



Odyssey Elementary School Improvement Plan 2021-22

Jul 01, 2021 - Jun 30, 2023

Report Created On: Oct 20, 2021

Odyssey Elementary School Contact Information

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Odyssey Elementary School

School Overview

Odyssey Elementary (OES) is located in Northeast Colorado Springs in Falcon School District 49. It is a Pre-K-5th-grade school serving a diverse population of approximately 400 students. At Odyssey Elementary School students are empowered to take ownership of their own learning through voice and choice. Teachers recognize that each student is an individual and they have to work to personalizing different paths for students. We currently have a teaching staff of over 30 dedicated and hardworking teachers and classified staff members. Students come to OES from a variety of cultural backgrounds. The school has approximately 50% of the students eligible for free/reduced lunch. OES is a Title I school. OES has a CLDE program serving students identified as second language learners. In addition, Odyssey has a Special Education Department that supports students with Individualized Educational Plan and one Significant Support Needs classroom that our Special Education team services. All students receive instruction in the core content areas of ELA, math, science, and social studies. Additionally, all students participate in Art, Music, PE, and social-emotional learning using the Leader In Me curriculum.

Notable recent changes: The 2020-21 school year was faced us with many challenges due to the COVID pandemic; however, we are continuing to provide quality instruction to in-person learners. In the 2020-21 school year we offered online learning options. The 2021-22 school year will not provide students with online learning options. We are in the seventh year of implementing the CKLA ELA program. We are in the fifth year of developing an intervention block that supports every child receiving extra support or enrichment in reading. We are entering our fifth year focusing on personalizing learning for all learners. We are entering our 2nd year as a Leader In Me School.

Assessment Participation: For the 2019-2020 school year we did not have any students participate in CMAS state testing due to COVID. For the 2020-2021 school year we had an “opt-in” option for state testing. We did not have a high enough percentage of students In order to meet state assessment participation of 95% of the school or more for the 2021-2022 school year we will implement the following strategies: 1) increase parent communication with personal phone calls 2) market and communicate the benefits of the results of state testing have for us. 3) Focus on finding ways to maintain in-person learning so students can show what they know after few interruptions to learning.

Process and Stakeholder Involvement: The Building Leadership team reviews building data annually to determine what areas of strength and weakness and to determine a root cause for areas where improvement is needed. The group of professionals consists of General Education teachers from each grade level, a Special Education teacher, paraprofessional, an Instructional Coach, Dean, Assistant Principal, and Principal. Observations are made and if programming changes need to occur. Data is shared with the staff as well as the School Advisory Committee made up of parents, teachers, community members, and administration. Our data is presented in multiple ways to identify curriculum and instructional needs, subgroup needs, trends, and possible root causes. Furthermore, the BLT meets with the SAC to share results and collect specific input and provide feedback. After reviewing the data the team provides input to see what areas in our previous improvement plan we have met or not met. We then look at why the action steps have not been met and determine if we want to work on those actions the next year. If we have met the action item to help the improvement strategies we analyze their effectiveness of them. In addition to analyzing action items to support improvement strategies, we look at the data and revise our improvement strategies if need be.

Data Review and Identified Opportunities for Improvement

We have two measures of data we analyze for each of our priorities at OES.

School Culture: Our school culture focus uses the Leader In Me MRA survey and District 49's VOW survey.

MRA: The Measurable Results Assessment (MRA) is a survey and reporting system that provides schools uncommon insight into the attitudes and behaviors of staff and students. The data-informed insights were designed to align with expected outcomes common to schools implementing the paradigms and practices of Leader in Me. 2020-2021 is the first year of data. There are three categories that are rated: Leadership, Culture, Academic and the scores are out of 100. The MRA measure will support our action planning in all three areas of our school improvement plan and support action plans: culture, academics and personalization. Notable trends: Staff satisfaction is overall 76/100 which is the highest out of the three categories. Within the leadership category, the family engagement subcategory had the highest score 90/100 which specifically is students'

families are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home. Academic Support was a high rated subcategory in the area of students have supportive relationships with one or more teachers who believe in their ability to do hard things at 81/100.

Opportunities: Our academic category was our lowest of the three categories scoring 68/100. Specifically, students who feel actively engaged in leadership and decision-making through schoolwide and classroom opportunities scored a 56 which is the lowest sub-score in the school culture category. Specifically in the academic category effective instruction 67/100 and collective efficacy 65/100 were areas that need to be focused on. Specific subcategory states: Effective Instruction teachers feel confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn (67). Collective Efficacy subcategory states: Teachers share the belief that they have the ability to positively affect students and act collaboratively to help students succeed (65). Supporting Student Goals is a subcategory that will support our personalization: Teachers are able to support students as they learn and implement the goal-setting processes. (62/100)

VOW Survey: The VOW survey is used to analyze our school climate. Notable trends were an increase of .4 on continuous development, an increase of .6 recognition of performance, .1 relationship with coworkers and an increase of work-life balance .4. Opportunities for improvements are a relationship decrease of .1, safe environments decrease of .4. Notable impact: Covid disrupted systems and took time to revise.

Academics: Our academics focus uses Acadience Reading and STAR 360 (Reading and Math).

Teacher Effectiveness: Our school collectively averages proficient on teachers effectiveness score Odyssey Elementary School measured by Marzano Focused Teacher Evaluation Model. Our average score on effectiveness is 2.96. The range of proficiency is 2.75-3.24. Notable trends: Teachers are rated proficient teachers at Odyssey based on End of Year Evaluations. Opportunities: The school average has an opportunity to move to the higher end of teacher effectiveness which is 3.24.

Acadience: 2019-20 school year did not have EOY Acadience scores; so, we utilize our MOY data from the 2019-20 school year as our comparable measure for the 2020-21 school year. In December of 2019, we had 22% of our students performing at "well below benchmark", 20% performing at "below benchmark, and 58% performing at "at or above benchmark". In December of 2020, our students were performing at the same percentages. The end of year data for the 2020-21 school year 68% of students were "at or above benchmark." 14% below benchmark and 18% of students were well below the benchmark. At the beginning of the 2021-22 school year, 58% of K-3 students were at/above the benchmark, 16% below the benchmark, and 31% well below mark. Opportunities for improvement are: 1) strengthen our Tier 1 instruction with effective teaching in every class for every lesson 2) intensive interventions for all students to close the learning gap that is data-driven 3) increase time in text with an abundance of reading culture 4) revise our systematic data protocols and MTSS process to analyze student data that determine instructional decisions.

Star 360: In the 2020-21 school year our third through fifth-grade students utilized the STAR 360 assessment for reading and math. This was our first year taking this assessment; the trends that are noted were a decrease of urgent students of 4% and an increase of students at or above by 4%. In the 2021-22 school year, the student's K-5 average at or above benchmark is 33%. Opportunities for improvement are: 1) Utilize progress monitoring tool in Star 360 and the reports that provide specific data for individual students 2) Include Star 360 data into student dialogue and MTSS process.

Personalization: This focus includes our individualized intervention for our students based on academic data. The ways that we track this data are through our online programs Lexia and ST Math. These programs support and align with our academic focus on literacy and math.

Lexia: Our Lexia data shows an overall decrease in "below" students. These students tend to move up to "proficient" or down to "well below". Students who were proficient began the 2020-21 school year at 24%, went increased to 37%. Students below proficiency from BOY to EOY for the 2020-21 school year decreased from 30% to 7% at EOY. Students well below proficiency at BOY increased at EOY from 41% to 55%. This is significant because our below students (middle data category) either went up in proficiency or they moved to "well below". Opportunities for improvement: 1) Utilize lessons for students that are stuck 2) celebrate student's achievement throughout the program.

ST Math: ST Math is the individualized math intervention for our students. We measure the success of this program by the percentage of completion. Students K-5 averaged 42% of ST Math completion. Our fourth-grade students completed 50% of the program. This is the highest completion percentage in our school. Kindergarten,

first grade, and second grade completed between 40% and 49% of the program. Fifth grade completed 37% of the program and third grade completed 27% of the program. Opportunities for improvement: 1) provide individual reteach of lessons on areas students are struggling with.

Root Cause Identification and Verification:

After careful analysis by our SAC and building leadership team, we identified and verified root causes. These root causes were selected and verified through our Building Leadership Team and based on analyzing the progress of data (Acadience, Star 360, MRA, VOW, Lexia, ST Math). Based on the data and current practices, the root causes were determined as in following:

School Culture: Teachers and staff need to continue to use the 7 Habits of Highly Effective Teaching strategies with each other and their students through the Leader In Me. Staff need to continue to use Emergenetics profiles for communication and perspective-taking with each other to increase the relational capacity with each other, families, and administration. Teachers and staff will refresh strategies from Capturing Kids Hearts and focus on developing a student-centered culture in their classrooms to increase safe environments and relationships.

Academics: All teachers will develop proficiency in their teaching and implementation of best instructional practices using research-based instructional strategies from but not limited to Marzano's The New Arts and Science of Teaching framework instructional elements. A focus on tier 1 instruction will be required to leverage the time and intensity of instruction. Students will receive an increased time in text with an abundance of reading and data will be used to inform instructional decisions. Teachers need to continue to develop and build strong professional learning communities to increase collective efficacy to help students succeed.

Personalization: School leaders and teachers will develop school, classroom, and student wildly important goals to stay focus, develop plans, and celebrate success. Teachers, staff, and students will use leadership notebooks for goal setting, develop a plan and track progress on individual data. As a school, we need to revise our systematic data protocols and MTSS process for students that focuses on goal setting and data analysis to adjust instructional pathways for students based on what each student needs.

These root causes were examined and verified by assessment data and perception data, with input from the building leadership team, and reviewed by the School Accountability Committee (SAC).

Action Plans 6.1 Progress 0%

School Safety and Climate

By May 2022, the staff will increase their relationship with managers by .5 measured by the VOW survey.

By May 2022, the staff will feel Odyssey is a safe environment by increasing their rating by .5 measured on the VOW survey.

By May 2022, students who feel actively engaged in leadership and decision-making through schoolwide and classroom opportunities will score an increase of 15 points from the previous year to 71 this year measured by the MRA.

The above goals were determined after reviewing data that supports the safety and climate of the school. The Measurable Results Assessment (MRA) through Leader In Me measures school culture (safety/climate) Leadership (personalization) and Academics. This tool is a baseline for our areas of success and improvement. Focusing on student empowerment in a school culture that rated 56/100 indicates areas needing Improvement. This area should be considered a place for further growth and development when determining school improvement plans. Relationships with managers and a safe environment while were in the acceptable range on the VOW survey are areas that declined slightly from the previous year. This is an area that when improved will support a safe and positive climate of the school so high level of academic achievement can be obtained.

Associated Root Cause(s)

School Safety and Climate

Local Accountability Indicator Area

School Culture

Safety and Security

Leadership

Projects 6.1.1

Jul 15, 2021 - Jul 15, 2023

Progress 53%

Relationships

Success criteria:

By May 2022, the staff will increase their relationship with managers by .5 measured by the VOW survey.

By May 2022, the staff will feel Odyssey is a safe environment by increasing their rating by .5 measured on the VOW survey.

Milestones and measures:

Building Lighthouse (leadership) Team meeting schedule created by July 1, 2021

Staff Meeting topics and schedule created by July 1, 2021

Safety drill training and drill schedule created by July 1, 2021

Building Lighthouse Team (BLT) will be trained on school goals, development of leadership and purpose set on relationship building for the year by July 20, 2021

Develop BLT meeting and training schedule for year by July 20, 2021

All new staff will be trained on Emergenetics by July 23, 2021

Updated Emergenetics profiles outside classrooms/offices by August 2, 2021

Develop a school culture committee to support the relationships, climate and physical/emotional safety of the school by August 13

Start meeting with teachers 1:1 on a monthly basis to support relationship and connect by August 16

Capturing Kids Hearts Refresh for all staff by October 1st

VOW Survey results shared with staff and revise action planning by December 1, 2021

All new staff trained in the 7 Habits of Highly Effective People by December 1, 2021

As a staff, we will gather input for revision and revise our improvement plan with the consulting firm by March 1, 2022

Progress Monitoring Survey on VOW questions by March 18, 2022

Survey staff, families, and students on MRA by April 15, 2022

Revise action plans for 2022-23 school year based on VOW progress monitoring survey and MRA by May 15, 2022

BLT Summer Retreat to focus on leadership and positive culture by July 27, 2022

Checklist (Equal Weighting) : 9/17

- ~~Building Lighthouse (leadership) Team meeting schedule created by July 1, 2021~~
- ~~Staff Meeting topics and schedule created by July 1, 2021~~
- ~~Safety drill training and drill schedule created by July 1, 2021~~
- ~~Building Lighthouse Team (BLT) will be trained on school goals, development of leadership and purpose set on relationship building for the year by July 20, 2021~~
- ~~Develop BLT meeting and training schedule for year by July 20, 2021~~

- All new staff will be trained on Emergenetics by July 23, 2021
- Updated Emergenetics profiles outside classrooms/offices by August 2, 2021
- Develop a school culture committee to support the relationships, climate and physical/emotional safety of the school by August 13
- Start meeting with teachers 1:1 on a monthly basis to support relationship and connect by August 16
- Capturing Kids Hearts Refresh for all staff by October 1st
- VOW Survey results shared with staff and revise action planning by December 1, 2021
- All new staff trained in the 7 Habits of Highly Effective People by December 1, 2021
- As a staff, we will gather input for revision and revise our improvement plan with the consulting firm by March 1, 2022
- Progress Monitoring Survey on VOW questions by March 18, 2022
- Survey staff, families, and students on MRA by April 15, 2022
- Revise action plans for 2022-23 school year based on VOW progress monitoring survey and MRA by May 15, 2022
- BLT Summer Retreat to focus on leadership and positive culture by July 27, 2022

Resources

Title Funds = Leader In Me \$18,000, Emergenetics \$1,500, BLT Stipends and benefits \$12,300

Projects 6.1.2

Jul 15, 2021 - Jun 15, 2023 Progress 27%

Student leadership and decision-making

Success Criteria:

By May 2022, students who feel actively engaged in leadership and decision-making through schoolwide and classroom opportunities will score an increase of 15 points from 56 the previous year to 71 this year measured by the MRA.

Milestones and Measures:

Implement a staff Leader In Me committee to support the implementation of Year 3 by August 13

Begin to involve students in the planning of all parent engagement activities that support academic and social-emotional well being with roles and decision-making opportunities by August 24

Select Little Leaders and class ambassadors and start biweekly meetings by September 7th

Student suggestions boxes out in common areas and classrooms to support safe school and voice by September 7, 2021

Begin student leadership notebooks to prepare for parent conferences by September 11, 2021

Students begin preparing for Leadership Day by January 10, 2022

Work with our Leader In Me consultant to coach staff on implementation of Leader In Me criteria on a rubric by Jan. 10th, 2022

Update and share the progress of leadership notebooks at parent conferences by February 18, 2022

Host Odyssey Leadership Day by May 5, 2022

Meet with consultant to plan for 2022-23 by June 1, 2022

Design lessons with Habits embedded by August 2022

Checklist (Equal Weighting) : 3/11

- ~~Implement a staff Leader In Me committee to support the implementation of Year 3 by August 13~~
- Begin to involve students in the planning of all parent engagement activities that support academic and social-emotional well being with roles and decision-making opportunities by August 24
- ~~Select Little Leaders and class ambassadors and start biweekly meetings by September 7th~~
- Student suggestions boxes out in common areas and classrooms to support safe school and voice by September 7, 2021
- ~~Begin student leadership notebooks to prepare for parent conferences by September 11, 2021~~
- Students begin preparing for Leadership Day by January 10, 2022
- Work with our Leader In Me consultant to coach staff on implementation of Leader In Me criteria on a rubric by Jan. 10th, 2022
- Update and share the progress of leadership notebooks at parent conferences by February 18, 2022
- Host Odyssey Leadership Day by May 5, 2022

- Meet with consultant to plan for 2022-23 by June 1, 2022
- Design lessons with Habits embedded by August 2022

Action Plans 6.2 Progress 0%

Academic Performance

By May of 2022, teachers average collectively at Odyssey Elementary School will average 3.24 of proficiency measured by their proficiency rating on Marzano's Focused Teacher Evaluation Model.

By May of 2022 teachers will increase their confidence in their ability to use evidence-based instructional practices to amplify students' capacity to learn by 15 points measures on the MRA from 65 to 80/100.

By May of 2022 teachers will increase their Collective Efficacy (teachers share the belief that they have the ability to positively affect students and act collaboratively to help students succeed)score by 15 points on the MRA from 67 to 82

By May 2022, students at Odyssey Elementary School will increase end-of-year benchmark scores in math by 30% of students at/above benchmark measured on Star 360 from the beginning of year score.

By May 2022, students at Odyssey Elementary School will increase end-of-year benchmark scores in reading by 30% of students at/above benchmark measured on Star 360 from the beginning of year score.

Primary Literacy Goal:

By May 2022, 80% of students K-3 at Odyssey Elementary School will be at or above benchmark measured by Acadience Reading.

These goals were determined after reviewing academic assessment trend data for the past year that indicated: teacher proficiency on evaluations was on the lower end of proficiency scale that ranged from 2.75-3.24, math data indicated that only 16% of students were at/above benchmark on Star 360 Math data and 25% of students were at/above benchmark on Star 360 Reading and 70% of students were above or well above benchmark on Acadience.

Associated Root Cause(s)

Academic Performance

Local Accountability Indicator Area

Student Learning

Leadership

Projects 6.2.1

Jul 15, 2021 - Jun 15, 2023 Progress 39%

Teacher Effectiveness

Success Criteria

By May of 2022, teachers average collectively at Odyssey Elementary School will average 3.24 of proficiency measured by their proficiency rating on Marzano's Focused Teacher Evaluation Model.

By May of 2022 teachers will increase their confidence in their ability to use evidence-based instructional practices to amplify students' capacity to learn by 15 points measures on the MRA from 65 to 80/100.

By May of 2022 teachers will increase their Collective Efficacy (teachers share the belief that they have the ability to positively affect students and act collaboratively to help students succeed) score by 15 points on the MRA from 67 to 82/100.

Milestones and Measures

Develop a building schedule to support grade-level and Special Education Department PLC every 3 days by May 28

Revise walkthrough form to determine elements of focus and criteria for the 2021-22 school year by July 20

Create a universal lesson plan template to align with the year's instructional goals by July 20

Develop staff meeting calendar with scheduled PDs to support instructional strategies by July 20

Order online programs and subscriptions to support teacher effective planning by July 20

Teachers will write a letter to their class that highlights all the things the school year will bring to their class to develop teacher efficacy and action plan on what they need to do in order to achieve the goals by August 3.

Grade levels scales are created and a year-long pacing calendar developed by August 3

Create PLC structure for WIGS, Scoreboards and lead measures and job-embedded focus PD focus around instructional focus by August 9th

Train staff on the PLC model (Example: Day 1 instructional coach PLC, Day 3 MTSS PLC/1:1 Coaching session) for the year by August 13th

Calibrate as an instructional coach, admin, and dean team on walkthrough form elements by August 13th

School-wide Instructional rounds begin by September 13th

Instructional Goal setting and plan development with the instructional coach by September 17

Meet with teachers 1:1 to debrief first observation, evaluation and set goals for next steps based on evaluation by September 30th

Determine exemplar teachers in each element of the walkthrough form to be observed in a specific element for upcoming Instructional Rounds 2 by October 8th

Staff PD on teacher belief affecting student achievement by October 8th

Meet with teachers 1:1 to debrief second observation, evaluation and set goals for next steps based on evaluation by December 17th

Progress monitor survey on confidence with instructional strategies and collective efficacy during PLC by Dec. 17th

Share school progress towards EOY goal of (school average of 3.24, confidence in instruction, collective efficacy) celebrate strengths and determine next steps as a school to reach the goal by Jan. 9th

Adjust PLC structure and focus of job-embedded PD based on MOY data by Jan. 17th

Instructional round #3 with a focus on observing teammates by February 11

Meet with teachers 1:1 to debrief third observation, evaluation and set goals for next steps based on evaluation by March 18th

Meet with teachers 1:1 to debrief fourth observation, evaluation and set goals for next steps based on evaluation by April 30

EOY 1:1 to discuss instructional celebrations and progress throughout the year by May 16th

EOY celebrations on collective teacher progress, confidence and beliefs on evaluations by May 25th

Checklist (Equal Weighting) : 9/23

- ~~Develop a building schedule to support grade-level PLC every 3 days by May 28~~
- ~~Create a universal lesson plan template to align with the year's instructional goals by July 20~~
- ~~Develop staff meeting calendar with scheduled PDs to support instructional strategies by July 20~~
- ~~Order online programs and subscriptions to support teacher effective planning by July 20~~
- ~~Teachers will write a letter to their class that highlights all the things the school year will bring to their class to develop teacher efficacy and action plan on what they need to do in order to achieve the goals by August 3.~~
- ~~Grade levels scales are created and a year-long pacing calendar developed by August 3~~
- ~~Create PLC structure for WIGS, Scoreboards and lead measures and job-embedded focus PD focus around instructional focus by August 9th~~
- ~~Train staff on the PLC model (Example: Day 1 instructional coach PLC, Day 3 MTSS PLC/1:1 Coaching session) for the year by August 13th~~
- ~~Calibrate as an instructional coach, admin, and dean team on walkthrough form elements by August 13th~~
- School-wide Instructional rounds begin by September 13th
- Instructional Goal setting and plan development with the instructional coach by September 17
- Meet with teachers 1:1 to debrief first observation, evaluation and set goals for next steps based on evaluation by September 30th
- Determine exemplar teachers in each element of the walkthrough form to be observed in a specific element for upcoming Instructional Rounds 2 by October 8th
- Staff PD on teacher belief affecting student achievement by October 8th
- Meet with teachers 1:1 to debrief second observation, evaluation and set goals for next steps based on evaluation by December 17th

- Progress monitor survey on confidence with instructional strategies and collective efficacy during PLC by Dec. 17th
- Share school progress towards EOY goal of (school average of 3.24, confidence in instruction, collective efficacy) celebrate strengths and determine next steps as a school to reach the goal by Jan. 9th
- Adjust PLC structure and focus of job-embedded PD based on MOY data by Jan. 17th
- Instructional round #3 with a focus on observing teammates by February 11
- Meet with teachers 1:1 to debrief third observation, evaluation and set goals for next steps based on evaluation by March 18th
- Meet with teachers 1:1 to debrief fourth observation, evaluation and set goals for next steps based on evaluation by April 30
- EOY 1:1 to discuss instructional celebrations and progress throughout the year by May 16th
- EOY celebrations on collective teacher progress, confidence and beliefs on evaluations by May 25th

Projects 6.2.2

Jul 15, 2021 - Jun 15, 2023 Progress 43%

Primary Literacy

Develop an Academic Committee to support achievement in Math and Reading by August 13th

Seeing Stars training to support phonics instruction K-5 teachers and Special Education Teachers July 29th and 30th

Milestones and Measures:

Hire 6 paraprofessionals to support small group academic instruction by August 2

Revise reading scales and pacing guide by August 2

Begin grade level and department (Special Education) PLCs to focus on planning, student progress, and next steps to improve student learning in reading by August 9

Develop an Academic Committee to support achievement in Math and Reading by August 13th

Set reading WIG Quarter 1 with students and post scoreboards by August 16

Post School-wide WIG by August 16

Grade level teams consult with coach 4 times a year on Seeing Stars Implementation #1 by Aug 16

Develop team plans and reading lists to increase the time students are in text to increase reading achievement by Aug 16

Set math WIG Quarter 2 with students and post scoreboards by Oct7

Post School-wide WIG by Oct. 7

Grade level teams consult with coach 4 times a year on Seeing Stars Implementation #2 by Dec. 17

Academic Committee Reviews MOY reading data and celebrates as a staff and determines next steps to support student growth by Dec. 17th

Post School-wide WIG by Jan. 7

Grade level teams consult with coach 4 times a year on Seeing Stars Implementation #3 by March 11

Set math WIG with students and post scoreboards by March 11

Post-school-wide WIG by March 11

Share a whole school reading experience centered around one book theme and build student home libraries by March 11

Literacy Night to engage families in ways to support reading at home by March 11

Grade level teams consult with coach 4 times a year on Seeing Stars Implementation #4 by May 2

Checklist (Equal Weighting) : 6/14

- Hire 6 paraprofessionals to support small group academic instruction by August 2
- Revise reading scales and pacing guide by August 2
- Begin grade level PLCs to focus on planning, student progress, and next steps to improve student learning in reading by August 9

- ~~Develop an Academic Committee to support achievement in Math and Reading by August 13th~~
- ~~Set reading WIG Quarter 1 with students and post scoreboards by August 16~~
- ~~Post School-wide WIG by August 16~~
- Develop team plans and reading lists to increase the time students are in text to increase reading achievement by Aug 16
- Set math WIG Quarter 2 with students and post scoreboards by Oct 7
- Post School-wide WIG by Oct. 7
- Set math WIG with students and post scoreboards by March 11
- Post-school-wide WIG by March 11
- Share a whole school reading experiences centered around one book theme and build student home libraries by March 11
- Literacy Night to engage families in ways to support reading at home by March 11
- Grade level teams consult with coach 4 times a year on Seeing Stars Implementation #4 by May 2

Resources

Title Funds = \$170,500 for paraprofessional salary and benefits ,
 Books/Intervention material: \$10,000, Parent Involvement Opportunities Books \$6200, Activities \$3700, ESSER = Seeing Star \$20,000

Projects 6.2.3

Jul 15, 2021 - Jun 15, 2023 Progress 18%

Math

Success Criteria:

By May 2022, students at Odyssey Elementary School will increase end-of-year benchmark scores in math by 30% of students at/above benchmark measured on Star 360 from the beginning of year score.

Milestones and Measures:

Develop math scales and pacing guide by August 2

Begin grade level PLCs and Special Education department to focus on planning, student progress, and next steps to improve student learning in math by August 9

Develop an Academic Committee to support achievement in Math and Reading by August 13th

Set math WIG Quarter 1 with students and post scoreboards by August 16

Grade level teams consult with Curtis 4 times a year on pacing and student growth #1 by Aug 16

Post School-wide WIG by August 16

Grade level teams consult with Curtis 4 times a year on pacing and student growth #2 by Oct. 7

Set math WIG Quarter 2 with students and post scoreboards by Oct7

Post School-wide WIG by Oct. 7

Grade level teams consult with Curtis 4 times a year on pacing and student growth #3 by Dec. 17

Academic Committee Reviews MOY math data and celebrates as a staff and determines next steps to support student growth by Dec. 17th

Set math WIG Quarter 3 with students and post scoreboards by Jan 7

Post School-wide WIG by Jan. 7

Grade level teams consult with Curtis 4 times a year on pacing and student growth #4 by March 11

Set math WIG with students and post scoreboards by March 11

Post-school-wide WIG by March 11

Focus on math on Pi Day to build math fluency and a positive math mindset by March 12

Grade level teams consult with Curtis 4 times a year on pacing and student growth #1 by May 2

Checklist (Equal Weighting) : 2/11

- Develop math scales and pacing guide by August 2
- ~~Begin grade level PLCs to focus on planning, student progress, and next steps to improve student learning in math by August 9~~
- Develop an Academic Committee to support achievement in Math and Reading by August 13th
- ~~Set math WIG Quarter 1 with students and post scoreboards by August 16~~

- Post School-wide WIG by Oct. 7
- Grade level teams consult with Curtis 4 times a year on pacing and student growth #3 by Dec. 17
- Academic Committee Reviews MOY math data and celebrates as a staff and determines next steps to support student growth by Dec. 17th
- Set math WIG Quarter 3 with students and post scoreboards by Jan 7
- Post-school-wide WIG by March 11
- Focus on math on Pi Day to build math fluency and a positive math mindset by March 12
- Grade level teams consult with Curtis 4 times a year on pacing and student growth #1 by May 2

Action Plans 6.3 Progress 0%

Personalized Learning.

By May 2022, 100% of staff have created data binders for every student to measure their academic growth with two or more assessments with weekly data points to personalize their learning plan measured by the school MTSS process data collection form.

By May 2022, teachers are able to support students as they learn and implement the goal-setting processes will increase 15 points measured on the MRA. to 78/100.

These goals were determined after reviewing the Leader In Me MRA and individual data of students such as Lexia and ST Math. Individual student data was stagnated in growth and an opportunity to goal set with students indicated a needs for improvement in the MRA. During the 2020-21 school year teachers began to use targeted and specific data to determine the next steps of students and through intentional action plans for the 2021-22 school year, it will continue to grow.

Associated Root Cause(s)

Personalization

Local Accountability Indicator Area

Student Learning

School Culture

Leadership

Projects 6.3.1

Jun 15, 2021 - Jul 15, 2022 Progress 47%

Goal Setting

Success Criteria:

By May 2022, 100% of students have personalized data binders that include reading, math and writing with weekly data points of progress measured by observations and student discussion.

By May 2022, teachers will have students learn and implement how the goal-setting processes will increase 15 points measured on the MRA. to 78/100.

Milestones and Measures:

The school develops Wildly Important Goals by May 2021

Develop criteria for students to be recognized on personal WIG celebration during "Happy Hour" celebrations by August 4th

Students are assigned Chromebooks to support their learning and personalized pathway by August 12

Each class will have classroom jobs to include a student greeter to welcome guest in the room and discuss classroom WIGS by August 12

Train staff on how to set goals with their class and individual students by August 12

Train sped staff on goal setting to support IEP goals by August 12

Classroom teachers develop Wildly Important Goals for reading, math, and writing by August 16

Students develop goal setting in their Leadership Notebooks on specific goals to support and align with classroom and school goals and to include as appropriate IEP goals, CLDE goals, and ALP goals by August 16

Students begin using online programs such as but not limited to (Lexia, ST Math, Reflex, Reading A-Z, Zearn) to support their learning specific to them that aligns with their individual academic goals by August 20

Students track progress on classroom and IEP, CDLE, ALP goals weekly beginning by August 20

Begin monthly "Happy Hours" to celebrate student, classroom, and school success on WIGs by September 30th

Prepare students for student-led parent conferences by October 1

Prepare students for student-led parent conferences by February 11th

The school will work with David Gregory and revision and realign action plans to support 5 year vision of personalization by March 2022

School celebration on success on WIGS by May 27

Plan for 2022-23 by June 1, 2022

Develop Wigs for 2022-23 school year by August 15, 2022

Checklist (Equal Weighting) : 7/15

- The school develops Wildly Important Goals by May 2021

- Develop criteria for students to be recognized on personal WIG celebration during "Happy Hour" celebrations by August 4th
- Students are assigned Chromebooks to support their learning and personalized pathway by August 12
- Each class will have classroom jobs to include a student greeter to welcome guest in the room and discuss classroom WIGs by August 12
- Train staff on how to set goals with their class and individual students by August 12
- Classroom teachers develop Wildly Important Goals for reading, math, and writing by August 16
- Students develop goal setting in their Leadership Notebooks on specific goals to support and align with classroom and school goals by August 16
- Students begin using online programs such as but not limited to (Lexia, ST Math, Reflex, Reading A-Z, Zearn) to support their learning specific to them that aligns with their individual academic goals by August 20
- Students track progress on goals weekly beginning by August 20
- Begin monthly "Happy Hours" to celebrate student, classroom, and school success on WIGs by September 30th
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- The school will work with David Gregory and revision and realign action plans to support 5 year vision of personalization by March 2022
- School celebration on success on WIGs by May 27
- Plan for 2022-23 by June 1, 2022
- Develop Wigs for 2022-23 school year by August 15, 2022

Resources

Title 1 Funds: Leader in Me Consultant and program \$18,000 , Title 1: Chromebooks = \$10,000, Online Subscriptions (Scholastic News \$2780, AR \$3607, Mysterious Science \$1500, Brain Pop \$1800, Learning A-Z \$500, Reflex \$3200) David Gregory G & D \$5,000