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Odyssey Charter School

1755 ELDRON BLVD SE, Palm Bay, FL 32909

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Odyssey Charter School is to work in partnership with the family and community, with the aim of helping each child reach full potential in all areas of life. We seek to educate the whole child with the understanding that each person must achieve a balance of intellectual, emotional, physical, spiritual, and social skills as a foundation for life.

Provide the school's vision statement.

The vision of Odyssey Charter School is to create a school committed to academic excellence and the education of the whole child. We achieve this by providing quality accessible Montessori-based and classical education using research-based programs that develop healthy classroom and school communities. The school's aim is to prepare children to reach their full potential while playing a responsible role in protecting the global environment and fostering peace and harmony within our school and community.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|------------------|---------------------|--|
| Nolder, Wendi | Principal | <p>Uphold mission/vision; create, develop, implement curriculum, goals and objectives; manage charter school budget; direct public relations/publicity to recruit/enroll students; prepare registration materials, organize classes, create/maintain student schedules; prepare/monitor summer programs; maintain safe learning environment; arrange critical incident/evacuation drills; manage school policies, including student code of conduct; interview/hire/ discharge faculty and directly supervise instructional and support staff; hold regular faculty meetings; conduct staff observations and teacher evaluations as required by FL law; ensure compliance with certification, ESOL, ESE and lesson planning; assure professional development takes place; attend charter school events; supervise fundraising and events; work with community to develop partnerships; manage internal accounts; prepare for audit; supervise student evaluations; provide written academic year-end reports on accomplishments and make recommendations</p> |
| Berg, Deb | Assistant Principal | <p>Supervise students; maintain safe/orderly environment; support mission/ vision; implement curriculum; build culture of trust; monitor implementation of Montessori/other unique programs; evaluate teachers; provide assistance with PD; assist teachers in interpreting/implementing curriculum and program; assist teachers in organization of classrooms for effective learning; assist principal in planning/carrying out staff/parent meetings; assist in preparation of reports; complete special assignments; implement and schedule standardized testing; assume responsibility for building in Principal's absence; coordinate research related to curriculum development; establish/maintain system of school-wide textbook accountability; schedule/ plan inservice programs and prepare required reports; serve as advisor/ consultant to probationary teachers; coordinate grade placement/grouping of children; maintain high visibility within all areas of facility; supervise students to maintain safe/orderly environment; provide outstanding customer service; use positive interpersonal communication skills; ensure compliance with OCS mission and vision.</p> |
| Guevara, Michael | Assistant Principal | <p>Supervise students; maintain safe/orderly environment; support mission/ vision; implement curriculum; build culture of trust; monitor implementation of Montessori/other unique programs; evaluate teachers; provide assistance with PD; assist teachers in interpreting/implementing curriculum and program; assist teachers in organization of classrooms for effective learning; assist principal in planning/carrying out staff/parent meetings; assist in preparation of reports; complete special assignments; implement and schedule standardized testing; assume responsibility for building in Principal's absence; coordinate research related to curriculum development; establish/maintain system of school-wide textbook accountability; schedule/ plan inservice programs and prepare required reports; serve as advisor/ consultant to probationary teachers; coordinate grade placement/grouping of children; maintain high visibility within all areas of facility; supervise students to maintain safe/orderly environment; provide outstanding</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------------|---------------------|--|
| | | customer service; use positive interpersonal communication skills; ensure compliance with OCS mission and vision. |
| Griswell, Brandy | Assistant Principal | Supervise students; maintain safe/orderly environment; support mission/vision; implement curriculum; build culture of trust; monitor implementation of Montessori/other unique programs; evaluate teachers; provide assistance with PD; assist teachers in interpreting/implementing curriculum and program; assist teachers in organization of classrooms for effective learning; assist principal in planning/carrying out staff/parent meetings; assist in preparation of reports; complete special assignments; implement and schedule standardized testing; assume responsibility for building in Principal's absence; coordinate research related to curriculum development; establish/maintain system of school-wide textbook accountability; schedule/plan inservice programs and prepare required reports; serve as advisor/consultant to probationary teachers; coordinate grade placement/grouping of children; maintain high visibility within all areas of facility; supervise students to maintain safe/orderly environment; provide outstanding customer service; use positive interpersonal communication skills; ensure compliance with OCS mission and vision. |
| Senick, Michael | Instructional Coach | Extensive knowledge of effective teaching practices, curriculum and staff development; demonstrate ability to deliver rigorous and appropriate instructional strategies in the classroom; ability to provide appropriate educational environment and experiences based on developmental needs of students, behavioral management techniques; current knowledge of educational trends, methods, research and technology; ability to build cohesive teams, work collaboratively and cooperatively with other departments; ability to collect and analyze data from a variety of sources, evaluate and make recommendations; use effective positive interpersonal communication skills; demonstrate self-discipline and initiative; follow state and OCS, Inc. guidelines; committed to fulfilling mission of OCS, Inc. via Montessori and other school-adopted programs, creating a cohesive mission-driven team; mentor colleagues through conferences, modeling, lesson planning, classroom walk-throughs; work closely with school leadership to guide teachers to continuous improvement; maintain awareness of current research and curricular trends & disseminate information to personnel as appropriate; support teachers in implementing action plans based on student data; analyze student performance data and help develop professional development improvement plans/action plans; take a leadership role in staff meetings to educate staff in Odyssey core and curricular programs; participate in long-range planning; observe and provide feedback to teachers; conduct professional development as needed. |
| Hutchinson, Christina | Instructional Coach | Extensive knowledge of effective teaching practices, curriculum and staff development; demonstrate ability to deliver rigorous and appropriate instructional strategies in the classroom; ability to provide appropriate educational environment and experiences based on developmental needs |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------|---|
| | | <p>of students, behavioral management techniques; current knowledge of educational trends, methods, research and technology; ability to build cohesive teams, work collaboratively and cooperatively with other departments; ability to collect and analyze data from a variety of sources, evaluate and make recommendations; use effective positive interpersonal communication skills; demonstrate self-discipline and initiative; follow state and OCS, Inc. guidelines; committed to fulfilling mission of OCS, Inc. via Montessori and other school-adopted programs, creating a cohesive mission-driven team; mentor colleagues through conferences, modeling, lesson planning, classroom walk-throughs; work closely with school leadership to guide teachers to continuous improvement; maintain awareness of current research and curricular trends & disseminate information to personnel as appropriate; support teachers in implementing action plans based on student data; analyze student performance data and help develop professional development improvement plans/action plans; take a leadership role in staff meetings to educate staff in Odyssey core and curricular programs; participate in long-range planning; observe and provide feedback to teachers; conduct professional development as needed.</p> |
| Kolesnik, Becky | Instructional Coach | <p>Extensive knowledge of effective teaching practices, curriculum and staff development; demonstrate ability to deliver rigorous and appropriate instructional strategies in the classroom; ability to provide appropriate educational environment and experiences based on developmental needs of students, behavioral management techniques; current knowledge of educational trends, methods, research and technology; ability to build cohesive teams, work collaboratively and cooperatively with other departments; ability to collect and analyze data from a variety of sources, evaluate and make recommendations; use effective positive interpersonal communication skills; demonstrate self-discipline and initiative; follow state and OCS, Inc. guidelines; committed to fulfilling mission of OCS, Inc. via Montessori and other school-adopted programs, creating a cohesive mission-driven team; mentor colleagues through conferences, modeling, lesson planning, classroom walk-throughs; work closely with school leadership to guide teachers to continuous improvement; maintain awareness of current research and curricular trends & disseminate information to personnel as appropriate; support teachers in implementing action plans based on student data; analyze student performance data and help develop professional development improvement plans/action plans; take a leadership role in staff meetings to educate staff in Odyssey core and curricular programs; participate in long-range planning; observe and provide feedback to teachers; conduct professional development as needed.</p> |
| Powell, Maxine | Dean | <p>Demonstrate communications skills of listening, oral communication and oral presentation; demonstrate interpersonal skills and abilities; knowledge of human growth and development. Extensive knowledge of curriculum; possess technical knowledge and skills to operate computer, enter data, analyze and process information; evidence of effective decision-making skills and management skills; evidence of enthusiasm, job tolerance,</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <p>initiative and strong work standards for self and others; supervise students on campus including parking lots, cafeteria, restrooms, athletic events, social activities, programs and assemblies; request teacher assistance as needed to ascertain adequate supervision of students; work as an integral part of the guidance department; maintain liaison with city, state, juvenile, federal and legal authorities and the school resource officer (s) assigned to the school (if applicable) and coordinate contact with School Principal; maintain computer comprehensive files on each student requiring disciplinary action with paperwork file as a backup to the computer file; collect, review and analyze data; implement strategies with parents, students and teachers to facilitate student behavior change; investigate and recommend students for suspension and/or expulsion in coordination with the School Principal; complete investigative and due-process procedures to conclude appropriate disciplinary action; supervise non-instructional employees in maintaining, processing and managing all required records for state and/or district audit in required areas; work closely with students, parents and staff to correct discipline problems when they occur; provide guidance to, and instruction for, teachers in the implementation of discipline policies; enforce OCS, Inc. and School District Code of Conduct; participate in the development and implementation of all school practices as a member of the administrative team; assume full responsibility of the school when the School Principal and the Assistant Principal are absent from the building; direct, schedule and provide employees and students school-site safety programs and appropriate drills; follow up incidents completing appropriate paperwork, and make recommendations for change and/or site areas of concern to the School Principal; make presentations to various groups; assist School Principal in developing and maintaining a philosophy of discipline for the school; provide outstanding customer service, and use positive interpersonal communicational skills; make all decisions and perform all tasks in accordance with the Odyssey Charter School, Inc. Organizational Values; ensure compliance with OCS Board rules and applicable federal laws and regulations.</p> |

| | | |
|----------------------|------------------------------------|--|
| <p>Senick, Kayla</p> | <p>Attendance/ Social Work</p> | <p>Provide or obtain counseling services for students and their families; identify special needs of students and families and refer to appropriate resources; prepare and interpret social and developmental histories and assessments; help ensure participation of parents in school conferences affecting their children through home visits, telephone, correspondence, or other means; help ensure parents' understanding of decisions, procedures, and meetings affecting their children; participate in ESE evaluations and staffings as necessary, to help ensure continuity of the educational program, and facilitate parent involvement; provide mediation services to resolve conflicts involving the school and the parents or students; serve as a liaison between the school, parents, and community agencies to coordinate case services; assist in the development of services to address unmet needs of students and their families, when such needs impair students' school adjustment or ability to receive maximum benefit from school experiences; provide consultation to school and community agencies to increase students'</p> |
|----------------------|------------------------------------|--|

| Name | Position Title | Job Duties and Responsibilities |
|---------------|---------------------|--|
| Young, Laurie | Instructional Coach | benefits from the school program; provide and participate in staff development and in-service training programs; participate in special education placement staffing when appropriate; serve as an advocate for parents to help ensure that their wishes and concerns regarding their children are made known to personnel in schools and community agencies; participate in evaluations of the effectiveness of programs and services; serve as a representative for the schools on community or ESE panels, groups, etc. when requested and appropriate; perform other such social work functions related to the school program as appropriate; secure appropriate services for exceptional students referred by school Child Find teams, Exceptional Education leaders, School Psychologists, school personnel, and others. |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School leaders met with various stakeholders, including teachers, staff, parents, and students, to share student assessment data and seek input from all stakeholders in areas of improvement needed. Stakeholders had the opportunity to share verbal and written feedback to school leaders. In addition, the school surveys stakeholders during the school year to seek input and uses that input to assist in developing our School Improvement Plan goals and strategies for achieving those goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school leadership team creates an action plan from our School Improvement Plan goals which includes: each goal, strategies for achieving that goal, individuals responsible for monitoring implementation. The leadership teams meet monthly to review progress and update the action plans. Grade level teams create their own action plans based on the school action plan/School Improvement Plan and review and update progress three times per year.

| Demographic Data | |
|--|-----------------------------|
| 2023-24 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School KG-12 |
| Primary Service Type (per MSID File) | K-12 General Education |

| | |
|--|---|
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 57% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 76% |
| Charter School | Yes |
| RAISE School | No |
| 2021-22 ESSA Identification | ATSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History | 2021-22: B 2019-20: A 2018-19: A 2017-18: B |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 50 | 33 | 25 | 32 | 30 | 29 | 18 | 19 | 13 | 249 |
| One or more suspensions | 4 | 1 | 0 | 2 | 2 | 3 | 95 | 90 | 36 | 233 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 39 | 17 | 10 | 16 | 10 | 16 | 40 | 53 | 31 | 232 |
| Level 1 on statewide Math assessment | 26 | 8 | 3 | 18 | 20 | 21 | 38 | 47 | 26 | 207 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 30 | 11 | 8 | 27 | 21 | 20 | 0 | 0 | 0 | 117 |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 10 | 13 | 15 | 6 | 5 | 1 | 50 |

Using the table above, complete the table below with the number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 2 | 3 | 0 | 5 | 0 | 0 | 1 | 1 | 1 | 13 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 3 |

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 7 | 16 | 10 | 17 | 12 | 11 | 34 | 47 | 38 | 280 |
| One or more suspensions | 2 | 2 | 8 | 10 | 15 | 12 | 35 | 61 | 58 | 295 |
| Course failure in ELA | 0 | 0 | 0 | 4 | 2 | 1 | 4 | 11 | 47 | 114 |
| Course failure in Math | 0 | 0 | 0 | 4 | 7 | 1 | 5 | 6 | 6 | 94 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 4 | 9 | 15 | 21 | 30 | 35 | 197 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 2 | 8 | 11 | 44 | 27 | 37 | 169 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 19 | 28 | 79 |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 1 | 1 | 1 | 7 | 8 | 7 | 33 | 44 | 53 | 252 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 6 | 4 | 8 | 6 | 0 | 0 | 1 | 4 | 24 | 126 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 5 | 16 | 71 |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 7 | 16 | 10 | 17 | 12 | 11 | 34 | 47 | 38 | 192 | |
| One or more suspensions | 2 | 2 | 8 | 10 | 15 | 12 | 35 | 61 | 58 | 203 | |
| Course failure in ELA | 0 | 0 | 0 | 4 | 2 | 1 | 4 | 11 | 47 | 69 | |
| Course failure in Math | 0 | 0 | 0 | 4 | 7 | 1 | 5 | 6 | 6 | 29 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 4 | 9 | 15 | 21 | 30 | 35 | 114 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 2 | 8 | 11 | 44 | 27 | 37 | 129 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 19 | 28 | 76 | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Students with two or more indicators | 1 | 1 | 1 | 7 | 8 | 7 | 33 | 44 | 53 | 155 | |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Retained Students: Current Year | 6 | 4 | 8 | 6 | 0 | 0 | 1 | 4 | 24 | 53 | |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 5 | 16 | 23 | |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2022 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement* | 60 | 64 | 57 | 62 | 65 | 61 |
| ELA Learning Gains | 52 | 56 | 55 | 59 | 58 | 59 |
| ELA Lowest 25th Percentile | 43 | 49 | 46 | 56 | 54 | 54 |
| Math Achievement* | 67 | 66 | 55 | 72 | 67 | 62 |
| Math Learning Gains | 55 | 62 | 60 | 66 | 62 | 59 |
| Math Lowest 25th Percentile | 48 | 57 | 56 | 57 | 59 | 52 |

| Accountability Component | 2022 | | | 2019 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| Science Achievement* | 60 | 63 | 51 | 66 | 62 | 56 |
| Social Studies Achievement* | 81 | 77 | 72 | 88 | 80 | 78 |
| Middle School Acceleration | 48 | | | 46 | | |
| Graduation Rate | 97 | | | 95 | | |
| College and Career Acceleration | 43 | | | 29 | | |
| ELP Progress | 61 | | | 61 | | |

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 60 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 715 |
| Total Components for the Federal Index | 12 |
| Percent Tested | 97 |
| Graduation Rate | 97 |

ESSA Subgroup Data Review (pre-populated)

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 36 | Yes | 1 | |
| ELL | 49 | | | |
| AMI | | | | |
| ASN | 76 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| BLK | 53 | | | |
| HSP | 57 | | | |
| MUL | 57 | | | |
| PAC | | | | |
| WHT | 62 | | | |
| FRL | 57 | | | |

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 | ELP Progress |
| All Students | 60 | 52 | 43 | 67 | 55 | 48 | 60 | 81 | 48 | 97 | 43 | 61 |
| SWD | 27 | 39 | 41 | 37 | 41 | 35 | 31 | 57 | 10 | | | 46 |
| ELL | 45 | 53 | 46 | 54 | 49 | 47 | 31 | 66 | 33 | | | 61 |
| AMI | | | | | | | | | | | | |
| ASN | 92 | 60 | | 92 | 60 | | | | | | | |
| BLK | 50 | 51 | 43 | 58 | 52 | 55 | 47 | 77 | 54 | | | 43 |
| HSP | 56 | 51 | 40 | 65 | 55 | 45 | 53 | 68 | 46 | 100 | 38 | 66 |
| MUL | 61 | 53 | 45 | 69 | 57 | 32 | 61 | 78 | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 65 | 54 | 46 | 73 | 57 | 49 | 68 | 91 | 46 | 95 | 35 | |
| FRL | 54 | 52 | 43 | 60 | 51 | 52 | 56 | 76 | 42 | 95 | 36 | 64 |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| All Students | 64 | 58 | 43 | 71 | 56 | 53 | 64 | 85 | 55 | 96 | 33 | 63 |
| SWD | 27 | 37 | 31 | 43 | 51 | 52 | 30 | 70 | | | | |
| ELL | 46 | 49 | 42 | 56 | 58 | 52 | 44 | 78 | | | | 63 |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| AMI | | | | | | | | | | | | |
| ASN | 90 | | | 100 | | | | | | | | |
| BLK | 53 | 50 | 29 | 59 | 49 | 44 | 46 | 74 | 55 | | | 73 |
| HSP | 56 | 53 | 43 | 62 | 54 | 55 | 60 | 78 | 54 | 100 | 15 | 60 |
| MUL | 68 | 53 | 30 | 76 | 51 | | 86 | 96 | 73 | | | |
| PAC | | | | | | | | | | | | |
| WHT | 72 | 66 | 57 | 79 | 60 | 58 | 69 | 92 | 52 | 91 | 48 | |
| FRL | 56 | 52 | 41 | 64 | 53 | 53 | 55 | 82 | 41 | 94 | 27 | 56 |

| 2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 | ELP Progress |
| All Students | 62 | 59 | 56 | 72 | 66 | 57 | 66 | 88 | 46 | 95 | 29 | 61 |
| SWD | 28 | 52 | 55 | 43 | 60 | 56 | 34 | 68 | | | | |
| ELL | 42 | 56 | 53 | 66 | 61 | 68 | 46 | 83 | | | | 61 |
| AMI | | | | | | | | | | | | |
| ASN | 80 | | | | | | | | | | | |
| BLK | 55 | 61 | 66 | 63 | 58 | 48 | 54 | 87 | 41 | | | 45 |
| HSP | 55 | 57 | 50 | 67 | 65 | 60 | 63 | 75 | 52 | | | 53 |
| MUL | 78 | 60 | | 85 | 70 | 80 | 56 | 91 | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 65 | 57 | 54 | 77 | 69 | 62 | 75 | 94 | 47 | 93 | 23 | 83 |
| FRL | 60 | 58 | 56 | 70 | 65 | 58 | 65 | 88 | 46 | 100 | 38 | 53 |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 10 | 2023 - Spring | 56% | 54% | 2% | 50% | 6% |
| 05 | 2023 - Spring | 72% | 59% | 13% | 54% | 18% |
| 07 | 2023 - Spring | 55% | 53% | 2% | 47% | 8% |
| 08 | 2023 - Spring | 56% | 52% | 4% | 47% | 9% |
| 09 | 2023 - Spring | 59% | 56% | 3% | 48% | 11% |
| 04 | 2023 - Spring | 75% | 61% | 14% | 58% | 17% |
| 06 | 2023 - Spring | 57% | 61% | -4% | 47% | 10% |
| 03 | 2023 - Spring | 66% | 56% | 10% | 50% | 16% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 67% | 67% | 0% | 54% | 13% |
| 07 | 2023 - Spring | 62% | 58% | 4% | 48% | 14% |
| 03 | 2023 - Spring | 74% | 60% | 14% | 59% | 15% |
| 04 | 2023 - Spring | 77% | 61% | 16% | 61% | 16% |
| 08 | 2023 - Spring | 62% | 38% | 24% | 55% | 7% |
| 05 | 2023 - Spring | 71% | 55% | 16% | 55% | 16% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 60% | 48% | 12% | 44% | 16% |
| 05 | 2023 - Spring | 75% | 57% | 18% | 51% | 24% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 69% | 51% | 18% | 50% | 19% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 68% | 50% | 18% | 48% | 20% |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 72% | 61% | 11% | 63% | 9% |

| CIVICS | | | | | | |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 82% | 69% | 13% | 66% | 16% |

| HISTORY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 72% | 62% | 10% | 63% | 9% |

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

OCS ELEM:
 Math Learning Gains (4th/5th grades) 53%
 Math Lowest 25% Learning Gains (4th/5th grades) 41%
 ESE ELA Proficiency (3rd-5th grades) 37%
 ESE Math Proficiency (3rd-5th grades) 32%

We attribute the OCS ELEM learning gains and lowest 25% learning gains in math to 2 things: 1) we implemented a new math curriculum and it took a while for teachers to become comfortable with it; 2) teachers did not get to differentiated small group instruction as early in the school year and as consistently as needed.

Our greatest areas of concern is the performance of our Exceptional Education Students. Although this subgroup of students has made growth from year to year, their proficiency in ELA is 33% (3rd grade) and 15% (5th grade); and proficiency in Math is 40% (3rd grade), 38% (4th grade) and 15% (5th grade).

Our OCS ELEM ESE ELA and Math proficiency scores are not as high as we would like to see and we believe there are a few reasons: 1) we need to ensure that all teachers see ESE students as their students (not just ESE teachers); 2) we need to ensure that interventions/small group instruction for our ESE students is not duplicated (by ESE teacher and interventionist) but have a clear strategy for filling student gaps.

OCS Jr/Sr High:

ELA Proficiency (6th-10th grades) 55%
ELA Learning Gains (6th-10th grades) 48%
ELA Lowest 25% Learning Gains (6th-10th grades) 36%

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

OCS ELEM:

Math Lowest 25% Learning Gains (4th/5th grades) decreased from 44% to 41% from the prior year. Although teachers did implement small group instruction to help differentiate for student needs, they did so inconsistently and some did not do so until midyear data was released.

OCS Jr/Sr High:

Math proficiency dropped from 75% to 65% in grades 6-10.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

N/A - The school consistently exceeds the state average in all areas.

Which data component showed the most improvement? What new actions did your school take in this area?

OCS ELEM:

Our 5th grade Science data showed the most improvement, increasing from 60-75%. The school implemented a structured format for planning, modeling, teaching, assessing, and remediating in 5th grade science that was effective and we will continue to implement and improve this process.

OCS Jr/Sr:

Math Lowest 25% went up 6% - Comprehensive intervention plan for mathematics with numerous qualified interventionists

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

OCS Jr/Sr High:

GPA - 108 have a cum GPA of less than 2.0 in grades 9-12

Chronic Absences - 124 students (S1) and 81 students (S2) were at school less than 90% of the time

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

OCS ELEM:

- 1) Instructional Practice Specifically Related to Differentiation: Math Learning Gains
- 2) Instructional Practice Specifically Related to Differentiation: Math Lowest 25% Learning Gains
- 3) ESSA Subgroups Specifically Related to Students with Disabilities: ESE Proficiency (ELA and Math)
- 4) Instructional Practice Specifically Related to Science: Science Proficiency (maintaining)
- 5) Instructional Practice Specifically Related to Differentiation: Math and ELA Proficiency (maintaining)

OCS Jr/Sr:

- 1) GPA (Grading Practices)
- 2) 10th ELA Passage (Proficiency, Learning Gains)
- 3) Teacher Efficacy
- 4) ESE and ESOL Proficiency
- 5) Parent Communication

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

OCS ELEM:

The school worked diligently this year to build and maintain a positive culture and family-like environment for ALL stakeholders due to low teacher retention in the prior school year (2021-2022). This year (2022-2023), we only lost 9 of our teachers, maintaining 88% of our teaching staff (exceeding our goal of retaining 75% of our teachers). Our results were very positive and we intend to continue building and maintaining our positive culture.

OCS Charter School Jr/Sr High:

Odyssey Charter School Jr/Sr High lost approximately 32% of our teachers this year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

OCS ELEM:

In June 2024, the school will retain 80% or more of its teachers for the 2024-2025 school year.

OCS Jr/Sr High

In June 2024, the school will retain 80% or more of its teachers for the 2024-2025 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

OCS ELEM and Odyssey Charter School Jr/Sr High:

The school leadership teams hold weekly meetings (Leadership Team meetings and Team Lead meetings) related to teacher needs and concerns.

School leaders and instructional coaches will be visible across campus throughout the school day.

School leaders and instructional coaches will touch base daily with teachers to ensure we are making connections; any concerns are reported in our Leadership meetings or Team Lead meetings so that we can connect with those individuals one-on-one.

Team Leads work with their teams to build rapport and trusting relationships and will continue to meet with teams weekly and be available for any needs.

Administrators will be present during collaborative planning to provide support and encouragement and be available for teachers/staff.

Person responsible for monitoring outcome:

Wendi Nolder (nolderw@odysseycharterschool.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Provide teacher bonus structure based on years of experience and retention (ESSER/Millage);

Implement Positive Discipline in the Classroom as a schoolwide classroom management program;

Hire Instructional Coaches (T1) to support teachers during planning and model effective instructional strategies;

Hire New Teacher Mentor (ESSER) to support new teachers;

Offer Gas Stipend (T1) for teachers traveling over 25 miles one way to school;

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Bartels and Jackson in Meaning-Centered Leadership (2021), open communication with active listening is essential to building strong relationships and higher engagement of employees. Research supports the Positive Discipline model, that is based on building mutually respectful relationships at home, at school and in the community. Positive Discipline teaches educators and students the skills needed to create healthy interpersonal connections (McVittie, 2003). Empirical research demonstrates that higher salaries improve productivity in various occupational settings. Although it is not the main reason teachers go into the field, they do respond positively to increases in wages. Salaries have been proven for the recruitment and retention of teachers and help ensure they feel valued and motivated (Fullard, 2021). Instructional Coaches (T) help teachers improve teaching practice in collaborative planning sessions with the grade level team (Dynamic Learning Project pilot).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Work with GA and OCS Board on developing a plan to increase teacher base pay/provide bonus structure

Person Responsible: Wendi Nolder (nolderw@odysseycharterschool.com)

By When: December 2023

Work with GA and OCS Board on developing a gas stipend for teachers traveling over 25 miles one way to school

Person Responsible: Wendi Nolder (nolderw@odysseycharterschool.com)

By When: August 2023

Work with Dean and Guidance team, along with GA and Lead Mentor Teacher, to develop and train on Positive Discipline in the Classroom monthly; conduct classroom walkthroughs to verify implementation and provide explicit feedback to teachers

Odyssey Charter School Jr/Sr High

Administration will work with Dean and Guidance to conduct focused walkthroughs on classroom management.

Person Responsible: Mike Davis (davism@odysseycharterschool.com)

By When: Monthly, throughout the 2023-2024 school year

Admin will calendar grade level meetings and plan on attending 3 per week.

Person Responsible: Wendi Nolder (nolderw@odysseycharterschool.com)

By When: Weekly throughout the school year

Team Lead will summarize notes delivered to teams (of information shared at Team Lead meeting) and will copy administration on notes summary to team via email.

Person Responsible: Wendi Nolder (nolderw@odysseycharterschool.com)

By When: Weekly throughout the school year

Odyssey Charter School Jr/Sr High

Implementation with fidelity of mentoring program to assist new hires.

Person Responsible: Alexis Burke (burkea@odysseycharterschool.com)

By When: August 2023 and throughout the year.

Odyssey Charter School Jr/Sr High

Implementation with fidelity of mentoring program to assist new hires.

Person Responsible: Alexis Burke (burkea@odysseycharterschool.com)

By When: August 2023 and throughout the year.

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

OCS ELEM:

Our 5th grade ELA gifted student learning gains were 64% and only 29% of our Level 5 students maintained a Level 5 on the F.A.S.T. PM3 in ELA. In addition, our gifted student learning gains for 5th grade Math were 66% and only 57% of our 4th and 5th grade students maintained a Level 5 score on the F.A.S.T. PM3 in Math.

OCS Jr/Sr High:

Our gifted student learning gains for 6th- 9th grades ELA were 72% and only 52% of our Level 5 students maintained a Level 5 in ELA.

In addition, our gifted student learning gains for 6th grade Math were 41% and only 44% of our 6th and 7th grade students maintained a Level 5 score in Math. Only 53% of the students that completed Algebra 1 maintained a level 5 and 28% of gifted students that completed Geometry achieved learning gains.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

OCS ELEM:

By May 2024, 80% of our gifted student in 4th and 5th grades will demonstrate a learning gain, and 80% of our Level 5 students will maintain a Level 5 on F.A.S.T. PM3 in both Math and ELA.

OCS Jr/Sr High:

By May 2024, our gifted student learning gains for 6th- 9th grades ELA will be 80% and 80% of our Level 5 students maintained will Level 5 in ELA.

In addition, our gifted student learning gains for 6th grade Math will be 70% and 80% of our 6th and 7th grade students will maintain a Level 5 score in Math. Only 70% of the students that complete Algebra 1 will maintain a level 5 and 70% of gifted students that completed Geometry achieved learning gains.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

OCS ELEM:

Tracking and monitoring of student performance, ongoing observation of teaching practices, and the provision of additional training, coaching, and support for teachers to be facilitated by the Assistant Principal and Instructional Coaches.

OCS Jr/Sr High:

Tracking and monitoring of student performance, ongoing observation of teaching practices, and the provision of additional training, coaching, and support for teachers to be facilitated by the Assistant Principal and Instructional Coaches.

Person responsible for monitoring outcome:

Deb Berg (bergd@odysseycharterschool.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

OCS ELEM:

Implementation of a comprehensive acceleration plan that includes focused classroom small group acceleration.

OCS Jr/Sr High:

implemented for this Area of Focus

Using student data to group and implement acceleration and differentiation that includes high leverage instructional strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

OCS ELEM:

PBL research suggests that by having students learn through the experience of solving problems they can learn content /thinking strategies. Goals include helping students develop flexible knowledge, problem-solving skills, SDL skills, collaboration skills, and intrinsic motivation.

Based on DuFour's PLC Model/results-oriented thinking, "In a PLC the focus is not on what one intends to do but, rather, the results. There must be an ongoing assessment of programs and initiatives in the school, and common formative assessments are vital." (Jessie in The Elements of a Professional Learning Community).

OCS Jr/Sr High:

Based on DuFour's Professional Learning Community Model and results-oriented thinking, "In a PLC the focus is not on what one intends to do but, rather, the results of actions. There must be an ongoing assessment of programs and initiatives in the school, and common formative assessments are vital." (Jessie in The Elements of a Professional Learning Community).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Train teachers to implement Project-Based Learning K-5 (from SAVVAS math curriculum).

Person Responsible: Michael Senick (senickm@odysseycharterschool.com)

By When: Throughout the school year

Administration and Instructional Coaches (T1) will conduct focused classroom walkthroughs during direct instruction (looking for acceleration and Project-Based Learning) and small group/acceleration to verify fidelity and quality of instruction, implementation, and acceleration curriculum.

Person Responsible: Wendi Nolder (nolderw@odysseycharterschool.com)

By When: Throughout the school year

- Develop an acceleration plan and groups using PM3/BOY data.
- Identify materials that teachers can use to accelerate GATEway students within the general education class.
- CKLA- research units/novels studies
- Track student data within Acceleration block.
- Train teachers on gifted characteristics.
- Train teachers on how to accelerate and enrich students that are on grade level.
- Train teachers on gifted characteristics in order to identify and meet high achieving student needs.
- Train teachers on how to differentiate, accelerate and enrich students that are on grade level and have mastered content and standards.

- Develop differentiated groups using 22.23 PM3/BOY data
- Monitor instructional periods to ensure differentiation is taking place.
- Offer a Lead Tech Honors Class to support and conference with Gifted students in order to discuss progress and data and set new student goals.
- Revisit and analyze PM2 student data.

Person Responsible: Mike Davis (davism@odysseycharterschool.com)

By When: Beginning in August of 2023 and on going throughout the year.

- Train teachers on gifted characteristics in order to identify and meet high achieving student needs.
- Train teachers on how to differentiate, accelerate and enrich students that are on grade level and have mastered content and standards.
- Develop differentiated groups using 22.23 PM3/BOY data
- Monitor instructional periods to ensure differentiation is taking place.
- Revisit and analyze PM2 student data.

Person Responsible: Wendi Nolder (nolderw@odysseycharterschool.com)

By When: Throughout the school year

#3. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

OCS Jr/Sr:

Our ELA and Math learning gains and lowest 25% learning gains are not adequate. Our ELA learning gains were 48% and 36% for our lowest 25%. Our Math Learning gains were 60% and our Lowest 25% were 59%.

The Civics Proficiency dropped from 92% to 82% in 2023.

In addition, overall ELA Learning Gains stayed the same and ELA Lowest 25% Learning Gains went down 1% (52% and 42% in 2023).

In addition, overall Math Learning Gains and Math Lowest 25% Learning Gains increased 3% and 6% respectively (58% and 54% in 2023).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, 62% (58% in 2023) of our students in grades 4-10 and 60% (54% in 2023) of our students in the Lowest 25% will demonstrate a learning gain in Math as measured by the Spring Math F.A.S.T. PM3.

By May 2024, 62% (52% in 2023) of our students in grades 4-10 and 62% (42% in 2023) of our students in the Lowest 25% will demonstrate a learning gain in ELA as measured by the Spring ELA F.A.S.T. PM3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Every two weeks, the MTSS teams meet to discuss supports needed for specific students and/or outcomes for supports. The MTSS Coordinator (Irving) will gather the data from the different teams. A member of the administrative team will attend each MTSS meeting to facilitate.

Person responsible for monitoring outcome:

Alexis Burke (burkea@odysseycharterschool.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Math and ELA Intervention

- 1) Intensive class
- 2) Pull-out intensive
- 3) Small group within the classroom
- 4) Tutoring and Success Saturday
- 5) Zero period (ELA)
- 6) Hiring Interventionist for support

Science and Civics Intervention

- 1) Pull-out intensive
- 2) Small group within the classroom
- 3) Tutoring and Success Saturday
- 4) Hiring interventionist for support

(See Intervention Plan and Department Action Plans)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research has found that specific, targeted, and data driven intervention offers the potential to create systemic change that yields markedly improved academic and social outcomes for all learners.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

OCS ELEM:

Based on our SSA data over the past 6 years, our Science Proficiency has been decreasing by several points each year, with the exception of the 2018-2019 school year. This year, 2022-2023, we were able to increase our proficiency.

OCS JR/SR High

Based on our State assessment data our Science Proficiency has been below the target goal of 62% each year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

OCS ELEM:

By May 2023, 70% of our students in grades 5 will demonstrate proficiency in Science as measured by the Spring SSA.

OCS Jr/Sr HIGH:

By May 2023, 64% of our students in grades 8 and Biology will demonstrate proficiency in Science as measured by the Spring SSA and Biology EOC.

By May 2023, 65% of our students in grades 5, 8 and Biology will demonstrate proficiency in Science as measured by the Spring SSA and Biology EOC.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will complete a science BOY assessment to determine proficiency at the beginning of the school year. Students will be assessed after each science unit and students who are not proficient in the content will participate in small group intervention for reteach opportunities in order to reach proficiency.

OCS Jr/Sr High

Students will complete a science BOY assessment to determine proficiency at the beginning of the school year. Students will be assessed after each science unit and students who are not proficient in the content will participate in Success Saturday School for reteach opportunities in order to reach proficiency.

Person responsible for monitoring outcome:

Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will be trained to display and reference clear lesson objectives for each science lesson (throughout their lesson). Teachers will check for understanding throughout their lesson. Teachers will implement Student Interactive Notebooks for students to interact with their learning and have to use as a study guide. Teachers will provide opportunities for students to work together in pairs and small groups for hands-on science labs. Teachers will implement gatekeeper vocabulary strategies from the National Center for Urban School Transformation (NCUST).

Odyssey Charter School Jr/Sr High

Teachers will be trained to display and reference clear lesson objectives for each science lesson (throughout their lesson). Teachers will check for understanding throughout their lesson. Teachers will implement AVID focused note-taking strategies for students. Teachers will provide opportunities for students to work together in pairs and small groups for hands-on science labs. Teachers will implement gatekeeper vocabulary strategies from (NCUST).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

OCS Elementary:

According to Hattie, Response to Intervention has a 1.29 effect size. This means when a comprehensive intervention plan is implemented effectively, students have an opportunity to make over a years worth of growth. Based on DuFour's Professional Learning Community Model and results-oriented thinking, "In a PLC the focus is not on what one intends to do but, rather, the results of actions. There must be an ongoing assessment of programs and initiatives in the school, and common formative assessments are vital." (Jessie in The Elements of a Professional Learning Community).

Odyssey Charter School Jr/Sr High:

Based on DuFour's Professional Learning Community Model and results-oriented thinking, "In a PLC the focus is not on what one intends to do but, rather, the results of actions. There must be an ongoing assessment of programs and initiatives in the school, and common formative assessments are vital." (Jessie in The Elements of a Professional Learning Community). Science Interventionist will provide targeted data-driven instruction in small groups.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide training in effective and efficient use of SAVVAS Science curriculum for all teachers (Lane, Hutchinson)

Person Responsible: Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

By When: August 2023

Frontload science instruction on Einstein Fridays, followed by hands-on science lessons and writing in science for 5th grade

Person Responsible: Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

By When: Throughout the school year

Train on and implement Science Interactive Student Notebooks for grades 3-5 (OCS ELEM)

Person Responsible: Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

By When: Fall 2023

Implement garden and nutrition lessons with an emphasis on vocabulary in 1st, 2nd, and 3rd grades

Odyssey Charter School Jr/Sr High

Implement STEM and environmental science courses with an emphasis on academic vocabulary in

grades 6th-12th.

Implement Science Research course to provide hands on learning opportunities for students.

Person Responsible: Wendi Nolder (nolderw@odysseycharterschool.com)

By When: Throughout the school year

Include Gizmos and Generation Genius programs to support science instruction and student engagement

Person Responsible: Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

By When: Throughout the school year

Media Coordinator will teach Greek/Latin roots to 3rd-5th grades during their media time.

Person Responsible: Wendi Nolder (nolderw@odysseycharterschool.com)

By When: Throughout the school year

Using the NCUST book chapter 6 (T1) teachers will be trained in implementing Gateway Vocabulary strategies to improve students content vocabulary.

Person Responsible: Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

By When: October 31, 2023

Odyssey Jr/Sr High

- Targeted walkthroughs with NCUST and FCPCS tools and immediate feedback
- Weekly Collaborative planning sessions

Person Responsible: Alexis Burke (burkea@odysseycharterschool.com)

By When: September 2023, throughout the year.

Odyssey Charter School Jr/Sr High

Train and implement AVID focused note-taking strategies for grade 6th-12th

Person Responsible: Brandy Griswell (griswellb@odysseycharterschool.com)

By When: August 2023

Odyssey Charter School Jr/Sr High

Implement STEM and environmental science courses with an emphasis on academic vocabulary in grades 6th-12th.

Implement Science Research course to provide hands on learning opportunities for students.

Person Responsible: Michael Guevara (guevaram@odysseycharterschool.com)

By When: August 2023

#5. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA proficiency was 60% on F.A.S.T. ELA PM3, learning gains were 52% on 2023 F.A.S.T. PM3 and lowest 25% proficiency was 42% on 2023 F.A.S.T. ELA PM3 assessment. ESE proficiency was 31% and ESOL proficiency was 20% on 2023 F.A.S.T. ELA PM3.

OCS Jr/Sr:

ELA proficiency was 55% on F.A.S.T. ELA PM3, learning gains were 48% on 2023 F.A.S.T. PM3 and lowest 25% proficiency was 36% on 2023 F.A.S.T. ELA PM3 assessment. ESE proficiency was 32% and ESOL proficiency was 16% on 2023 F.A.S.T. ELA PM3.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

OCS Jr/Sr High:

Odyssey Charter School will increase ELA proficiency to 62% on 2024 F.A.S.T. ELA PM3, increase ELA learning gains to 62%, and increase the learning gains of students in the lowest 25th percentile from 62% on 2024 F.A.S.T. PM3. ELA learning proficiency of ESE students will increase to 62% and ESOL proficiency will increase to 62% on 2024 F.A.S.T. PM3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Walkthroughs, Student work samples in PLCs, Instructional coaches (T), Success Maker (T), implementation of American Reading Company, Use of Write Score

Students will take the F.A.S.T. ELA Progress Monitoring 1 in September. This data will be analyzed and entered into a Raw Data Spreadsheet. Student proficiency, learning gains and lowest quartile will be analyzed again in January after students take the F.A.S.T. ELA Progress Monitoring 2. Curriculum unit/topic/embedded assessments will also be analyzed throughout the year during grade level and/or subject area collaborative planning sessions. In addition, focused classroom walkthroughs will occur during whole group instruction, small group and acceleration (intervention) time to verify fidelity and quality of instruction, implementation of core and intervention curricula. We will also progress monitor oral reading fluency probes 3 times per year (through 5th grade) to ensure grade appropriate fluency and accuracy in order to increase comprehension.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategies implemented to increase ELA proficiency and learning gains will be using the core principles of the science of reading using the Core Knowledge and Magnetic Reading curricula. Comprehension, fluency, vocabulary, phonics and phonemic awareness are all address in these curricula. In addition, reciprocal teaching, gradual release and project-based learning will be used. For secondary, Springboard ELA curriculum has students move from guided reading through collaborative projects to competent, independent work.

- 1) Bell-to-bell instruction (Instructional framework)
- 2) Explicit instruction in organization of time and materials and thinking (planner, binder, focused notes,

higher order thinking)

3) Writing to Learn Strategies in all Content Areas

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Amplify CKLA inspires curiosity and empowers all students with rich background knowledge and vocabulary to improve reaching comprehension. Background knowledge and vocabulary are two of the key components to the science of reading and increased comprehension. In addition, language structures, verbal reasoning and literacy knowledge are all supported through CKLA and Magnetic reading. Read-alouds, robust conversations to develop academic language and explicit instruction in grammatical structures and academic vocabulary within the context of reading activities are instructional practices that foster reading comprehension and are entwined in the CKLA curriculum. For secondary, Springboard ELA curriculum implements an integrated approach including critical thinking and writing in various genres while also conducting research. Each grade level using complex, grade appropriate texts allowing students to examine ideas from multiple viewpoints in various genres.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Odyssey Charter School Jr/Sr High

Implementation of Intensive Reading classes for level 1 students.

Person Responsible: Laurie Young (youngl@odysseycharterschool.com)

By When: August 2023

Odyssey Charter School Jr/Sr High

Creation of Zero Period classes for level 2 students.

Person Responsible: Brandy Griswell (griswellb@odysseycharterschool.com)

By When: September 2023

Odyssey Charter School Jr/Sr High

Training and implementation of American Reading Company (ARC) curriculum and School Pace progress monitoring program.

Person Responsible: Laurie Young (youngl@odysseycharterschool.com)

By When: August 2023

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

OCS ELEM:

Although ELA Proficiency was 71% (for all students in 3rd-5th grades) and Math Proficiency was 74% (for all students in 3rd-5th grades) in 2023, our proficiency for our ESE students in both ELA and Math are not where we want them to be. Our ESE students scored at 37% proficiency in ELA and at 32% proficiency in Math on the F.A.S.T. assessment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA Proficiency for our ESE students in 3rd-5th grades will increase from 37% to 40% on the 2024 ELA F.A.S.T. PM3.

Math Proficiency for our ESE students in 3rd-5th grades will increase from 32% to 40% on the 2024 Math F.A.S.T. PM3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring through F.A.S.T. PM 1, PM2, and PM3; i-Ready growth monitoring assessments; Collaborative Planning discussions of progress monitoring and classroom performance of ESE students.

Person responsible for monitoring outcome:

Deb Berg (bergd@odysseycharterschool.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

High-leverage practices for students with disabilities: scaffolded support, explicit instruction, strategies to support active student engagement

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

High-leverage practices are frequently occurring, essential educational practices that all K–12 special educators should know how to do. These practices are evidence based, meaning that they reflect effective methods that when successfully implemented can improve results for struggling learners. They also are broadly applicable across content areas.

Based on DuFour's Professional Learning Community Model and results-oriented thinking, "In a PLC the focus is not on what one intends to do but, rather, the results of actions. There must be an ongoing assessment of programs and initiatives in the school, and common formative assessments are vital." (Jessie in The Elements of a Professional Learning Community).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Purchase 5 copies of "High Leverage Practices in Special Education" (T1) to be used by those who are training the staff.

Person Responsible: Wendi Nolder (nolderw@odysseycharterschool.com)

By When: August 1, 2023

Train all teachers on high leverage instructional practices by ESE coordinator and instructional coaches (T1) during collaborative planning. A calendar of strategies to be taught will be created by 8/15.

Person Responsible: Flavia Nelson (nelsonf@odysseycharterschool.com)

By When: Monthly throughout the school year

Administration and academic coaches will conduct learning walks to check for fidelity of high leverage practices used in the classroom.

Person Responsible: Deb Berg (bergd@odysseycharterschool.com)

By When: Throughout the school year

Purchase "Branching Minds" (T) MTSS/RTI platform software

Person Responsible: Wendi Nolder (nolderw@odysseycharterschool.com)

By When: August 2023

General Education teachers and ESE teachers will collect and analyze data to ensure student progress and mastery of grade level standards. Instruction will be adjusted based on student data and needs to increase proficiency.

Person Responsible: Deb Berg (bergd@odysseycharterschool.com)

By When: Throughout the school year (minimum of monthly).

#7. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

OCS Jr/Sr High:

Our overall pass rate for students that participated in advanced placement courses for the 22.23 school year was 24%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, there will be an increase in the passage rate for AP classes from an overall average of 24% in 2022-23 to an overall average of 40% in 2023-24.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Tracking and monitoring of student performance, ongoing observation of teaching practice, and the provision of additional training, coaching, and support for AP teachers to be facilitated by the Assistant Principal and AP Coach

Person responsible for monitoring outcome:

Mike Davis (davism@odysseycharterschool.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

implemented for this Area of Focus

Using student data to group and implement acceleration and differentiation that includes high leverage instructional strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on DuFour's Professional Learning Community Model and results-oriented thinking, "In a PLC the focus is not on what one intends to do but, rather, the results of actions. There must be an ongoing assessment of programs and initiatives in the school, and common formative assessments are vital." (Jessie in The Elements of a Professional Learning Community).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- AP Coach will conduct monthly PLC meetings with all AP instructors to progress monitor each class and ensure the utilization of all the College Board resources for each subject.
- The AP Coach will assist with the writing of lesson plans, assessments and delivery of instruction.
- The AP department will offer tutoring before and after school.

- The AP department will conduct at least two boot camp sessions the month prior to each AP test if applicable.

Person Responsible: Mike Davis (davism@odysseycharterschool.com)

By When: Beginning in August 2023 and on-going through the year.

#8. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

OCS ELEM:

Although Math Proficiency was 74% (3rd-5th grades) in 2023, our learning gains and lowest 25% learning gains are not where we want them to be. Our Math Learning Gains were 53% for our 4th/5th grade students and 41% for our lowest 25% in 4th/5th grades.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

OCS ELEM:

By May 2024, 60% of our students in 4th/5th grades and 50% of our students in our Lowest 25% will demonstrate a learning gain in Math as measured by the Spring Math F.A.S.T. PM3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Assess students using the F.A.S.T. Progress Monitoring 1 (PM1) in September. This data will be analyzed and entered into our Raw Data Spreadsheet.

Student proficiency, learning gains, and lowest quartile will be analyzed again following PM2.

Focused classroom walkthroughs during small group and acceleration (intervention) time to verify fidelity and quality of instruction, implementation and intervention curriculum.

Individual student progress monitoring based on intervention, monthly progress monitoring using i-Ready, and classroom standards mastery assessments.

Intensive Intervention Team will meet at least every 4-6 weeks to analyze the data and make adjustments to action steps based on data analysis.

Students will also be recommended for before- and/or after-school tutoring based on need.

Person responsible for monitoring outcome:

Wendi Nolder (nolderw@odysseycharterschool.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

OCS ELEM:

Implementation of a comprehensive intervention plan that includes focused classroom small group instruction and intensive intervention.

The evidence-based strategies implemented to increase math proficiency and learning gains will be using the Concrete-Representational-Abstract Model and Problem Based Learning.

Incorporate Number Talks into K - 5th grade.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

OCS ELEM:

According to Hattie, Response to Intervention has a 1.29 effect size. When a comprehensive intervention plan is implemented effectively, students have an opportunity to make over a years worth of growth.

The use of CRA was paramount for the effective teaching of mathematics and may be used in classrooms where learners are not put into ability levels. Results indicated that the integration of concrete manipulatives, sketches of manipulatives, and abstract notation was an effective strategy to improve students' conceptual understanding /procedural fluency.

PBL research suggests that by having students learn through the experience of solving problems

they can learn content /thinking strategies. Goals include helping students develop flexible knowledge, problem-solving skills, SDL skills, collaboration skills, and intrinsic motivation. According to Johnson, Anthea and Partlo, Amanda. (2014), participating consistently in number talks had a positive effect on students' mental mathematics abilities and the problem solving strategies they were able to articulate.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify students in the lowest quartile based on the Raw Data Spreadsheet.

Person Responsible: Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

By When: September 15, 2023

Students will be selected, placed and monitored in instructional intervention groups using F.A.S.T. PM1 and i-Ready data based on the lowest quartile.

Person Responsible: Deb Berg (bergd@odysseycharterschool.com)

By When: September 15, 2023

Following F.A.S.T. PM2, analyze student proficiency, learning gains, and lowest quartile to monitor progress.

Person Responsible: Deb Berg (bergd@odysseycharterschool.com)

By When: September 15, 2023

Train math teachers on Concrete-Representational-Abstract model during Collaborative Planning.

Person Responsible: Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

By When: Throughout the school year during Collaborative Planning

Train teachers to implement Project-Based Learning K-5 (from SAVVAS math curriculum).

Person Responsible: Michael Senick (senickm@odysseycharterschool.com)

By When: April 1, 2023

Administration and Instructional Coaches (T1) will conduct focused classroom walkthroughs during direct instruction (looking for CRA and Project-Based Learning) and small group/acceleration to verify fidelity and quality of instruction, implementation, and intervention curriculum.

Person Responsible: Wendi Nolder (nolderw@odysseycharterschool.com)

By When: Throughout the school year

Individual student progress of our lowest quartile will be monitored based on intervention, monthly progress monitoring using i-Ready (T1), and classroom assessments.

Person Responsible: Deb Berg (bergd@odysseycharterschool.com)

By When: Throughout the school year - every 6 weeks

Intensive Intervention Team will meet every 4-6 weeks to analyze intervention data and adjust action steps based on data analysis.

Person Responsible: Deb Berg (bergd@odysseycharterschool.com)

By When: Throughout the school year - every 4-6 weeks

Students will be referred to before and/or after school tutoring based on additional needed support.

Person Responsible: Becky Kolesnik (kolesnikb@odysseycharterschool.com)

By When: Throughout the school year after reviewing student progress.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Odyssey Charter leadership team reviews allocations, schedules and other resources to ensure all students receive high quality instruction.