

Odyssey Charter Elementary School - Event 7 Status Check

School Goal - Inquiry Area 1 - Student Success

Odyssey Charter Elementary students will demonstrate increased achievement and growth in Mathematics as measured by the Spring 2022 SBAC assessment:
 40% of students will be proficient in Math which is an increase of 6.7%
 39% of students will meet their annual growth target (AGP), an increase of 3.7%
 20% of Opportunity Gap students will meet their annual growth target (AGP), an increase of 7.5%

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
Utilize a Math Strategist to provide Tier II direct instruction for the students and instructional coaching for the teachers.	Students working with the Math Strategist will receive an extra hour of targeted instruction in a small group format every week. These students will show larger than avg. growth on progress monitoring measures.	Strong	<p>A second math strategist has been hired to provide additional Tier II instruction for students. Math strategists analyzed Winter MAP assessments to identify students who need additional instruction and determine students' needs. Online and in-person intervention groups are scheduled daily.</p> <p>The math strategist is also providing and instructional coaching for teachers. Strategists meet regularly with grade levels for informal collaboration about students' instructional needs and progress. Strategists are learning about the curriculum and building relationships with teachers to identify their needs for instructional coaching and professional learning.</p>	Next, teachers will learn more about using MAP assessments to set goals with students. We will also continue discussing options for how to best monitor students' progress.	Staff need to decide what tool will be most useful in helping teachers frequently monitor students' progress (e.g., i-Ready, MAP Accelerator (3-5); How to best schedule regular, formative assessments during the limited face-to-face time will also be discussed.

School Goal - Inquiry Area 2 - Adult Learning Culture

By the end of the school year, 70% of teachers will indicate the use of critical thinking activities in online lessons and on-campus instruction.

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
Create and facilitate targeted adult learning opportunities centered on critical thinking supported by coaching and opportunities for reflection/evaluation.	Create a working definition of "critical thinking" and "critical thinking activity." Staff will develop examples of critical thinking activities that represent a variety of grade levels and subjects.	Strong	A common definition of critical thinking has been developed among staff. Three teachers attended the critical thinking class that was offered by the Professional Development Department in the fall.	Additional staff members are signed up to take the critical thinking class in the spring. Staff will work to gather examples of critical thinking from the schoolwide curriculum to discuss.	Staff need to investigate ways to provide additional enrichment opportunities and higher order thinking tasks to all students.

School Goal - Inquiry Area 3 - Connectedness

Individualized, meaningful communication and feedback will occur between teachers and students, both face-to-face and online.

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
All staff (Teachers, Strategists, Social Workers, Counselors, Administrators, and Support Staff) will provide and document examples of individualized, meaningful communication and feedback, whether in the academic or social/emotional realm.	The percentage of respondents on the school satisfaction survey will increase. Feedback will lend itself to continued work on accreditation goals of connecting school to students and students to other students.	Strong	<p>Instructional staff communication multiple times each week with family/students. This communication is shared with the social worker, administrator, teachers, strategists and support staff. Access to prior communication gives more context when providing students with academic and social/emotional support.</p> <p>Social/emotional needs, including trauma-informed decision making and suicide support, have been discussed during staff meetings. Teachers are building stronger understandings of what students may be going through.</p>	<p>Data from the school satisfaction survey will be collected and analyzed to make data-informed decisions about next steps.</p> <p>Staff will continue to review our practice of providing meaningful feedback to students on assignments and school related interactions.</p>	Staff will discuss how to implement a structured protocol to develop shared goals with students and families. Strategists will be needed to help teachers organize data, write goals, and develop a level of family engagement that is focused on academic progress and outcomes.