

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6479 School Name: ODYSSEY CHARTER ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

| Performance Indicators | Measures/ Metrics | 2011-12 Federal and State Expectations | | | 2011-12 School Results | | | Meets Expectations? | |
|-------------------------------|---|--|---------------------|--------|------------------------|------------|--------|---------------------|--|
| | | | Elem | MS | HS | Elem | MS | | HS |
| Academic Achievement (Status) | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data | R | 72.05% | 71.35% | - | 76% | 87.78% | - | Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level. |
| | | M | 70.11% | 51.53% | - | 77.78% | 68.33% | - | |
| | | W | 54.84% | 58.34% | - | 62.22% | 72.85% | - | |
| | | S | 45.36% | 48.72% | - | 55.26% | 60.53% | - | |
| Academic Growth | Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55. | | Median Adequate SGP | | | Median SGP | | | Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level. |
| | | | Elem | MS | HS | Elem | MS | HS | |
| | | R | 25 | 22 | - | 53 | 56 | - | |
| | | M | 42 | 63 | - | 33 | 67 | - | |
| | | W | 41 | 42 | - | 52 | 67 | - | |
| ELP | - | - | - | - | - | - | | | |

Student Performance Measures for State and Federal Accountability (cont.)

| Performance Indicators | Measures/ Metrics | 2011-12 Federal and State Expectations | 2011-12 School Results | Meets Expectations? | |
|-------------------------------------|--|--|---|--|--|
| Academic Growth Gaps | <p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p> | See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient. | See your school's performance frameworks for listing of median growth by each disaggregated group. | <p>Overall Rating for Growth Gaps:</p> <p style="text-align: center;">Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p> | |
| Post Secondary/ Workforce Readiness | <p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p> | At 80% or above | <p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p> | - | <p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</p> |
| | <p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p> | At 80% or above for each disaggregated group | See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners. | - | |
| | <p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p> | - | - | - | |
| | <p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p> | - | - | - | |

Accountability Status and Requirements for Improvement Plan

| Program | Identification Process | Identification for School | Directions for Completing Improvement Plan |
|---|--|--|---|
| State Accountability | | | |
| Preliminary Recommended Plan Type | Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness) | | Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012. |
| ESEA and Grant Accountability | | | |
| Title I Formula Grant | Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards. | Does not receive Title I funds | The school does not receive Title I funds and does not need to meet the additional Title I requirements. |
| Title I Focus School | Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation. | Not identified as a Title I Focus School | This school has not been identified as a Title I Focus school and does not need to meet the additional requirements. |
| Tiered Intervention Grant (TIG) | Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE. | Not a TIG Awardee | This school does not receive a TIG grant and does not need to meet those additional requirements. |
| Improvement Support Partnership (ISP) or Title I School Improvement Grant | Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture). | Not a Title I School Improvement Grant Awardee | This school does not receive a School Improvement grant and does not need to meet those additional requirements. |

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

| Comprehensive Review and Selected Grant History | | |
|---|--|--|
| Related Grant Awards | Has the school received a grant that supports the school's improvement efforts? When was the grant awarded? | We received a \$20K grant to hire consultants to help us craft a Blended Learning vision for Odyssey |
| School Support Team or Expedited Review | Has (or will) the school participated in an SST review or Expedited Review? When? | NO |
| External Evaluator | Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used. | Yes. Expeditionary Learning did an Implementation Review in May of 2012. |

Improvement Plan Information

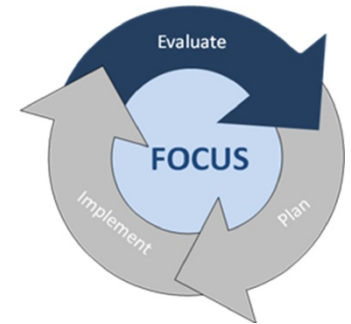
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

| School Contact Information (Additional contacts may be added, if needed) | | |
|--|-----------------|--|
| 1 | Name and Title | Marcia Fulton – Executive Director |
| | Email | Marcia@odysseydenver.org |
| | Phone | 303-316-3944 |
| | Mailing Address | 6550 E. 21 st Ave. Denver, CO 80207 |
| | | |
| 2 | Name and Title | |
| | Email | |
| | Phone | |
| | Mailing Address | |

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

| Performance Indicators | Targets for 2011-12 school year (Targets set in last year’s plan) | Performance in 2011-12? Was the target met? How close was school in meeting the target? | Brief reflection on why previous targets were met or not met. |
|----------------------------------|--|--|---|
| Academic Achievement (Status) | CSAP results of 80% proficiency and 10% advanced in 3rd grade and 8th grade | 3 rd graders were 83% P/A and 24% A – hit target 8 th graders were 71% P/A and 11% A – half of the target was hit | We see that our third graders consistently perform well – especially in math. The growth scores go down in 4 th grade as the test shifts and students look like they are not growing. Our data shows that, in some cases, small sub-sets of students are not growing as they should while others are making growth, but the test scores do not show that story. Our 7/8 math scores brought down both the status and growth scores for middle school. We made great progress with our interventions 52% of students on IEP’s were making a year’s growth and 42% of students on ILPs were making more than a year’s growth the previous year. While we didn’t hit all of our targets, we are on the right track. |
| | No AYP target needed at this time | | |
| Academic Growth | 75% of students on IEP’s will make at least one years growth as measured on the SPF (if they were pph they stay pph or better) | We hit exactly 75% of students on an IEP making a solid year’s growth based on CSAP and AIMS web data (don’t have MAP data yet). | |
| | No AYP target needed at this time | | |
| Academic Growth Gaps | 75% students receiving interventions with an ILP will make more than one year’s growth on the SPF (move a proficiency level in the area they are getting support - | 67% of students on an ILP made more than one year’s growth. I would add that of the 8 students that did not make a years growth, 4 of those students have qualified for an IEP and their parents have not approved the label. 2 of those 4 students did make | |

| Performance Indicators | Targets for 2011-12 school year (Targets set in last year's plan) | Performance in 2011-12? Was the target met? How close was school in meeting the target? | Brief reflection on why previous targets were met or not met. |
|--------------------------|--|---|---|
| | ppl to ppm or pph to pl) | one year's growth. | |
| | No AYP target needed at this time | | |
| Post Secondary Readiness | N/A | N/A | |

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

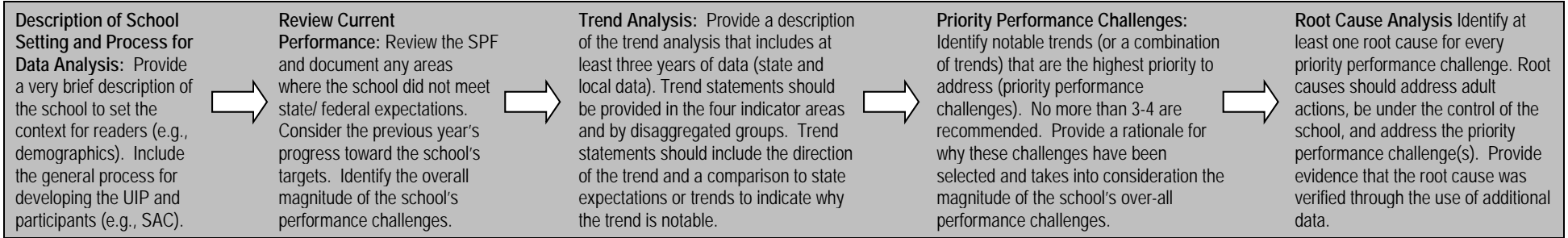
| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|----------------------------------|--|---|---|
| Academic Achievement (Status) | Strong reading scores | None at this time | Strong foundation of reading, FAST, Reading Plus pilot, reading with a purpose in Expedition content |
| | Writing scores start out lower and grow stronger the longer they are at Odyssey | Writing routines Writing projects that have both an audience and skill practice Effective writing assessments | <ol style="list-style-type: none"> 1. The balance between writing practices in and out of the expedition makes writing routines a challenge. 2. There is a lack of strong formative, sustainable and efficient writing assessments due to the nature of the standards – they are performance in nature and harder to assess quickly and effectively. 3. We do not teach to the test – students do not do a lot of first draft prompt writing – need to imbed these skills into our rubrics and writing projects. 4. Students are taught to use peers, feedback and the revision process when writing. The CSAP does not lend itself to that process. 5. The Elementary teachers are still developing strong interim assessment practices. 6. High enough expectations for first draft writing |
| Academic Growth | Elementary growth in writing have been weaker than the middle school growth scores | Writing routines Writing projects that have both an audience and skill practice | See above for writing root causes |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|--------------------------------------|--|---|---|
| | | Effective writing assessments | |
| Academic Growth Gaps | Growth scores in writing have been low in both the elementary and middle school. | Writing routines Writing projects that have both an audience and skill practice Effective writing assessments | <ol style="list-style-type: none"> 1. The RTI process is challenging in a project-based school – what comes off the child’s plate to get the interventions needed. Parents and teachers don’t want students to lose engagement when pulled out of rigorous content to fill a skill need. 2. Don’t have a strong writing intervention at the yellow or red levels. Language is only good for a handful of standards and doesn’t fit for all kids. 3. See above for more root causes |
| Post Secondary & Workforce Readiness | N/A | | |

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School



Narrative:

Brief Description of the school:

The Odyssey School is an Expeditionary Learning (EL) school serving 225 students in Kindergarten through 8th grade. Thirty-three percent of the student population qualifies for the Federal free or reduced lunch program. Fifty percent of the students are students of color, with most being African American. Sixty percent of teachers hold graduate degrees. The school draws its direction and strength from EL Design Principles, which provide a powerful framework for personal growth through physical challenge and service. The curriculum is designed around rigorous, purposeful, project-based learning expeditions tied to Colorado State Standards. The Odyssey School's learning experience includes a focus on reading and writing through literature, a rigorous math program, computers to develop students' research and thinking skills, fine arts, documentation of students' work through portfolios, regular out of school fieldwork, and adventure with environmental education.

The fundamental idea behind Expeditionary Learning is that students learn more by experiencing the world than by sitting in a classroom listening to a teacher talk about it. Expeditionary Learning harnesses the child's natural passion to learn and is a powerful method for helping children develop the curiosity, knowledge, skills, and personal qualities they need for successful adulthood.

Expeditions - journeys into the unknown for a definite purpose - are the heart of The Odyssey School's methodology. Although some curricular skills are taught separately, for the most part, students acquire knowledge and skills through learning expeditions that cut across and make connections among disciplines. Each expedition has specific and well-defined academic, service, and physical goals. All expeditions culminate with exhibitions or final products that must meet high standards. These products are the vehicle for students to synthesize what they have learned and to demonstrate how they can use it.ⁱ

As we are a very small school, it is the job of the Executive Director (in consult with board members and staff) to create the UIP on behalf of the school.

Trend Analysis:

Academic Achievement (Status): Our status scores are typically strong at the Elementary and Middle school levels. We would still like to focus our work, as a group of professionals, on writing – specifically within the projects we develop. The data does not show consistent writing results over 3 years. The status scores in writing at the elementary level is low and math is low throughout the school. We had weak math performance in the 7th and 8th grades last year. We have yet to see consistent data in writing as we do in reading. This is unacceptable.

Academic Growth: Again, the data trends lead us to a need for a continued writing focus. We have two specific cohorts we are supporting in all content areas – this year's 6th

graders in particular. The growth scores in writing at the elementary level is low and math growth is low throughout the school. We had weak math performance in the 7th and 8th grades last year. We have yet to see consistent data in writing as we do in reading. This is unacceptable.

Academic Growth Gaps: A case could be made for a continued writing focus or a math focus. Our reading scores are pretty stable – considering that each child represents 4%. We are going with a 2-year focus on writing in this plan and continuing to refine based on last years efforts.

Priority Performance Challenges:

Writing routines – we do not believe that we have enough writing experiences for students to become proficient at the skill of writing. We are going to platoon this year in order to have teachers focus on literacy routines at each grade level – aligning standards to all the many writing routines both in and out of an expedition.

Writing projects that have both an audience and skill practice – plan for more skill during writing projects. We know that students who see a purpose to their writing will be more engaged in the craft of writing. We see this as a strong entry point to our continued growth. Students spend a great deal of time learning to read and write through content – we need to push on every structure to support our learners.

Effective writing assessments – this is the most challenging priority as strong writing assessments take time to give, assess, give feedback on, analyze and use with students. We are going to refine our team meeting time to allow teachers to pour over student work as a way of monitoring on-going writing achievement. If teachers and students cannot efficiently monitor growth, it makes for a huge problem.

Root Cause Analysis:

1. The balance between writing practices in and out of the expedition makes writing routines a challenge
2. There is a lack of strong formative, sustainable and efficient writing assessments due to the nature of the standards – they are performance in nature and harder to assess quickly and effectively.
3. We do not teach to the test – students do not do a lot of first draft prompt writing – need to imbed these skills into our rubrics and writing projects.
4. Students are taught to use peers, feedback and the revision process when writing. The CSAP does not lend itself to that process.
5. High enough expectations for first draft writing as seen from our interim writing benchmarks

Additional Gap Root Cause Analysis:

6. The RTI process is challenging in a project-based school – what comes off the child's plate to get the interventions needed. Parents and teachers don't want students to lose engagement when pulled out of rigorous content to fill a skill need.
7. Don't have a strong writing intervention at the yellow or red levels. Language is only good for a handful of standards and doesn't fit for all kids.

Academic Performance Reflection:

The 2012 School Performance Framework (SPF) lists Odyssey with a "Meets Expectations" status and an overall score of 65% of possible points, with 33% of its students qualifying for FRL. On the SPF, the elementary school compiled 45% of possible points for academic growth and 75% of possible points for academic status. The growth scores are down from last year. At the middle school level, we compiled 64% of possible points for academic growth and 85% of possible points for academic status – up from last year.

Results from the Colorado Growth Model show Odyssey with a median growth percentile in writing at the elementary level of 48% down from 68.5% from the previous year and 72% for our middle school up from 62% the previous year. This data shows that we slipped at the elementary level and want to better understand how to meet the needs of our elementary writers.

While Odyssey is proud of many accomplishments and believe in particular that student growth data is a critical assessment, we are also keenly aware of the limitations of this data in such a small school. With grades consisting of just twenty-five students, variations by just a handful of pupils can cause significant differences in test scores. This is perhaps most prominent in Elementary School median growth percentiles – including the companion influence on the DPS School Performance Framework -- which measures cohort growth in just two grades (3rd to 4th, and 4th to 5th).

As stated above, writing is our focus again this year. Our professional development this year has an even narrower focus on the literacy targets imbedded in our projects and products. We found evidence for supporting this writing goal through the analysis of student portfolios, CSAP results, MAP testing (smaller slice of writing), and AIMS data.

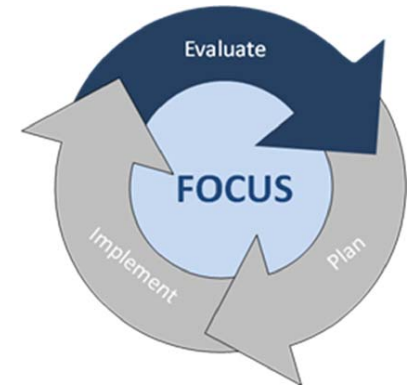
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

| Performance Indicators | Measures/ Metrics | Priority Performance Challenges | Annual Performance Targets | | Interim Measures for 2012-13 | Major Improvement Strategy |
|-------------------------------|--|---------------------------------|---|---|---|--|
| | | | 2012-13 | 2013-14 | | |
| Academic Achievement (Status) | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura | R | | | | |
| | | M | | | | |
| | | W | <ol style="list-style-type: none"> Writing routines Writing projects that have both an audience and skill practice Effective writing assessments | <p>CSAP results of 80% proficiency and 10% advanced writing scores in 3rd grade and 8th grade</p> | <p>CSAP results of 84% proficiency and 18% advanced writing scores in 3rd grade and 8th grade</p> | <ul style="list-style-type: none"> Writing benchmark assessment AIMS data Projects and products created by students MAP data |

| | | | | | | | |
|-----------------|--|---|--|---|---|--|---|
| | | | | | | | <p>writing from prompts</p> <p>3. Team Meetings: If we align team meetings to support teachers with the analysis of student writing samples and developing instructional strategies, students will meet the writing targets named at their grade level.</p> <p>4. Clarity of RTI process: If we continually look at data for our most struggling writers and adjust instruction to meet their needs, those students will make more than one year's growth in their writing.</p> |
| | | S | | | | | |
| Academic Growth | Median Student Growth Percentile (TCAP/CSAP & CELApro) | R | | | | | |
| | | M | | | | | |
| | | W | <ol style="list-style-type: none"> 1. Writing routines 2. Writing projects that have both an audience and skill practice 3. Effective writing | Odyssey school has an SPF MGP score of 65 or better at the elementary level and 75 or better at the middle school level | Odyssey school has an SPF MGP score of 70 or better at the elementary level and 75 or better at the middle school level | <ul style="list-style-type: none"> • Writing benchmark assessment • AIMS data • Projects and products created by students • MAP data | See above |

| | | | | | | | |
|--------------------------------------|----------------------------------|-----|---|--|--|--|-----------|
| | | | assessments | | | | |
| | | ELP | | | | | |
| Academic Growth Gaps | Median Student Growth Percentile | R | | | | | |
| | | M | | | | | |
| | | W | <p>Writing routines</p> <p>Effective writing assessments</p> <p>Appropriate writing interventions that target the right standards</p> | <p>75% students receiving interventions with an ILP will make more than one year's growth on the SPF (move a proficiency level in the area they are getting support - ppl to ppm or pph to pl)</p> | <p>80% students receiving interventions with an ILP will make more than one year's growth on the SPF (move a proficiency level in the area they are getting support - ppl to ppm or pph to pl)</p> | <ul style="list-style-type: none"> • Writing benchmark assessment • AIMS data • Projects and products created by students • MAP data | See above |
| Post Secondary & Workforce Readiness | Graduation Rate | | | | | | |
| | Disaggregated Grad Rate | | | | | | |
| | Dropout Rate | | | | | | |
| | Mean ACT | | | | | | |

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Platooning lead teachers for literacy focus

Root Cause(s) Addressed: 1, 2, 3,4,5,

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline (2012-13 and 2013-2014) | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|-------------------------------------|-------------------|--|---|--|
| 1. Platooning: Designate a literacy teacher at each grade level 2-8 for focused instruction. Lengthen the literacy block Support the writing routine development during the planning process | All year | Lead Teachers 2-8 | Time – no additional cost | Check planning documents and on-going student work Teacher Evaluation criteria | In progress |

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Root Cause Analysis:

1. The balance between writing practices in and out of the expedition makes writing routines a challenge
2. There is a lack of strong formative, sustainable and efficient writing assessments due to the nature of the standards – they are performance in nature and harder to assess quickly and effectively.
3. We do not teach to the test – students do not do a lot of first draft prompt writing – need to imbed these skills into our rubrics and writing projects.
4. Students are taught to use peers, feedback and the revision process when writing. The CSAP does not lend itself to that process.
5. High enough expectations for first draft writing as seen from our interim writing benchmarks

Additional Gap Root Cause Analysis:

6. The RTI process is challenging in a project-based school – what comes off the child’s plate to get the interventions needed. Parents and teachers don’t want students to lose engagement when pulled out of rigorous content to fill a skill need.
7. Don’t have a strong writing intervention at the yellow or red levels. Language is only good for a handful of standards and doesn’t fit for all kids.

Major Improvement Strategy #2: Use of PD structures

Root Cause(s) Addressed: 1, 2,3,4,5,

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline (2012-13 and 2013-2014) | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|--|----------------------------------|--|---|---|--|
| 2. PD structures: If we align professional development structures to address the writing process within products across content areas, then <ul style="list-style-type: none"> all faculty will be using common strategies and targets to aid students in final writing pieces. will create routines for first draft writing practice and expectations in and out of the expedition will get more practice writing from prompts in literacy block | PD Fridays | Instructional Coach Expeditionary Learning School Designer Executive Director All Lead Teachers | Contract with EL to have School Designer support Cost of having an instructional coach | Student work against habit of first draft writing Student work Expedition overviews Scaffolding plans Final products Portfolios | In progress |

Root Cause Analysis:

- The balance between writing practices in and out of the expedition makes writing routines a challenge
- There is a lack of strong formative, sustainable and efficient writing assessments due to the nature of the standards – they are performance in nature and harder to assess quickly and effectively.
- We do not teach to the test – students do not do a lot of first draft prompt writing – need to imbed these skills into our rubrics and writing projects.
- Students are taught to use peers, feedback and the revision process when writing. The CSAP does not lend itself to that process.
- High enough expectations for first draft writing as seen from our interim writing benchmarks

Additional Gap Root Cause Analysis:

- The RTI process is challenging in a project-based school – what comes off the child’s plate to get the interventions needed. Parents and teachers don’t want students to lose engagement when pulled out of rigorous content to fill a skill need.
- Don’t have a strong writing intervention at the yellow or red levels. Language is only good for a handful of standards and doesn’t fit for all kids.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline (2012-13 and 2013-2014) | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|-------------------------------------|--|---|---|--|
| 3. Team Meetings: <ul style="list-style-type: none"> • If we align team meetings to support teachers with the analysis of student writing samples and developing instructional strategies, students will meet the writing targets named at their grade level. • Give teachers protocols to look at student work against clear criteria efficiently • Clean up school-wide writing rubrics • Use team meetings to identify yellow interventions for student growth | Once a month on Thursdays | Instructional Coach Expeditionary Learning School Designer Executive Director All Lead Teachers | Contract with EL to have School Designer support Cost of having an instructional coach | Team meeting notes ILP notes Student work samples Progress reports | In progress |

Root Cause Analysis:

1. The balance between writing practices in and out of the expedition makes writing routines a challenge
2. There is a lack of strong formative, sustainable and efficient writing assessments due to the nature of the standards – they are performance in nature and harder to assess quickly and effectively.
3. We do not teach to the test – students do not do a lot of first draft prompt writing – need to imbed these skills into our rubrics and writing projects.
4. Students are taught to use peers, feedback and the revision process when writing. The CSAP does not lend itself to that process.
5. High enough expectations for first draft writing as seen from our interim writing benchmarks

Additional Gap Root Cause Analysis:

6. The RTI process is challenging in a project-based school – what comes off the child’s plate to get the interventions needed. Parents and teachers don’t want students to lose engagement when pulled out of rigorous content to fill a skill need.
7. Don’t have a strong writing intervention at the yellow or red levels. Language is only good for a handful of standards and doesn’t fit for all kids.

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

ⁱ To learn more about the Expeditionary Learning model visit - <http://elschools.org/>