Odyssey Preparatory Charter Academy

2020-21 Schoolwide Improvement Plan

Table of Contents

Odyssey Preparatory Charter Academy

1350 WYOMING DR SE, Palm Bay, FL 32909

http://www.odysseyprepacademy.com

Demographics

Principal: Shelly Miedona

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (57%) 2016-17: B (59%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <u>click here</u>.

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <u>www.floridacims.org.</u>

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 Florida Department of Education 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	56%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Odyssey Preparatory Academy 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 Preparatory Academy is to create a school committed to academic excellence and the education of the whole child. We achieve this by providing accessible quality Montessori education and 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

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Nolder, Wendi	Principal	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...
Coryell, Doreen	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 Board rules and federal laws/regulations; supervise/evaluate staff...
Davis, Mike	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 Board rules and federal laws/regulations; supervise/evaluate staff...

Name	Title	Job Duties and Responsibilities
Cimirro, Marie	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...
Antonio, Sean	School Counselor	Develop and monitor 504 plans; work as an integral part of the guidance department; maintain liaison with dean of students and classroom teachers to support student behavior; monitor and evaluate student attendance and implement strategies to maximize student attendance; maintain computer comprehensive files on students requiring guidance with paper backup; collect/review/analyze data; implement strategies with parents, students, teachers to facilitate student behavior changes; evaluate student attendance records; work closely with students, parents and staff to correct discipline problems; provide guidance/instruction for teachers in implementing discipline & behavior modification policies; participate in development & implementation of school practices; direct, participate in discipline committee; provide outstanding customer service; use positive interpersonal communication...

Demographic Information

Principal start date
Monday 7/1/2013, Shelly Miedona

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
28

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (57%) 2016-17: B (59%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	57	50	56	55	63	71	51	0	0	0	0	0	0	403
Attendance below 90 percent	1	6	4	1	6	3	3	0	0	0	0	0	0	24
One or more suspensions	1	0	0	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	1	0	2	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	5	3	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	5	11	0	0	0	0	0	0	17

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	7	4	4	7	25	26	0	0	0	0	0	0	78

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	4	4	5	3	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 9/11/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	54	54	54	66	66	66	0	0	0	0	0	0	414
Attendance below 90 percent	24	19	21	12	19	24	26	0	0	0	0	0	0	145
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	6	9	17	21	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	3	3	1	1	0	0	0	0	0	0	8

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	4	0	0	5	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	1	1	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	54	54	54	66	66	66	0	0	0	0	0	0	414
Attendance below 90 percent	24	19	21	12	19	24	26	0	0	0	0	0	0	145
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	6	9	17	21	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	3	3	1	1	0	0	0	0	0	0	8

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	4	0	0	5	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	62%	57%	64%	63%	55%
ELA Learning Gains	60%	60%	58%	63%	60%	57%
ELA Lowest 25th Percentile	53%	57%	53%	56%	52%	52%
Math Achievement	67%	63%	63%	59%	64%	61%
Math Learning Gains	70%	65%	62%	63%	62%	61%
Math Lowest 25th Percentile	48%	53%	51%	63%	52%	51%
Science Achievement	67%	57%	53%	43%	56%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	64%	64%	0%	58%	6%	
	2018	73%	63%	10%	57%	16%	
Same Grade Comparison		-9%					
Cohort Comparison							
04	2019	59%	61%	-2%	58%	1%	
	2018	63%	57%	6%	56%	7%	
Same Grade Comparison		-4%					
Cohort Comparison		-14%					
05	2019	56%	60%	-4%	56%	0%	
	2018	54%	54%	0%	55%	-1%	
Same Grade Comparison		2%					
Cohort Comparison		-7%					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	73%	61%	12%	62%	11%	
	2018	74%	62%	12%	62%	12%	
Same Grade Comparison		-1%					
Cohort Comparison							
04	2019	66%	64%	2%	64%	2%	
	2018	62%	59%	3%	62%	0%	
Same Grade Comparison		4%					
Cohort Comparison		-8%					
05	2019	59%	60%	-1%	60%	-1%	
	2018	54%	58%	-4%	61%	-7%	
Same Grade Comparison		5%					
Cohort Comparison		-3%					

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2019	65%	56%	9%	53%	12%	

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	59%	57%	2%	55%	4%
Same Grade Comparison		6%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE 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
SWD	37	64	73	42	58	43	27				
ELL	57	53		46	69						
BLK	47	48	41	53	74	62	50				
HSP	61	57		63	69						
MUL	71	62		76	62						
WHT	71	69	62	76	70	42	76				
FRL	62	60	53	67	70	48	67				
2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	43	58	50	45	42						
BLK	58	61		53	53	45	50				
HSP	42	35	42	47	44	30	47				
MUL	71	57		87	83						
WHT	73	61		70	62	58	83				
FRL	63	54	56	62	57	47	62				
2017 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	25	50		29	39						
ELL	45			64							
BLK	65	68	64	59	59	64	55				
HSP	56	59		56	59						
MUL	50	45		57	80						
WHT	73	69		62	65	60	38				
FRL	64	63	56	59	63	63	43				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA Lowest 25% performance - only scored 53%, this was an decrease of 3%ile points from last year. Grade Level data also showed that in ELA our 3rd grade same grade comparison was -9% from last year and the cohort (students from 3rd that were now in 4th) was -14%. Appropriate interventions and differentiation will to monitored and provided with fidelity the entire year.

SWD - The school decreased in proficiency for SWD in ELA by 6 points (from 43 to 37) and in Math by 3 points (from 45 to 42). The school needs to improve in Science proficiency (27) for SWD students. To do this, we are working on verifying that all SWD are getting several chances for intervention outside of IEP accommodations in these areas.

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

Grade Level data also showed that in ELA our 3rd grade same grade comparison was -9% from last year and the cohort (students from 3rd that were now in 4th) was -14%.

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.

Odyssey Preparatory Academy was equal to or above the State average in all areas.

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

Math learning gains was our largest area of improvement. We increased by 13% school-wide. Intervention blocks and an additional interventionist was brought in for our lowest math groups in grades 5 and 6.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance
Students with more than one early warning signs, specifically in grades 5th and 6th.

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

1. Ability to manage eLearning, Brick and mortar and Hybrid models in our K-12 school.
2. Effective Standards Based Instruction
3. School Wide Writing
4. Differentiate Instruction for all
5. Customer Service/Building Relationships with all stakeholders

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to SYNCHRONOUS LEARNING	
Area of Focus Description and Rationale:	SYNCHRONOUS LEARNING - Ability to manage effective standards based instruction, engagement, acceleration and differentiation for eLearning, Brick and mortar and Hybrid students in our K-12 school. Our BOY i-Ready data shows concerns in the following areas (all below 30%): ELA (Kindergarten-3rd); Math (Kindergarten-6th grades); Science (5th).
Measurable Outcome:	Increase all proficiency categories by 1% or higher.
Person responsible for monitoring outcome:	Wendi Nolder (nolderw@odysseyprepacademy.com)
Evidence-based Strategy:	Using the Professional Learning Community Model, Instructional Coaches and Administrators will support teacher leaders and teachers in a collaborative approach to planning, data review, and meeting the needs of every child whether served through SYNCHRONOUS eLearning or through brick and mortar instruction.
Rationale for Evidence-based Strategy:	Odyssey has historically implemented a PLC model for all grade levels K-6. This model has yielded a positive, collaborative structure that allows for teachers to engage in instructional planning and progress monitoring. Past teacher surveys have noted the importance of PLCs and collaborative planning time.

Action Steps to Implement

1. Create a schedule that allows for PLC time twice per week. This time allows teachers to collaborate with administration and instructional coaches to plan for high-quality, synchronous lessons both eLearning and brick & mortar students based on the state standards. Teachers use this time to unpack standards, develop standards-based lessons, and model teaching strategies in order to meet the state academic expectations.

Person Responsible	Doreen Coryell (coryelld@odysseyprepacademy.com)

2. Hire Title I interventionists and Title I paraprofessionals to support ELA, Math, and Science instruction with students on the verge of moving a level on FSA or on i-Ready to assist them in making the gains they need.

Person Responsible	Wendi Nolder (nolderw@odysseyprepacademy.com)

3. Provide support for deepening the teacher pedagogy through modeled lesson study during collaborative planning sessions during PLC's led by Title I instructional coaches. Increase the understanding of the planning process for differentiation.

Person Responsible	Doreen Coryell (coryelld@odysseyprepacademy.com)

4. Provide support and professional development for teachers that are educating students through eLearning and within brick and mortar classrooms. Some of these trainings are provided through Title II funds.

Person Responsible	Marie Cimirro (cimirrom@odysseyprepacademy.com)

5. Provide technology (laptops, hotspots) and software (classlink, canvas, all instructional curriculum) for our eLearning families purchased through the CEP grant and Title I.

Person Responsible	Mike Davis (davism@odysseyprepacademy.com)

#2. Instructional Practice specifically relating to PROGRESS MONITORING	
Area of Focus Description and Rationale:	Using system-wide assessment procedures, Odyssey will ensure that all students, eLearning or brick and mortar, are progress monitored regularly. Using diagnostic tools, students participate in BOY, MOY, and EOY assessments to ensure their on track for mastering the rigorous state standards.
Measurable Outcome:	Increase all proficiency categories by 1% or higher.
Person responsible for monitoring outcome:	Wendi Nolder (nolderw@odysseyprepacademy.com)
Evidence-based Strategy:	Provide Title 1-funded instructional software to help supplement the standards based instruction for all content areas.
Rationale for Evidence-based Strategy:	Diagnostic software allows for tracking progress from one diagnostic exam to the next, as well as gives teachers tools to intervene for students needing additional support and/or acceleration.Resources used include iReady for grades K-10 ELA and K-8 Math (funded by Title I); Algebra Nation; Study Island (funded by Title I); Renzulli (funded by Title I); Quizlet (funded by Title I); MyOn (funded by Title I); Khan Academy; Kahoot (funded by Title I)

Action Steps to Implement

1) Provide software to be utilized during eLearning to enhance the instruction of eLearning students. The software allows us to 'color-code' students based on their BOY to MOY to EOY to track and monitor progress so that teachers can develop intervention strategies for 'yellow' and 'red' students, track their progress throughout the year on base skills (i-Ready path) or standards-based, grade-level skills (teacher-created 'blue' lessons) as well as acceleration strategies for 'blue' and 'black' students.

Person Responsible	Mike Davis (davism@odysseyprepacademy.com)

2) Provide technology hardware to be utilized during eLearning to enhance the instruction of eLearning students.

Person Responsible	Mike Davis (davism@odysseyprepacademy.com)

#3. Culture & Environment specifically relating to SELF-CARE	
Area of Focus Description and Rationale:	Providing training related to and opportunities for self-care for staff, teachers, and students.
Measurable Outcome:	Positive survey results on staff, student, and parent surveys related to the social and emotional needs of all stakeholders
Person responsible for monitoring outcome:	Sean Antonio (antonios@odysseyprepacademy.com)
Evidence-based Strategy:	Provide Mental Health and Social Emotional Learning, as these relate to self-care and support for others working through emotional struggles using the Rebuilding Community curriculum based on the SEL model of CASEL.
Rationale for Evidence-based Strategy:	As a whole-child school, we focus on the development of the social, emotional, physical, spiritual, and academic selves of our students. These trainings supported our mission and helped us prepare our school for opening in the mist of a pandemic.

Action Steps to Implement

1) Continue to implement morning meetings in grades K-6.

Person Responsible	Doreen Coryell (coryelld@odysseyprepacademy.com)

2) Hire additional Title I counseling and mental-health support staff

Person Responsible	Wendi Nolder (nolderw@odysseyprepacademy.com)

3) Title I funded SEL training

Person Responsible	Mike Davis (davism@odysseyprepacademy.com)

#4. Culture & Environment specifically relating to SAFETY	
Area of Focus Description and Rationale:	Safe reopening of school
Measurable Outcome:	Reduced number of students and staff absent from COVID-related illnesses as seen by attendance records
Person responsible for monitoring outcome:	Wendi Nolder (nolderw@odysseyprepacademy.com)
Evidence-based Strategy:	Purchase of appropriate PPE to ensure the safe opening of school through CARES, CEP, and other school-based funds
Rationale for Evidence-based Strategy:	Research suggests that the implementation of a safety plan can result in a lowering of the number of students impacted by COVID

Action Steps to Implement

1) Purchase thermal cameras for door entryway

Person Responsible	Mike Davis (davism@odysseyprepacademy.com)

2) Purchase of hand washing materials and hand sanitizer for all classrooms and cafes

Person Responsible	Mike Davis (davism@odysseyprepacademy.com)

3) Implement safety procedures and protocol trainings to ensure that all stakeholders understand the importance of COVID safety and understand how to keep themselves and others safe

Person Responsible	Doreen Coryell (coryelld@odysseyprepacademy.com)

4) Hiring of additional staff to help with COVID cleaning

Person Responsible	Wendi Nolder (nolderw@odysseyprepacademy.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We will continue implementing our school wide writing plan which we started in 2019-2020. This will include a day long professional development day for K-12 grade level teachers in how to implement the writing through the Teachers College Writing initiative. This will include bi-weekly planning by instructional coaches to plan professional development to assist and support teachers. It will also include walk through observations and feedback through out the year.

Customer Service is always a high priority for our school, we have revamped our front office staff, added Assistant Principals/Deans to increase our opportunities to assist our students with behavioral concerns, added counselors and support staff to assist all our students and families in need of Social Emotional assistance. Odyssey will continue to support our families as they navigate the pandemic and the options they feel are best for their child/children.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

During this Pandemic year we knew that many of our students and families have social emotional needs that are much greater than we have seen in the past. To support this we have Counselors and Support staff to assist our families as they navigate this school year and recover from the issues that have been brought on by the economic or healthy concerns this year. We have a PT Social Worker who is working with our school and supporting our guidance and our AP as they assist our students in crisis.

OPA has re-evaluated our school campus and surveyed our families to see how we can better service and ensure they feel safe at our Brick and Mortar campuses. We have purchased thermoscans and thermometers which take the temperatures of everyone entering our building. We have invested in additional disinfecting materials and signage to remind the students how to social distance. No-touch bottle filling stations have been installed to allow for water bottles to be refilled through out the day.

We have reverted to 100% virtual meetings and conferences allowing for our families to meet with teachers, and staff daily from their work places or homes. This helps increase the family communication with all but especially with families that normally could not make it to the campus for a conference.

Safety is still a priority, we have an SRO at our campus to ensure our students, staff and families are safe through out the year.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.