COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 6479   School Name: THE ODYSSEY SCHOOL   Official 2014 SPF: 1 YEAR

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary
How are students performing? Where will school staff be focusing attention?
Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

Priority Performance Challenges:

1. Students have not been able to accurately assess their level of proficiency against a standard and monitor their growth accurately in writing. Nor have teachers been able to use data efficiently and effectively. We depend on the classroom assessments without having enough triangulation of data.
2. We have identified that the students at the elementary level are not making enough writing growth. The trend in the data is clear. While the status scores are mixed (real drop this past year in 3rd and 4th grade) we are most worried about the writing trend. We are learning that our students have writing skills but are producing less than expected at their level. Our data points to this as a priority challenge for us.
3. Students are not moving at a rate that will allow them to meet or exceed the standards in math. Our growth data at the elementary level was very low as compared to the status scores at that level. The Middle School math scores are low in status and growth.

Why is the school continuing to have these problems?
Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

Root Cause Analysis aligned to Performance Challenges:

1. The balance between writing practices in and out of the expedition makes writing routines a challenge. When looking at writing plans, there was not enough attention paid to the on-demand expectations of writing. We have not been using strong enough models of writing, aligned to the CCSS, to help guide instruction. We are learning that our students have writing skills but are producing less than expected at their level.
2. There was a lack of strong formative, sustainable and efficient interim assessments in writing as the standards and assessments are performance in nature and harder to assess quickly and effectively. We did not have any strong interim assessments to help drive instruction or monitor growth.

We are still testing theories and structures for supporting different rates of learning skill standards in math. We were piloting a menu (a set of targets with aligned resources and support for students to access at their pace) approach to math last year and the pacing was too slow. It is a challenge for teachers to instruct in such a way that allows for students to learn at different rates, to pace the content in a way to ensure that all kids master the grade level content by testing time and to provide opportunities to accelerate

individual learning to meet a variety of needs. The skill gap is great in math – the CCSS are almost a year ahead of the curriculum we have been using. We also believe that there is a knowledge gap among the teachers with regard to how to instruct and facilitate conceptual understanding

What action is the school taking to eliminate these challenges?
Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

1. Third year of a staffing configuration for a more differentiated approach to teaching and learning. We have moved to a staffing model of 13 students in a class for literacy and math instruction. In this way, we can target instruction based on the data and differentiate for individual needs.
2. Targeted Professional Development for staff - our work plan goals include:
   - I can make use of enactive, iconic and symbolic representations to support students' conceptual understanding
   - I can use blended learning tools to personalize learning.
3. Menu Learning Targets ELA:
   - I can describe how students develop understanding and skills in writing.
   - I can develop a toolbox of instructional tools to support writers.
   - I can craft scaffolding plans or a series of lessons plans that include high leverage tools.

Access School Performance Frameworks here: http://www.cde.state.co.us/schoolview/performance

School Code: 6479   School Name: THE ODYSSEY SCHOOL

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	(TIG, Diagnostic Review and School Improvement Support Grantees) An optional submission for review is available on October 15, 2015 for early feedback. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
	January 15, 2016	(Schools on Priority Improvement or Turnaround based on the 2014 SPF) The school UIP is due to CDE for review on January 15, 2016 through Tracker or the UIP online system.
	April 15, 2016	(All Schools) The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	[Not] serving grades K-3	[Customized Directions] Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	[Plan Type] [Year]	[Customized Directions] Schools with a Priority Improvement or Turnaround plan type based on the 2014 SPF must submit the plan to CDE for review on January 15, 2016. Schools with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. Note the specialized requirements for Turnaround schools are included in the Quality Criteria document.
ESEA and Grant Accountability			
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 is not identified as a Focus School and does not need to meet those additional requirements.

School Code: 6479   School Name: THE ODYSSEY SCHOOL

Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements

School Code: 6479   School Name: THE ODYSSEY SCHOOL

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?	In 2014-15, we received a $45K Janus grant for this school year which is supporting our blended learning work in math. In conjunction with that funding we were also awarded a $40K Compact Blue grant, also for the 2014-15 school year, which offers a shared math PD experience with The Denver Green School and Centennial.
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.	Expeditionary Learning always runs an implementation review each year. This is an extensive evaluation using their measures of success.

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review and Planning Grant

☐ School Improvement Support Grant   ☐ READ Act Requirements   X Other: _____

_____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Wesley Frakes: Executive Director
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2	Name and Title	
	Email	
	Phone	

School Code: 6479   School Name: THE ODYSSEY SCHOOL

	Mailing Address	

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Department of Education

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FORM # OFP-135
EDAC APPROVED
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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.
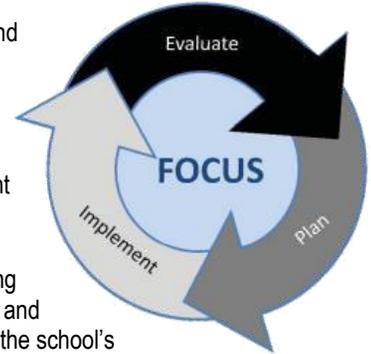
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis)* have been provided to organize the data referenced in the narrative.

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).	Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.

Narrative:

Brief Description of the school:

The Odyssey School is an Expeditionary Learning (EL) school serving 234 students in Kindergarten through 8th grade. Thirty-three percent of the student population qualifies for the Federal free or reduced lunch program. Roughly 45% percent of the students are students of color, with most being African American. Sixty percent of teachers hold graduate degrees.

School Code: 6479   School Name: THE ODYSSEY SCHOOL

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 academic goals. All expeditions culminate with exhibitions or final products that must meet high standards. These products are the vehicles for students to synthesize what they have learned and to demonstrate how they can use it.

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. The UIP goals are in alignment with the goals outlined in the board accountability plan and the staff work plan. A smaller sub-set of the board poured over last year's TCAP data and, in conjunction with the Executive Director, set goals for the 2015-16 school year. The School Accountability Committee will track growth and status data throughout the year and report out to the staff and board.

Current Performance Reflection:
The 2014-15 School Performance Framework (SPF) listed Odyssey with a "Meets Expectations" status and an overall score of 61.23% of possible points (the hit was with elementary growth scores), with 34.8% of its students qualifying for FRL. On the SPF, the elementary school compiled 45.5% of possible points for academic growth and 78.3% of possible points for academic status. At the middle school level, we compiled 61.5% of possible points for academic growth and 76.2% of possible points for academic. Our focus is to continue our journey of understanding and responding to the low growth scores at the elementary level and to consistently get better writing and math results.

Though 2015-16 is a no release year because of changes in the state testing and the lack of growth data, Odyssey is continuing to forge onward with our data collection goals. This year's PARCC data revealed that Odyssey was scoring better than both the district and state averages in math and ELA tests. Being a 'no release' year for SPF, trend analysis is not possible at this time. However, Odyssey is considering the baseline data as a starting point for investigation into our own practices and policies.

Trend Analysis:
Academic Achievement (Status): Our status scores for reading are typically strong at the Elementary and Middle school levels. Our writing scores at the elementary level are beginning to rebuild and trending up at the middle school levels. The data does not show consistent writing results over 3 years. While the math trend at the elementary level is showing that we are on the right track. In the Middle School, we see consistent and strong reading scores, an upward trend in writing and a downward trend in math. That is our biggest concern, at present. The places where we have dips in writing are due to a lack of volume in writing.

TCAP (CSAP)	2010	2011	2012	2013	2014

Elementary	P&A	P&A	P&A	P&A	P&A
Reading	67%	77%	85%	84%	88%
Writing	51%	70%	66%	58%	66%
Math	76%	78%	79%	77%	86%
Average	65%	75%	77%	73%	80%

Middle	P&A	P&A	P&A	P&A	P&A
Reading	89%	88%	86%	88%	87%
Writing	73%	77%	68%	77%	83%
Math	71%	73%	61%	59%	57%
Average	78%	79%	72%	75%	76%

2014-2015 PARCC ELA Scores

	Not met	partially	approached	met	exceeded	Approaching - Above	Met - Above
DPS 3rd Graders	27.8%	20.2%	20.9%	27.9%	3.3%	52.0%	31.2%
State ELA 3rd Graders	19.6%	19.0%	23.2%	34.6%	3.6%	61.4%	38.2%
Odyssey 3rd Grade	8.0%	20.0%	16.0%	48.0%	8.0%	72.0%	56.0%
DPS 4th Graders	18.1%	23.8%	26.3%	25.1%	6.7%	58.1%	31.8%
State ELA 4th Graders	11.5%	18.6%	28.2%	33.9%	7.8%	69.9%	41.7%

School Code: 6479   School Name: THE ODYSSEY SCHOOL

Odyssey 4th Grade	0.0%	15.4%	19.2%	50.0%	15.4%	84.6%	65.4%
DPS 5th Graders	17.7%	23.9%	25.6%	29.5%	3.3%	58.4%	32.8%
State ELA 5th Graders	11.2%	19.9%	28.4%	37.3%	3.2%	68.9%	40.5%
Odyssey 5th Grade	4.0%	4.0%	20.0%	56.0%	16.0%	92.0%	72.0%
DPS 6th Graders	17.7%	22.0%	26.6%	27.0%	6.7%	60.2%	33.7%
State ELA 6th Graders	11.6%	19.4%	30.0%	33.5%	5.6%	69.1%	39.1%
Odyssey 6th Grade	0.0%	7.7%	11.5%	53.8%	26.9%	92.3%	80.8%
DPS 7th Graders	21.8%	19.6%	22.6%	23.9%	12.1%	58.6%	36.0%
State ELA 7th Graders	15.2%	18.6%	25.2%	29.5%	11.5%	66.2%	41.0%
Odyssey 7th Grade	8.3%	8.3%	25.0%	37.5%	20.8%	83.3%	58.3%
DPS 8th Graders	22.4%	20.0%	21.7%	28.1%	7.7%	57.5%	35.8%
State ELA 8th Graders	15.3%	18.8%	25.0%	33.7%	7.3%	66.0%	40.9%
Odyssey 8th Grade	0.0%	7.7%	38.5%	42.3%	11.5%	92.3%	53.8%
DPS All Grades Combined	21.6%	21.4%	23.5%	26.5%	7.0%	57.0%	33.5%
State ELA All Grades	15.2%	19.1%	25.9%	32.6%	7.1%	65.7%	39.7%
Odyssey All Grades	3.3%	10.5%	21.7%	48.0%	16.4%	86.2%	64.5%

Academic Growth: We saw some strong positive trends with our writing growth scores at the elementary level. Our math and reading are heading in the right direction as well. We are not where we want to be and will continue our focus on math and writing at the elementary level. We have two specific cohorts we are supporting in all content areas – this year's 7th and 8th graders in particular. All the growth scores at the middle school level took a dip. 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.

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 and math in this plan and continuing to refine based on last years efforts.

Disaggregated Groups: We have very small gaps when considering gender performance. Our biggest performance gap is with status scores for our minority kids. While the gap was not as big for our FRL students as compared to the non-FRL students as is for our minority students, we know that we will be paying attention to every student.

School Code: 6479   School Name: THE ODYSSEY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
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Gender	Odyssey School of Denver								Charter		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
F	68	1.5%	5.9%	20.6%	54.4%	17.6%	92.6%	72.1%	72.6%	46.5%	64.1%	39.4%
M	84	4.8%	14.3%	22.6%	42.9%	15.5%	81.0%	58.3%	55.6%	31.7%	50.0%	27.7%

Race/Ethnicity	Odyssey School of Denver								Charter		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
Native American												
Asian	*								86.6%	68.4%	69.1%	49.3%
Black	23	13.0%	17.4%	43.5%	26.1%	0.0%	69.6%	26.1%	61.6%	34.3%	46.2%	22.1%
Hispanic	26	0.0%	3.8%	19.2%	65.4%	11.5%	96.2%	76.9%	58.6%	32.1%	48.2%	22.6%
Hawaiian/Pacific Islander	*								86.4%	45.5%	59.6%	24.6%
Two or More	19	0.0%	5.3%	26.3%	42.1%	26.3%	94.7%	68.4%	76.9%	56.3%	72.5%	50.1%
Students of Color	71	4.2%	8.5%	29.6%	46.5%	11.3%	87.3%	57.7%	60.7%	34.5%	49.8%	24.8%
White	81	2.5%	12.3%	14.8%	49.4%	21.0%	85.2%	70.4%	85.1%	67.6%	84.2%	66.4%

FRL	Odyssey School of Denver								Charter		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
Free/Reduced	51	5.9%	13.7%	21.6%	45.1%	13.7%	80.4%	58.8%	58.5%	31.7%	47.1%	21.8%
Paid	101	2.0%	8.9%	21.8%	49.5%	17.8%	89.1%	67.3%	82.4%	63.5%	82.7%	63.8%

Gifted and Talented	Odyssey School of Denver								Charter		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
GT	18	0.0%	0.0%	5.6%	33.3%	61.1%	100.0%	94.4%	94.1%	78.9%	93.0%	76.4%
Not GT	134	3.7%	11.9%	23.9%	50.0%	10.4%	84.3%	60.4%	57.4%	30.2%	47.2%	21.8%

Priority Performance Challenges:

School Code: 6479   School Name: THE ODYSSEY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
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4. Students have not been able to accurately assess their level of proficiency against a standard and monitor their growth accurately in writing. Nor have teachers been able to use data efficiently and effectively. We depend on the classroom assessments without having enough triangulation of data.

5. We have identified that the students at the elementary level are not making enough writing growth. The trend in the data is clear. While the status scores are mixed (real drop this past year in 3rd and 4th grade) we are most worried about the writing trend. We are learning that our students have writing skills but are producing less than expected at their level. Our data points to this as a priority challenge for us.

6. Students are not moving at a rate that will allow them to meet or exceed the standards in math. Our growth data at the elementary level was very low as compared to the status scores at that level. The Middle School math scores are low in status and growth.

Root Cause Analysis aligned to Performance Challenges:

3. The balance between writing practices in and out of the expedition makes writing routines a challenge. When looking at writing plans, there was not enough attention paid to the on-demand expectations of writing. We have not been using strong enough models of writing, aligned to the CCSS, to help guide instruction. We are learning that our students have writing skills but are producing less than expected at their level.

4. There was a lack of strong formative, sustainable and efficient interim assessments in writing as the standards and assessments are performance in nature and harder to assess quickly and effectively. We did not have any strong interim assessments to help drive instruction or monitor growth.

5. We are still testing theories and structures for supporting different rates of learning skill standards in math. We were piloting a menu (a set of targets with aligned resources and support for students to access at their pace) approach to math last year and the pacing was too slow. It is a challenge for teachers to instruct in such a way that allows for students to learn at different rates, to pace the content in a way to ensure that all kids master the grade level content by testing time and to provide opportunities to accelerate individual learning to meet a variety of needs. The skill gap is great in math – the CCSS are almost a year ahead of the curriculum we have been using. We also believe that there is a knowledge gap among the teachers with regard to how to instruct and facilitate conceptual understanding.

School Code: 6479   School Name: THE ODYSSEY SCHOOL

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	6th grade Math status goals Adv. 23% Prof. 69% Part.Prof. 8% Unsat. 0% 7th grade Math status goals: Adv. 19% Prof. 73% Part.Prof. 8% Unsat. 0% 8th grade Math status goals: Adv. 15% Prof. 50% Part.Prof. 35% Unsat. 0%	2014-2015 PARCC Math Scores Not Met Partially Approached Met above Exeeded App above Met above Odyssey 6th 0.00% 23.08% 34.62% 38.46% 3.85% 76.92% 42.31% Odyssey 7th 0.00% 29.17% 41.67% 29.17% 0.00% 70.83% 29.17% Odyssey 8th 15.38% 15.38% 38.46% 23.08% 7.69% 69.23% 30.77%	We actually anticipated the data we got at the MS. As we are shifting to a more personalized approach to learning, shifting to a new and more rigorous math curriculum, recognizing that lack of true conceptual understanding in grades K-5 shows up drastically in middle school, the data tells us that the work we are doing this year, to build teacher capacity, is on the right track. Research tells us that this trend (huge drops in MS) is not new and indicates some work that needs to also be addressed at the elementary level. The pacing was off as MS teachers were trying to build deep understanding while trying to also move forward with content.
	TCAP results of 80% proficient or advanced in grades 3,4 and 5.	2014-2015 PARCC ELA Scores	The writing data illustrates that while student academic achievement in 3rd and 4th grade was not what we would have expected (and wanted), the higher growth percentile at the

School Code: 6479   School Name: THE ODYSSEY SCHOOL

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
		Not met partially approached met exceeded Approaching - Above Met - Above Odyssey 3rd Grade 8.0% 20.0% 16.0% 48.0% 8.0% 72.0% 56.0% Odyssey 4th Grade 0.0% 15.4% 19.2% 50.0% 15.4% 84.6% 65.4% Odyssey 5th Grade 4.0% 4.0% 20.0% 56.0% 16.0% 92.0% 72.0% Odyssey 6th Grade 0.0% 7.7% 11.5% 53.8% 26.9% 92.3% 80.8% Odyssey 7th Grade 8.3% 8.3% 25.0% 37.5% 20.8% 83.3% 58.3% Odyssey 8th Grade 0.0% 7.7% 38.5% 42.3% 11.5% 92.3% 53.8%	elementary level indicates we are on the right track. This could be attributed to the fact that we have not been using strong enough models of writing, aligned to the CCSS, to help guide instruction and assessment of writing. Additionally, the balance between writing curriculums in and out of the expedition makes writing routines a challenge. When reflecting on writing curricular plans, there was not enough instruction or practice to build stamina toward the expectations of focused and on-demand writing at all grade levels. A second contributing factor is that we still do not have strong writing interim assessments to help drive instruction or monitor growth throughout the year toward the CCSS. Therefore, the writing curriculum was not differentiated or rigorous enough to meet the developmental needs of each student.
Academic Growth	Odyssey school has an SPF MGP score of 60 or better at the elementary and middle school levels	SPF is not calculated	
Academic Growth Gaps			

School Code: 6479   School Name: THE ODYSSEY SCHOOL

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Postsecondary & Workforce Readiness			

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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)	Status scores in 3rd and 4th grades are not improving at a rate we would anticipate	Numbers correspond to the narrative above: 1. Not being able to use data efficiently and effectively. We depend on the classroom assessments without enough triangulation of data. 2. We are learning that our students have writing skills but are producing less than expected at their level. Our data points to this as a priority challenge for us. 2. We continue to develop the models for accomplished writing at each grade	Numbers correspond to the narrative above: 1. The balance between writing practices in and out of the expedition makes writing routines a challenge. When looking at writing plans, there was not enough attention paid to the on-demand expectations of writing. We have not been using strong enough models of writing, aligned to the CCSS, to help guide instruction. We are learning that our students have writing skills but are producing less than expected at their level. 2. There was a lack of strong formative, sustainable and efficient interim assessments in writing as the standards and assessments are performance in nature and harder to assess quickly and effectively. We did not have any strong interim assessments to help drive instruction or monitor growth.

School Code: 6479   School Name: THE ODYSSEY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		level – those mental models have been off.	
	Status scores in math at the MS level have been slowly declining.	Numbers correspond to the narrative above: 3. Students are not moving at a rate that will allow them to meet or exceed the standards in math. Our growth data at the elementary level was very low as compared to the status scores at that level.	Numbers correspond to the narrative above: 1. We are still testing theories and structures for supporting different rates of learning skill standards in math. We were piloting a menu (a set of targets with aligned resources and support for students to access at their pace) approach to math last year and the pacing was too slow. It is a challenge for teachers to instruct in such a way that allows for students to learn at different rates, to pace the content in a way to ensure that all kids master the grade level content by testing time and to provide opportunities to accelerate individual learning to meet a variety of needs. The skill gap is great in math – the CCSS are almost a year ahead of the curriculum we have been using. We also believe that there is a knowledge gap among the teachers with regard to how to instruct and facilitate conceptual understanding.
Academic Growth	Growth Scores at the Elementary Level are inconsistent in writing and math.	Numbers correspond to the narrative above: 1. Not being able to use data efficiently and effectively. We depend on the classroom	1. The balance between writing practices in and out of the expedition makes writing routines a challenge. When looking at writing plans, there was not enough attention paid to the on-demand expectations of writing. We have not been using strong enough models of writing, aligned to the CCSS, to help guide instruction. We are learning

School Code: 6479   School Name: THE ODYSSEY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		assessments without enough triangulation of data. 2. We have identified that the students at the elementary level are not making enough writing growth. The trend in the data is clear. While the status scores are mixed (real drop this past year in 3rd and 4th grade) we are most worried about the writing trend. We are learning that our students have writing skills but are producing less than expected at their level. Our data points to this as a priority challenge for us.	that our students have writing skills but are producing less than expected at their level. 2. There was a lack of strong formative, sustainable and efficient interim assessments in writing as the standards and assessments are performance in nature and harder to assess quickly and effectively. We did not have any strong interim assessments to help drive instruction or monitor growth.
	Status scores in math at the MS level have been slowly declining.	Numbers correspond to the narrative above: 3. Students are not moving at a rate that will allow them to meet	Numbers correspond to the narrative above: 1. We are still testing theories and structures for supporting different rates of learning skill standards

School Code: 6479   School Name: THE ODYSSEY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		or exceed the standards in math. Our growth data at the elementary level was very low as compared to the status scores at that level.	in math. We were piloting a menu (a set of targets with aligned resources and support for students to access at their pace) approach to math last year and the pacing was too slow. It is a challenge for teachers to instruct in such a way that allows for students to learn at different rates, to pace the content in a way to ensure that all kids master the grade level content by testing time and to provide opportunities to accelerate individual learning to meet a variety of needs. The skill gap is great in math – the CCSS are almost a year ahead of the curriculum we have been using. We also believe that there is a knowledge gap among the teachers with regard to how to instruct and facilitate conceptual understanding.
Academic Growth Gaps	Growth Scores at the Elementary Level are inconsistent in writing and math.	Numbers correspond to the narrative above: 1. Not being able to use data efficiently and effectively. We depend on the classroom assessments without enough triangulation of data. 2. We have identified that the students at the elementary level	Numbers correspond to the narrative above: 1. The balance between writing practices in and out of the expedition makes writing routines a challenge. When looking at writing plans, there was not enough attention paid to the on-demand expectations of writing. We have not been using strong enough models of writing, aligned to the CCSS, to help guide instruction. We are learning that our students have writing skills but are producing less than expected at their level. 2. There was a lack of strong formative, sustainable and efficient interim assessments in writing as the standards and assessments are performance in

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		are not making enough writing growth. The trend in the data is clear. While the status scores are mixed (real drop this past year in 3rd and 4th grade) we are most worried about the writing trend. We are learning that our students have writing skills but are producing less than expected at their level. Our data points to this as a priority challenge for us.	nature and harder to assess quickly and effectively. We did not have any strong interim assessments to help drive instruction or monitor growth. 3. We are still testing theories and structures for supporting different rates of learning skill standards in math. We were piloting a menu (a set of targets with aligned resources and support for students to access at their pace) approach to math last year and the pacing was too slow. It is a challenge for teachers to instruct in such a way that allows for students to learn at different rates, to pace the content in a way to ensure that all kids master the grade level content by testing time and to provide opportunities to accelerate individual learning to meet a variety of needs. The skill gap is great in math – the CCSS are almost a year ahead of the curriculum we have been using. We also believe that there is a knowledge gap among the teachers with regard to how to instruct and facilitate conceptual understanding.
	Growth scores in Math have declined	umbers correspond to the narrative above: 1. Not being able to use data efficiently and effectively. We depend on the classroom assessments without	Numbers correspond to the narrative above: 1. The balance between writing practices in and out of the expedition makes writing routines a challenge. When looking at writing plans, there was not enough attention paid to the on-demand expectations of writing. We have not been using strong enough models of writing, aligned to the

School Code: 6479   School Name: THE ODYSSEY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		enough triangulation of data. 2. We have identified that the students at the elementary level are not making enough writing growth. The trend in the data is clear. While the status scores are mixed (real drop this past year in 3rd and 4th grade) we are most worried about the writing trend. We are learning that our students have writing skills but are producing less than expected at their level. Our data points to this as a priority challenge for us.	CCSS, to help guide instruction. We are learning that our students have writing skills but are producing less than expected at their level. 2. There was a lack of strong formative, sustainable and efficient interim assessments in writing as the standards and assessments are performance in nature and harder to assess quickly and effectively. We did not have any strong interim assessments to help drive instruction or monitor growth. 3. We are still testing theories and structures for supporting different rates of learning skill standards in math. We were piloting a menu (a set of targets with aligned resources and support for students to access at their pace) approach to math last year and the pacing was too slow. It is a challenge for teachers to instruct in such a way that allows for students to learn at different rates, to pace the content in a way to ensure that all kids master the grade level content by testing time and to provide opportunities to accelerate individual learning to meet a variety of needs. The skill gap is great in math – the CCSS are almost a year ahead of the curriculum we have been using. We also believe that there is a knowledge gap among the teachers with regard to how to instruct and facilitate conceptual understanding.

School Code: 6479   School Name: THE ODYSSEY SCHOOL

| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness			

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Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

School Target Setting Form
Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. 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 were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.
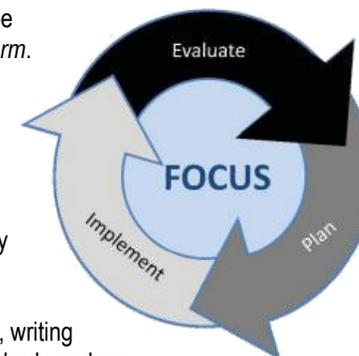
Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

School Code: 6479   School Name: THE ODYSSEY SCHOOL

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA					
			2014-2015 PARCC ELA Score Not met partially approached met exceeded Approaching - Above Met - Above Odyssey 3rd Grade 8.0% 20.0% 16.0% 48.0% 8.0% 72.0% 56.0% Odyssey 4th Grade 0.0% 15.4% 19.2% 50.0% 15.4% 84.6% 65.4% Odyssey 5th Grade 4.0% 4.0% 20.0%	2014-2015 PARCC ELA Score Not met partially approached met exceeded Approaching - Above Above Met - Above Odyssey 3rd Grade 0.0% 20.0% 16.0% 48.0% 8.0% 72.0% 56.0% Odyssey 4th Grade 0.0% 15.4% 19.2% 50.0% 15.4% 84.6% 65.4% Odyssey 5th Grade	2014-2015 PARCC ELA Score Not met partially approached met exceeded Approaching - Above Above Met - Above Odyssey 3rd Grade 0.0% 20.0% 16.0% 48.0% 8.0% 72.0% 56.0% Odyssey 4th Grade 0.0% 15.4% 19.2% 50.0% 15.4% 84.6% 65.4% Odyssey 5th Grade	K-5 Interim writing benchmarks 3 times in the year. Progress reports in JumpRope Use of High Quality Work Protocol to assess writing products	1. Third year of a staffing configuration for a more differentiated approach to teaching and learning. We have moved to a staffing model of 13 students in a class for literacy and math instruction. In this way, we can target instruction based on the data and differentiate for individual needs. 3. Menu Learning Targets ELA: • I can describe **how** students develop understanding and skills in writing. • I can develop a toolbox of instructional tools to support writers. • I can craft scaffolding plans or a series of lessons plans that
		READ					

School Code: 6479   School Name: THE ODYSSEY SCHOOL

			56.0% 16.0% 92.0% 72.0% Odyssey 6th Grade 0.0% 7.7% 11.5% 53.8% 26.9% 92.3% 80.8% Odyssey 7th Grade 8.3% 8.3% 25.0% 37.5% 20.8% 83.3% 58.3% Odyssey 8th Grade 0.0% 7.7% 38.5% 42.3% 11.5% 92.3% 53.8%	4.0% 4.0% 20.0% 56.0% 16.0% 92.0% 72.0% Odyssey 6th Grade 0.0% 7.7% 11.5% 53.8% 26.9% 92.3% 80.8% Odyssey 7th Grade 8.3% 8.3% 25.0% 37.5% 20.8% 83.3% 58.3% Odyssey 8th Grade 0.0% 7.7% 38.5% 42.3% 11.5%	4.0% 4.0% 20.0% 56.0% 16.0% 92.0% 72.0% Odyssey 6th Grade 0.0% 7.7% 11.5% 53.8% 26.9% 92.3% 80.8% Odyssey 7th Grade 8.3% 8.3% 25.0% 37.5% 20.8% 83.3% 58.3% Odyssey 8th Grade 0.0% 7.7% 38.5% 42.3% 11.5%		include high leverage tools.

				92.3% 53.8%	92.3% 53.8%		

M	Students are not moving at a rate that will allow them to meet or exceed the standards in math. The Middle School math scores are low in status and growth.	6th grade Math PARCC goals Met and Above 50% Approaching and above 85% Partially 15% Not Met 0% 7th grade Math PARCC goals Met and Above 40% Approaching and above 80% Partially 20% Not Met 0% 8th grade Math PARCC goals Met and Above 40% Approaching and above 80% Partially 20% Not Met 0%	6th grade Math PARCC goals Met and Above 60% Approaching and above 90% Partially 10% Not Met 0% 7th grade Math PARCC goals Met and Above 50% Approaching and above 90% Partially 10% Not Met 0% 8th grade Math PARCC goals Met and Above 50% Approaching and above 90% Partially 10% Not Met 0%	STAR Classroom Assessment Progress Report	1. Third year of a staffing configuration for a more differentiated approach to teaching and learning. We have moved to a staffing model of 13 students in a class for literacy and math instruction. In this way, we can target instruction based on the data and differentiate for individual needs. 2. Targeted Professional Development for staff - our work plan goals include: • I can make use of enactive, iconic and symbolic representations to support students' conceptual understanding • I can use blended learning tools to personalize learning.

School Code: 6479   School Name: THE ODYSSEY SCHOOL

		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	We have identified that the students at the elementary level are not making enough writing growth. The trend in the data is clear. While the status scores are mixed (real drop this past year in 3rd and 4th grade) we are most worried about the writing trend. We are learning that our students have writing skills but are producing less than expected at their level. Our data points to this as a priority challenge for us.				1. Second year of a staffing configuration for a more differentiated approach to teaching and learning. We have moved to a staffing model of 13 students in a class for literacy and math instruction. In this way, we can target instruction based on the data and differentiate for individual needs. 3. Menu Learning Targets ELA: • I can describe **how** students develop understanding and skills in writing. • I can develop a toolbox of instructional tools to support writers. I can craft scaffolding plans or a series of lessons plans that include high leverage tools.
		M	Students are not moving at a rate that will allow them to meet or exceed the standards in math. Our growth data at the			Progress Reports PARCC Data STAR	1. Third year of a staffing configuration for a more differentiated approach to teaching and learning. We have moved to a staffing model of 13

			elementary level was very low as compared to the status scores at that level. The Middle School math scores are low in status and growth.				students in a class for literacy and math instruction. In this way, we can target instruction based on the data and differentiate for individual needs. 2. Targeted Professional Development for staff - our work plan goals include: • I can make use of enactive, iconic and symbolic representations to support students' conceptual understanding I can use blended learning tools to personalize learning.
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						

School Code: 6479   School Name: THE ODYSSEY SCHOOL

	Other PWR Measures				

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

- **Major Improvement Strategy #1:** Third year of a staffing configuration for a more differentiated approach to teaching and learning: We have moved to a staffing model of 13 students in a class for literacy and math instruction. In this way, we can target instruction based on the data and differentiate for individual needs. **Root Cause(s) Addressed:** The balance between writing practices in and out of the expedition makes writing routines a challenge. When looking at writing plans, there was not enough attention paid to the on-demand expectations of writing. We have not been using strong enough models of writing, aligned to the CCSS, to help guide instruction. We are learning that our students have writing skills but are producing less than expected at their level.
- There was a lack of strong formative, sustainable and efficient interim assessments in writing as the standards and assessments are performance in nature and harder to assess quickly and effectively. We did not have any strong interim assessments to help drive instruction or monitor growth.
- We are still testing theories and structures for supporting different rates of learning skill standards in math. We were piloting a menu (a set of targets with aligned resources and support for students to access at their pace) approach to math last year and the pacing was too slow. It is a challenge for teachers to instruct in such a way that allows for students to learn at different rates, to pace the content in a way to ensure that all kids master the grade level content by testing time and to provide opportunities to accelerate individual learning to meet a variety of needs. The skill gap is great in math – the CCSS are almost a year ahead of the curriculum we have been using. We also believe that there is a knowledge gap among the teachers with regard to how to instruct and facilitate conceptual understanding.

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☐ School Improvement Support Grant

☐ READ Act Requirements   X Other: Requirement by state and District

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Support new hires in EL Practices	Maintain	Maintain	Instructional Coach	No additional dollars needed	On-going observations on performance – 6 formal observations throughout the year by the Director against the teacher performance criteria and weekly	On-going

School Code: 6479   School Name: THE ODYSSEY SCHOOL

					observations during a coaching cycle (2-3 cycles/year) with the Instructional Coach Fall, Winter and Spring Student growth data analysis	
Monitor grouping strategies to leverage small group instruction	Maintain	Maintain	Instructional coach and lead teacher	No additional dollars needed	On-going observations on performance – 6 formal observations throughout the year by the Director for new hires and 4 – 6 formal observations for the rest of the staff against the teacher performance criteria. Weekly observations during a coaching cycle (2-3 cycles/year) with the Instructional Coach Fall, Winter and Spring Student growth data analysis RTI support and documentation in JumpRope	On-going
Monitor pacing of standards and writing products	Maintain	Maintain	Instructional coach and Lead Teachers	No additional dollars needed	Monitor scope and sequence plans	On-going

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

School Code: 6479   School Name: THE ODYSSEY SCHOOL

Major Improvement Strategy #2: Targeted Professional Development for staff - our work plan goals include:

- I can make use of enactive, iconic and symbolic representations to support students' conceptual understanding
- I can use blended learning tools to personalize learning.

Root Cause(s) Addressed:

We are still testing theories and structures for supporting different rates of learning skill standards in math. We were piloting a menu (a set of targets with aligned resources and support for students to access at their pace) approach to math last year and the pacing was too slow. It is a challenge for teachers to instruct in such a way that allows for students to learn at different rates, to pace the content in a way to ensure that all kids master the grade level content by testing time and to provide opportunities to accelerate individual learning to meet a variety of needs. The skill gap is great in math – the CCSS are almost a year ahead of the curriculum we have been using. We also believe that there is a knowledge gap among the teachers with regard to how to instruct and facilitate conceptual understanding.

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☐ School Improvement Support Grant

☐ READ Act Requirements   X Other: Requirement by state and District

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Research and select math consultants for PD	Summer	Summer	Instructional coach and director		STAR, Classroom Assessments	Completed
Creation of year-long work plan with adult learning targets, assessments, and timelines.	Maintain	Maintain	Instructional leadership		Summer ILT meetings in preparation for Teacher Summer Institute	completed
Staff training in enactive, iconic and symbolic representation	Instructional Coach and Director	Instructional Coach and Director	All staff, coach and diretor		Summer Institute, ongoing video conferences and labs. Evaluation/feedback on surveys Observations on use of the different phases of conceptual understanding	On-going

School Code: 6479   School Name: THE ODYSSEY SCHOOL

Set student growth goals to drive instruction and monitor growth to meeting the CCSS	Fall	Maintain	Instructional Coach, Director, Teachers		Interim Assessment windows every 12 weeks	In progress/on-going

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

School Code: 6479   School Name: THE ODYSSEY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Major Improvement Strategy #3: Menu Learning Targets ELA

- I can describe **how** students develop understanding and skills in writing.
- I can develop a toolbox of instructional tools to support writers.
- I can craft scaffolding plans or a series of lessons plans that include high leverage tools.

Root Cause(s) Addressed:

1. The balance between writing practices in and out of the expedition makes writing routines a challenge. When looking at writing plans, there was not enough attention paid to the on-demand expectations of writing. We have not been using strong enough models of writing, aligned to the CCSS, to help guide instruction. We are learning that our students have writing skills but are producing less than expected at their level.

2. There was a lack of strong formative, sustainable and efficient interim assessments in writing as the standards and assessments are performance in nature and harder to assess quickly and effectively. We did not have any strong interim assessments to help drive instruction or monitor growth.

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

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ READ Act Requirements X Other: Requirement by state and District

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Research and select ELA consultants for PD	Summer	Maintain	Instructional Coach and Director			Completed
Creation of year-long work plan with adult learning targets, assessments, and timelines.	Summer	Maintain	Instructional Leadership Team		Summer ILT meetings in preparation for Teacher Summer Institute	Completed
Staff training in what accomplished writing looks like K-8 followed by targets listed above.	All Year	Maintain	All Staff, Coach and Director		Summer Institute, ongoing book study feedback and reflections High Quality Work Protocol with EL K-5 Benchmark scores	On-going

School Code: 6479   School Name: THE ODYSSEY SCHOOL

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Coaching and support in implementation of CCSS	All Year	Maintain	Instructional Coach and EL school designer	$11,300 for the contract with Expeditionary Learning	Plans and observations for writing products in and out of the Expeditions	On-goiong
Set student growth goals to drive instruction and monitor growth to meeting the CCSS	Fall	Maintain	Instructional coach, director, teachers		Interim assessment windows every 12 weeks	In Progress/on-going

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

School Code: 6479   School Name: THE ODYSSEY SCHOOL