

Expeditionary Learning Schools

Work Plan 2009-2010

The Odyssey School

Long-term Learning Target <i>(Aligned with Core Practices)</i>	Supporting Targets	Data Points: Assessment <i>Tools to track and evaluate progress (Accountable Parties)</i>	Structures <i>Which serve to support and hold staff accountable</i>	Smart Goals <i>Specific + strategic, measurable, attainable, results-oriented, time-bound</i>
<p>I can use my knowledge about my students and assessment FOR learning practices to match writing instruction to my students' needs.</p>	<p>I use the new writing continuum to name clear writing targets when planning learning experiences for my students.</p> <p><i>If we use a school-wide writing continuum in our planning and teaching, students will gain proficiency in writing over time.</i></p>	<p>Assessment plans - they will have specific outcomes for writing targets.</p> <p>Look at rubrics and written feedback to students that attend to specific writing traits.</p> <p>LEO documentation</p> <ul style="list-style-type: none"> ◦ Weaving both long term and supporting learning targets into the lesson design 	<ul style="list-style-type: none"> • Coaches support the planning of writing targets within and outside of expeditions. • Collecting Assessment Plans in Advance of Investigation with feedback from Exec. Director and School Designers on quality of targets and assessment plans. • Look in LEO for evidence of writing targets in their planning – Marcia and School Designers 	<p>All students will be proficient in writing as measured by CSAP, MAP and classroom assessments.</p> <p><u>Smart Growth Goal for Writing:</u> Current Reality: 75% of students are proficient or advanced at Odyssey.</p> <p>Odyssey will have 80% of students proficient or above in writing as measured by CSAP, MAP and progress reports.</p> <p>(Goal for 2011 is 85% as stated in goals for funders.)</p>
	<p>I can use appropriate intervention strategies for targeted writing instruction.</p> <ul style="list-style-type: none"> ◦ This means I can instruct to and support students in practicing writing skills identified in the learning target. ◦ This means I can look at student work to determine if an intervention is required. <p><i>If we apply what we've learned about intervention strategies to writing instruction, students will gain proficiency in writing over time.</i></p>	<ul style="list-style-type: none"> ◦ Literacy ILPs - percentage of change and growth – need to create tracking system ◦ Scaffolding sections name multiple strategies for interventions. 	<ul style="list-style-type: none"> • Walkthrough Routines • Check points on my calendar to help remind teachers to document in ILPs and communicate with parents • Scheduled team meetings (note taking structures) • Look in LEO for stated routines to get at small group, mini-lessons and conferring times. • Patrick and Barbara as part of the planning process • Coaching 	

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	<p>I adjust learning experience plans, lesson designs and use of instructional practices in response to trends found in data.</p> <ul style="list-style-type: none"> ◦ This means I can establish lesson routines that allow me to offer one-on-one conferring and small group instruction while making good use of time for the other students. 	<p>MAPS, CSAP, DRA data, FAST data, Classroom assessments</p> <hr/> <p>On-going tracking system (needs to be developed)</p> <hr/> <p>Literacy Team data from whole school writing assessment pilot.</p>	<ul style="list-style-type: none"> ◦ Looking analytically at student work in PD to determine students' strengths and needs related to learning targets ◦ Provide time in PD to look at data to inform Learning Experiences - data needs to come to the staff in a reasonable, digestible nugget. ◦ Revised learning targets in LEO ◦ Literacy Team pilot 	
	<p>I have systems/structures and routines that have students self assess, to set goals and monitor their progress over time.</p>	<p>Student self assessment tools within portfolios (need to develop)</p> <hr/> <p>Student-led conferences – tool to use in conferences.</p> <hr/> <p>Student interviews (needs to be developed – get tool from Renaissance)</p>	<ul style="list-style-type: none"> • Coaching structure – help to develop the self – assessment tools. • Portfolio checks - Marcia • Look for evidence of self-assessment opportunities in their assessment plan. • Team meetings can support the sharing of self – assessment tools • Walk-thru – ask kids - lunch 	
	<p>I can provide clear descriptive feedback in support of the writing targets, both orally and in writing. This means that I narrow the focus of my descriptive feedback to the writing targets being addressed.</p>	<p>Student work over time</p> <ul style="list-style-type: none"> ◦ Model reading and making use of written feedback for students <hr/> <p>Anecdotal conferring notes</p> <ul style="list-style-type: none"> ◦ Conferring with students to help them understand written feedback and use it to plan next steps 	<ul style="list-style-type: none"> • Coaching structure • PD – look at student work to see how well students used the feedback 	