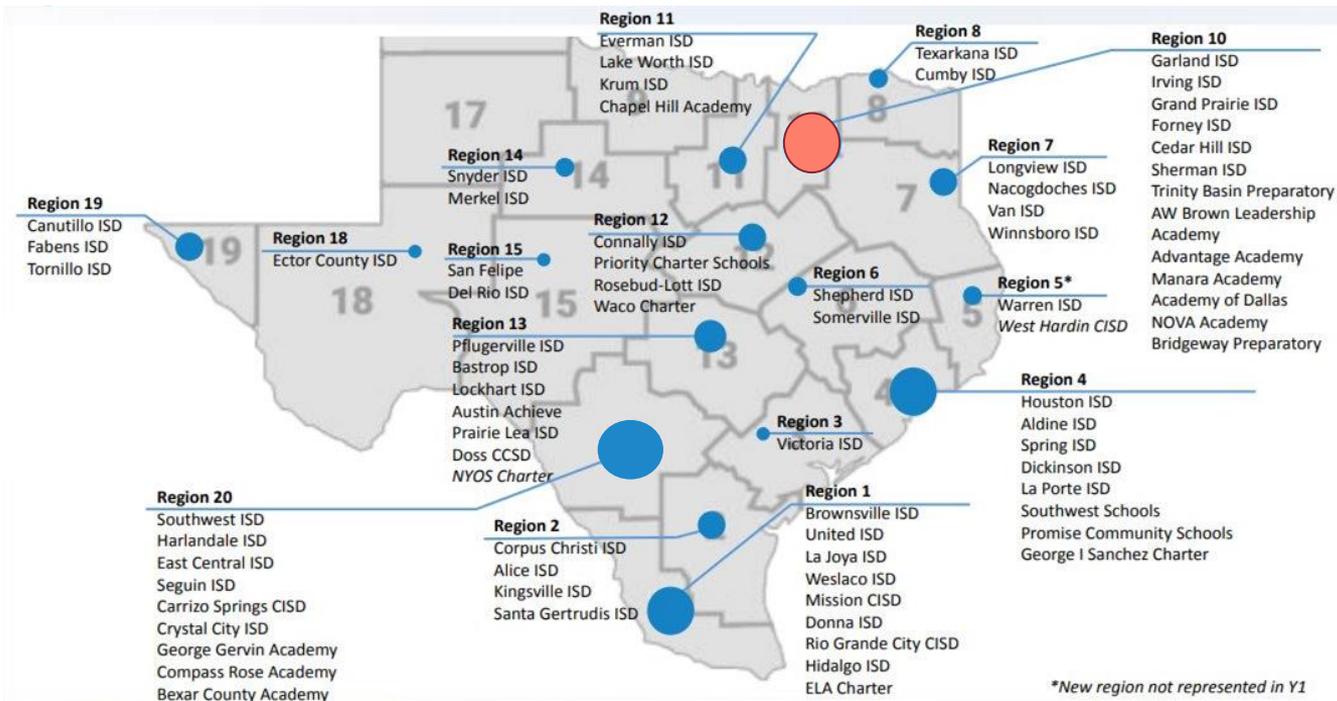
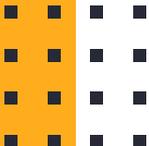


Table of Contents

Where We Are: RSSP Planning at Academy of Dallas

Where We're Going for SY21-22: Key Decisions and Priorities

How We'll Get There: Next Steps



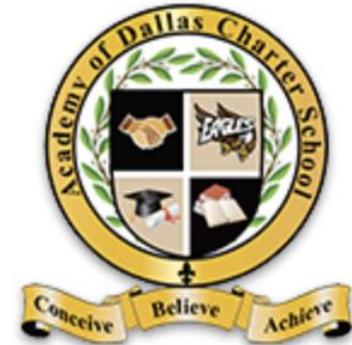
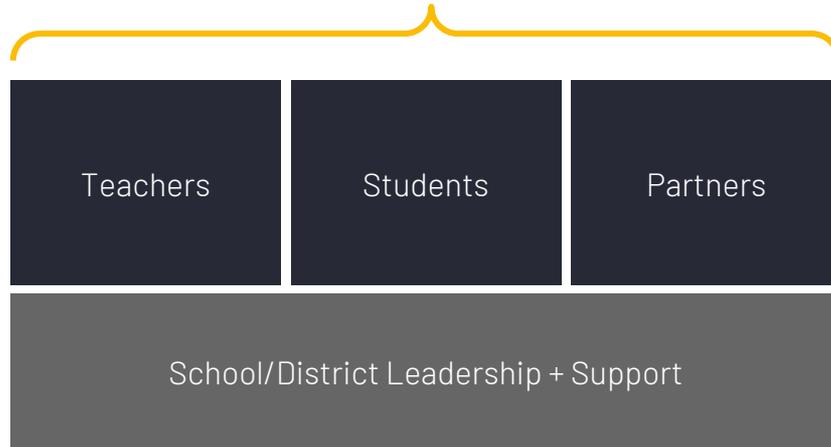
Our school will prioritize the following Educational beliefs to guide our work in the coming year

All students are engaged in high quality, grade level instruction!



As part of the work with RSSP, Academy of Dallas launched a school-wide Learning Acceleration Taskforce.

Academy of Dallas Recovery and Acceleration Taskforce



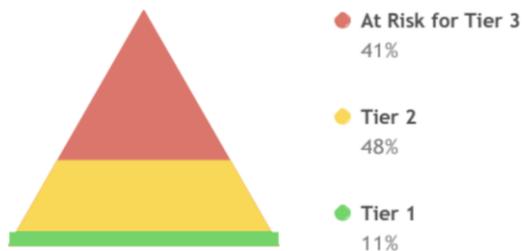
The priorities developed to address unfinished instruction were are informed and influenced by all of the feedback from these stakeholder groups.

Key Findings from Stakeholder Engagement



Key Findings from Student Data: Math

Overall Placement



All students are not yet demonstrating proficiency with grade level content

- 0% of students in 4th or 5th grade were in Tier 1 on MOY math test.
- At least 50% of the students are in Tier 3 in every middle school class.

This year our community experienced challenges *and* demonstrated resilience associated with COVID-19.



In the coming year, we will need to continue to support challenges presented by unfinished learning, mental health, and ongoing public health.



Since April, the RSSP Committee has engaged in a detailed planning process to set us up for success next year

Phase	Essential Question
0. Project Set Up	How will we organize ourselves to do this work?
1. Analyze Student Data	What is the data telling us?
2. Understand Stakeholder Needs	What is our community telling us?
3. Make Key Decisions	What is our high level plan to address our community's needs over the next 12-18 months?
4. Identify Short Term Actions	What needs to happen in the next 1-2 months to make this plan possible?
5. Align to Other Work	How does our Recovery and Acceleration plan connect to other work in our LEA?
6. Share Plan with Community	What have we decided and why?

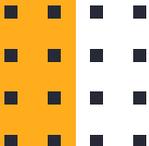


Table of Contents

Where We Are

Where We're Going for SY21-22

How We'll Get There



Academy of Dallas has identified 3 priority areas for learning acceleration for SY21-22 based on the Effective Schools Framework



High Quality Curriculum

- Curriculum audits and/or selection
- High Quality Instructional Material Adoption (including Texas Home Learning curriculum, if applicable)



Effective Instruction

- Accelerated Tier 1 instruction to address learning loss
- Planning and implementing intensive interventions
- Support for diverse learners (e.g., Students with Disabilities, English Learners)
- Teacher collaboration & PLCs



Effective, Well-Supported Teachers

- Observation and feedback
- Professional development
- Strategic scheduling and staffing solutions

To address each priority area, we have identified research-based, community vetted learning acceleration strategies

Learning Acceleration Strategies	
Foundational Strategy	Prioritize Essential Grade-level knowledge and Skills <ul style="list-style-type: none">• Strategic instruction on essential background knowledge and skills needed to access grade-level instruction
Universal Strategy	<i>Note: We will add a universal strategy mid-year, when the foundational strategy is consistently in place across classrooms and grade levels.</i>
Key Components of Effective Instruction	Math <ul style="list-style-type: none">• Conceptual understanding is established before students move to procedural fluency and application (as called for by the standards)• Concepts are presented as part of a strategic progression of learning, not isolated skills• Requires students to explain, justify and revise their thinking about important mathematical concepts.

We have also strategically aligned our ESSER investments to each of these priority areas

	ESSER Investments
Summer Learning	<ul style="list-style-type: none">• Use of CRIMSI and iReady to support grade-level learning.• Four day face to face and one day virtual summer learning and enrichment program.• Academically and culturally enriching field trips for scholars to places such as the Crayola Experience, Fort Worth Zoo, and the Dallas World Aquarium. Scholars will also have the opportunity to engage in art, cooking, and other hands-on enrichment activities.• Data tracking utilizing iReady and Eduphoria assessments as well as teacher anecdotal records, which will be captured in Education Galaxy.
Mental Health	<ul style="list-style-type: none">• Weekly wellness checks to scholars and families. For those scholars that posed moderate to severe mental health issues outsourced community referrals were provided for scholars and families.
Health and Safety	<ul style="list-style-type: none">• Weekly calls regarding COVID-19 checkups, and COVID-19 communication newsletters regarding preparedness, prevention and how to respond as a campus and/or district.• Staff were trained on COVID-19 protocols based on TEA and CDC protocols. Several staff were also trained on COVID-19 testing.

We then aligned other ongoing and new programming supports to these areas

	Programmatic Supports
CRIMSI	Implementation of High Quality Instructional Materials <ul style="list-style-type: none">● Provide support for implementation that connects training with instructional practice● Utilize an assessment strategy to monitor student growth using curriculum embedded assessments● Utilize time in PLCs to support teachers to implement resources, including annotating lessons, creating exemplar responses to assessment questions, and planning differentiated scaffolds that give all students access to the grade level content.
Regional Consultants	Collaborative Instructional Support <ul style="list-style-type: none">● Monthly learning walks focused on RSSP priority areas● Consistent meetings with Meredith/Laurie/Marcia to align on vision of instructional excellence● Monthly collaborative progress update meetings with Dr. Williams
Cross Campus Alignment	Building Instructional Capacity as a Community <ul style="list-style-type: none">● We will align schedules across campuses to allow for content/grade level teachers to collaboratively plan● Professional learning opportunities will provide a collective vision for instructional excellence and analysis of data

Lastly, we have mapped these priorities onto our existing, long-term strategic priorities and goals for the school.

Priorities	Strategies	ESSER Investments	Additional Programming
<ul style="list-style-type: none"> High Quality Curriculum Effective Instruction Effective, Well-Supported Teachers 	<ul style="list-style-type: none"> Prioritize Essential Knowledge and Skills Effective Components of Math Instruction 	<ul style="list-style-type: none"> Returning to In-Person Learning Facilities and Capital Outlay Successful Education System 	<ul style="list-style-type: none"> CRIMSI Regional Consultants Cross Campus Alignment
<p>Student Outcomes: (Literacy)</p> <ul style="list-style-type: none"> The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 20% to 50% by June 2024. The opportunity/achievement gap for all differentiated groups is closed, and all students are meeting expectations at the same rate. 			

Table of Contents

Where We Are

Where We're Going for SY21-22

How We'll Get There



Next Steps: Implementation Plan–School Specific

August/September

AOD/Meredith Planning	AOD/Meredith Planning	AOD/Implement	Reflection/Analysis
Learning Tied to Vision of Excellence/Goal	Collaborative Implementation	School based work	Impact/Progress toward goal
<p>Overview of Math Standards and Instruction: Foundations for Aligning Math Lessons to TEKS</p> <ul style="list-style-type: none"> • Introduction to Aspects of Rigor (Conceptual, Procedural, Application) • Supporting students to explain, justify, and revise their thinking on important math concepts 	<ol style="list-style-type: none"> 1. Planning for Teacher PD 2. Collaboratively plan a lesson focused on <u>aspect</u> of rigor and supporting students to explain, justify and revise thinking. (Focused on what is in the plans) 	<p>Support is provided to teachers in bi-weekly planning (instructional Coaches)</p> <p>Teacher PD (August/Sept) is focused on priority content.</p> <p>Monthly observation data is aligned to priority learning (teacher-planning and facilitating learning aligned to the aspect of rigor. Students-explaining, justifying and revising thinking within the lesson)</p>	<p>Meredith/ILT observe instruction (alongside lesson plans) for evidence of learning targets and alignment to TEKS.</p> <p>Analysis of student data</p> <p>Reflect- impact of our work on practice (leader, teacher and/or student)</p> <p>Identify next steps based on evidence</p> <p>**Note: We are looking for evidence of learning implemented in teacher practice and/or student work outside of coaching or direct support.</p>

Next Steps: Implementation Plan-District

Data Sharing	Collaborative School Visit	Reflection/Analysis
School Level data shared with RSSP Team	Supt, Regional Consultants, RSSP Partner and principals observe/analyze data for progress to goal	RSSP team review observation/planning/student data, and collectively agree upon next steps and action steps to take alongside school leader
Data shared prior to meeting will be used to help focus the monthly site visit. This includes student data, lesson plans, assessments etc. (Tied to the monthly goal/priority)	<ul style="list-style-type: none"> ● Observation of instruction based on on professional learning ● Observation/support in teacher planning meetings ● Analysis of student work (when possible) to monitor progress towards student goals 	<ul style="list-style-type: none"> ● Where did our support impact teacher practice? Where did teacher practice impact student outcomes? ● What inequities still exist in student data? ● How can we differentiate support to teachers based on student needs?

Thank You

Members of RSSP Team

- Dr. Henderson
- Mrs. Stolte

Contributing Members

- Dr. Williams

