



# Bexar County Academy

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

*SY 21-22*

Board Presentation June 2021

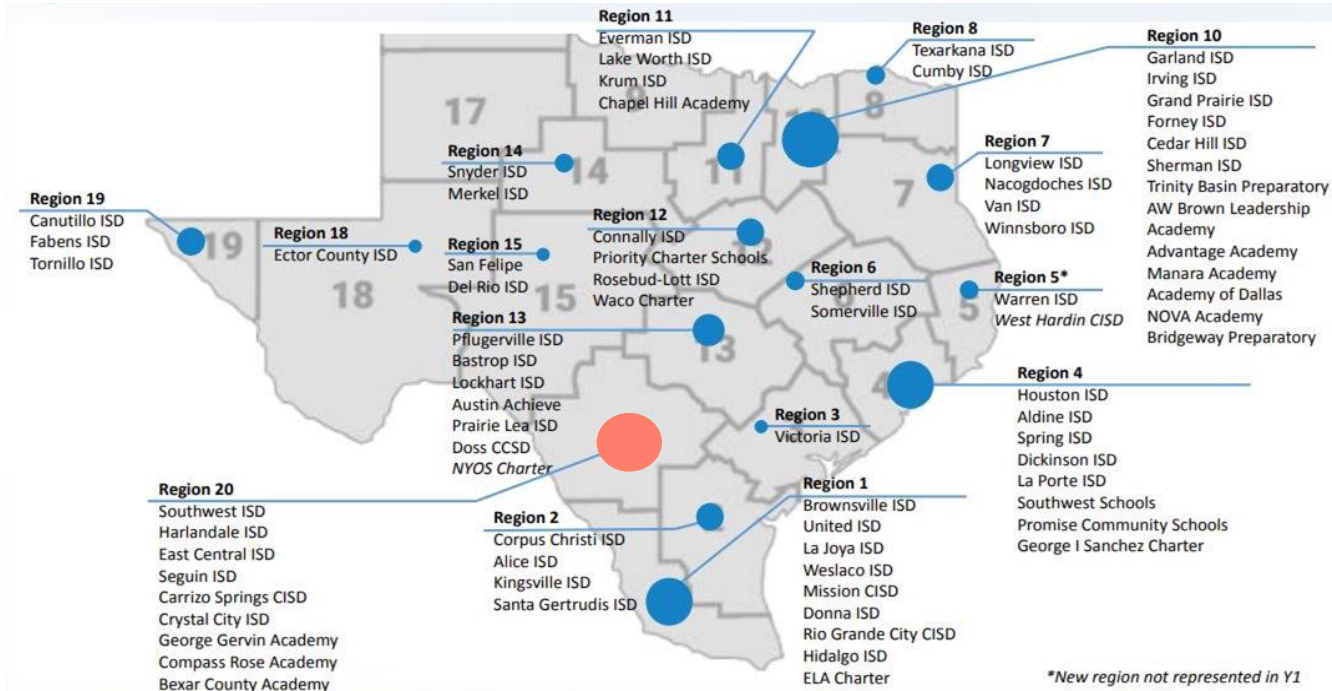
# What is RSSP?

## 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*, Bexar County Academy joined the TEA's Resilient Schools Support Program [RSSP]



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## **Where We Are: RSSP Planning at Bexar County Academy**

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

How We'll Get There: Next Steps

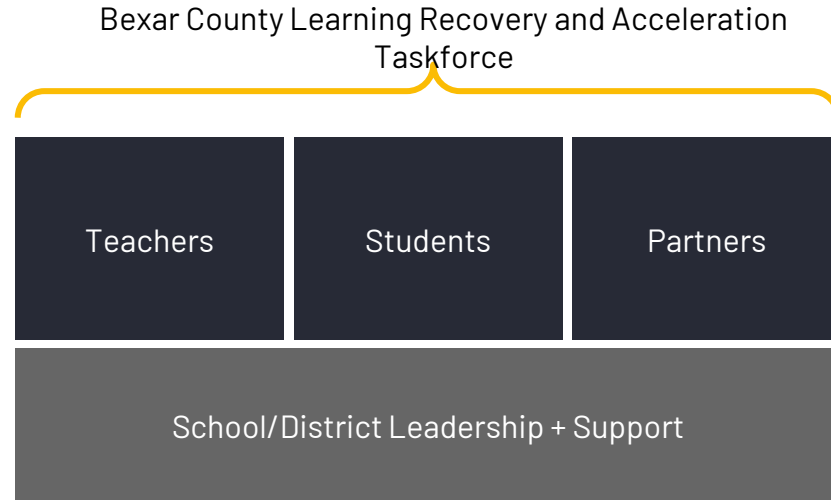


# Our school will prioritize the following Educational beliefs to guide our work in the coming year

1. The **learning needs of students** should be the primary focus of all decisions.
1. Students learn in different ways and they should be provided with **a variety of instructional approaches** to support their learning styles.
1. **Technology is a tool that will enhance** the curriculum, instruction, and academic achievement.



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



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

# Key Findings from Stakeholder Engagement

Word study and phonics are key



A framework for reading that all grades follow.

Epic Read alongs help me to be a great reader



Support for making text engaging for all students (including resources)

Small group helps me get support from the teacher



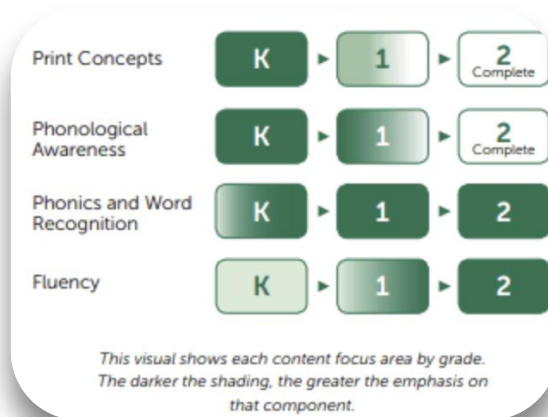
Learn more about how to support students struggling to read



# Key Findings from Student Data: Foundational Reading Skills

**DIBELs EOY data showed that most students were low or below benchmark.**

- K-about 25% were at benchmark
- 1 Grade-33% at benchmark
- 2nd Grade - 38% at benchmark



**Not all students have acquired foundational skills by the end of 2nd grade.**

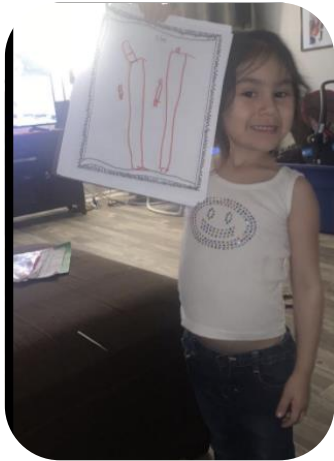
- 65% of students in grades 3-8 are NOT reading on grade level



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

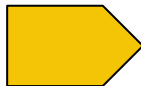


In the coming year, we will need to continue to support challenges presented by unfinished learning, mental health, and ongoing public health.



# 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?
<b>6. Share Plan with Community</b>	<b>What have we decided and why?</b>



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Where We Are

**Where We're Going for SY21-22**

How We'll Get There



# Bexar County 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	<b>Ensure all students have access to high quality instructional materials</b> <ul style="list-style-type: none"><li>• Provide support for implementation of high quality instructional materials including clear and easy-to-follow guidance for teachers</li><li>• Frequent, strategic opportunities to monitor and respond to student progress toward development of appropriate grade level and content skill development</li></ul>
Universal Strategy	<b>High Quality Differentiation and Scaffolding</b> <ul style="list-style-type: none"><li>• Differentiation and scaffolding are administered by teachers who have received appropriate training and coaching as well as the time and materials necessary to be successful</li><li>• Differentiation and Scaffolding is responsive to evidence of student learning gathered through frequent assessment</li></ul>
Key Components of Effective Instruction	<b>Reading Language Arts</b> <ul style="list-style-type: none"><li>• Explicit, systematic practice with Literacy Foundational Skills</li></ul>

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

	ESSER Investments
Summer Learning	<ul style="list-style-type: none"><li>● Use of CRIMSI and iReady to support grade-level learning.</li><li>● Four day face to face and one day virtual summer learning and enrichment program.</li><li>● 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.</li><li>● Data tracking utilizing iReady and Eduphoria assessments as well as teacher anecdotal records, which will be captured in Education Galaxy.</li></ul>
Mental Health	<ul style="list-style-type: none"><li>● 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.</li></ul>
Health and Safety	<ul style="list-style-type: none"><li>● Weekly calls regarding COVID-19 checkups, and COVID-19 communication newsletters regarding preparedness, prevention and how to respond as a campus and/or district.</li><li>● Staff were trained on COVID-19 protocols based on TEA and CDC protocols. Several staff were also trained on COVID-19 testing.</li></ul>

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

	Programmatic Supports
CRIMSI	<b>Implementation of High Quality Instructional Materials</b> <ul style="list-style-type: none"><li>• Provide support for implementation that connects training with instructional practice</li><li>• Utilize an assessment strategy to monitor student growth using curriculum embedded assessments</li><li>• 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.</li></ul>
Regional Consultants	<b>Collaborative Instructional Support</b> <ul style="list-style-type: none"><li>• Monthly learning walks focused on RSSP priority areas</li><li>• Consistent meetings with Meredith/Laurie/Marcia to align on vision of instructional excellence</li><li>• Monthly collaborative progress update meetings with Dr. Williams</li></ul>
Cross Campus Alignment	<b>Building Instructional Capacity as a Community</b> <ul style="list-style-type: none"><li>• We will align schedules across campuses to allow for content/grade level teachers to collaboratively plan</li><li>• Professional learning opportunities will provide a collective vision for instructional excellence and analysis of data</li></ul>

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"> <li>High Quality Curriculum</li> <li>Effective Instruction</li> <li>Effective, Well-Supported Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all students have access to high quality instructional materials</li> <li>High Quality Differentiation and Scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>Returning to In-Person Learning</li> <li>Facilities and Capital Outlay</li> <li>Successful Education System</li> </ul>	<ul style="list-style-type: none"> <li>CRIMSI</li> <li>Regional Consultants</li> <li>Cross Campus Alignment</li> </ul>
<p><b>Student Outcomes: (Literacy)</b></p> <ul style="list-style-type: none"> <li>All students (K-2) finish the year reading on grade level as measured by Amplify (DIBELS) data</li> <li>45% of the students in 3-8 meet or exceed expectations based on '21-'22 STAAR Data.</li> <li>The opportunity/achievement gap for all differentiated groups is closed, and there is no disparity between the Economically/Non-economically disadvantaged students.</li> </ul>			



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Where We're Going for SY21-22

**How We'll Get There**



# Next Steps: Implementation Plan–School Specific

## Cycle of Support: Monthly

Bexar/Meredith Planning	Bexar/Meredith Planning	Bexar/Implement	Reflection/Analysis
Learning Tied to Vision of Excellence/Goal	Collaborative Implementation	School based work	Impact/Progress toward goal
<ul style="list-style-type: none"> <li>Professional learning</li> <li>Collaborative Planning</li> <li>Data Analysis</li> <li>Preparation for Implementation</li> </ul>	<ul style="list-style-type: none"> <li>Co observation</li> <li>Planning/data team meeting facilitation</li> <li>Professional learning session for teachers</li> </ul>	<p>Based on our collaborative planning Tamia (or other school based staff) will continue to implement the practice tied to our goal, and when appropriate, get feedback from stakeholders.</p> <p><b>**Video/lesson plans/data analysis templates etc (evidence of implementation) are shared with Meredith prior to the next meeting</b></p>	<p>Reflect- impact of our work on practice (leader, teacher and/or student)</p> <p>Identify next steps based on evidence</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"> <li>● Observation of instruction based on on professional learning</li> <li>● Observation/support in teacher planning meetings</li> <li>● Analysis of student work (when possible) to monitor progress towards student goals</li> </ul>	<ul style="list-style-type: none"> <li>● Where did our support impact teacher practice? Where did teacher practice impact student outcomes?</li> <li>● What inequities still exist in student data?</li> <li>● How can we differentiate support to teachers based on student needs?</li> </ul>

# Thank You

## Members of RSSP Team

- Mr. Nelson
- Mr. Mounts
- Mrs. Pasenhofer
- Mr. Cook
- Mrs. Stolte

## Contributing Members

- Dr. Williams
- Mrs. Elliott
- Mrs. MacMahon

