

Brevard Public Schools

Odyssey Charter School



2021-22 Schoolwide Improvement Plan

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Odyssey Charter School

1755 ELDRON BLVD SE, Palm Bay, FL 32909

www.odysseycharterschool.com

Demographics

Principal: Wendi Nolder M

Start Date for this Principal: 7/1/2010

2019-20 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2020-21 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: B (57%) 2016-17: B (61%)
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	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Brevard County School Board.

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 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.

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www.odysseycharterschool.com

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-12</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>71%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>55%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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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 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 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	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>
Jackson, Ed	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 in-service 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>

Name	Position Title	Job Duties and Responsibilities
Powell, Maxine	Assistant Principal	Supervise students; maintain safe/orderly environment; support mission/vision; implement curriculum; build culture of trust; monitor implementation academic 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 in-service 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.
Monds, James	Assistant Principal	Supervise students; maintain safe/orderly environment; support mission/vision; implement curriculum; build culture of trust; evaluate teachers; provide assistance with PD on safety, and behavioral issues; assist teachers in interpreting/implementing curriculum and program for the eLearning program; assist teachers in organization of classrooms for effective elearning; 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; 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.
Guevara, Michael	Assistant Principal	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

Name	Position Title	Job Duties and Responsibilities
		<p>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>
<p>Senick, Michael</p>	<p>Instructional Coach</p>	<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>
<p>Kolesnik, Becky</p>	<p>Instructional Coach</p>	<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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
<p>Burke, Alexis</p>	<p>Instructional Coach</p>	<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>
<p>Griswell, Brandy</p>	<p>Instructional Coach</p>	<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</p>

Name	Position Title	Job Duties and Responsibilities
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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.

Demographic Information

Principal start date

Thursday 7/1/2010, Wendi Nolder M

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.*

3

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.*

14

Total number of teacher positions allocated to the school

105

Total number of students enrolled at the school

1,807

Identify the number of instructional staff who left the school during the 2020-21 school year.

22

Identify the number of instructional staff who joined the school during the 2021-22 school year.

26

Demographic Data

Early Warning Systems

2021-22

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	124	132	130	128	131	134	213	224	222	179	96	54	40	1807
Attendance below 90 percent	1	4	2	9	4	10	10	18	20	15	10	8	6	117
One or more suspensions	0	0	1	1	0	0	1	9	4	8	1	2	1	28
Course failure in ELA	0	0	0	0	0	0	1	3	14	14	10	3	0	45
Course failure in Math	0	0	0	0	0	0	4	11	21	1	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	10	13	30	34	47	28	15	4	8	194
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	10	12	38	26	28	31	6	1	0	157
Number of students with a substantial reading deficiency	2	2	2	5	1	1	10	10	25	17	7	2	3	87

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	0	5	9	6	23	24	22	25	4	2	0	120

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	2	3	1	6	0	0	0	0	0	0	0	12
Students retained two or more times		0	0	0	0	0	1	2	1	3	2	1	0	10

Date this data was collected or last updated

Thursday 9/16/2021

2020-21 - 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	120	131	136	128	127	127	127	217	221	111	74	73	66	1658
Attendance below 90 percent	0	21	17	12	9	11	16	12	21	17	2	11	4	153
One or more suspensions	0	15	11	13	15	7	17	30	23	15	15	5	5	171
Course failure in ELA	0	0	0	0	0	0	1	0	56	26	21	11	10	125
Course failure in Math	0	0	0	0	0	0	1	0	33	15	15	13	14	91
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	9	10	33	28	15	9	11	9	127
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	5	17	34	22	16	4	13	12	126

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	10	6	7	6	5	14	15	37	27	17	12	9	165

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	2	4	1	7	0	0	0	0	1	2	0	2	0	19
Students retained two or more times	0	0	0	0	0	1	2	4	4	3	2	0	1	17

2020-21 - 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	120	131	136	128	127	127	127	217	221	111	74	73	66	1658
Attendance below 90 percent	0	21	17	12	9	11	16	12	21	17	2	11	4	153
One or more suspensions	0	15	11	13	15	7	17	30	23	15	15	5	5	171
Course failure in ELA	0	0	0	0	0	0	1	0	56	26	21	11	10	125
Course failure in Math	0	0	0	0	0	0	1	0	33	15	15	13	14	91
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	9	10	33	28	15	9	11	9	127
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	5	17	34	22	16	4	13	12	126

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	10	6	7	6	5	14	15	37	27	17	12	9	165

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	2	4	1	7	0	0	0	0	1	2	0	2	0	19
Students retained two or more times	0	0	0	0	0	1	2	4	4	3	2	0	1	17

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				62%	65%	61%	61%	68%	60%
ELA Learning Gains				59%	58%	59%	56%	59%	57%
ELA Lowest 25th Percentile				56%	54%	54%	48%	54%	52%
Math Achievement				72%	67%	62%	66%	67%	61%
Math Learning Gains				66%	62%	59%	55%	61%	58%
Math Lowest 25th Percentile				57%	59%	52%	48%	56%	52%
Science Achievement				66%	62%	56%	60%	63%	57%
Social Studies Achievement				88%	80%	78%	80%	81%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019	65%	64%	1%	58%	7%
Cohort Comparison						
04	2021					
	2019	71%	61%	10%	58%	13%
Cohort Comparison		-65%				
05	2021					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-71%				
06	2021					
	2019	59%	60%	-1%	54%	5%
Cohort Comparison		-61%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	58%	58%	0%	52%	6%
Cohort Comparison		-59%				
08	2021					
	2019	61%	63%	-2%	56%	5%
Cohort Comparison		-58%				
09	2021					
	2019	63%	62%	1%	55%	8%
Cohort Comparison		-61%				
10	2021					
	2019	55%	59%	-4%	53%	2%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	86%	61%	25%	62%	24%
Cohort Comparison						
04	2021					
	2019	77%	64%	13%	64%	13%
Cohort Comparison		-86%				
05	2021					
	2019	75%	60%	15%	60%	15%
Cohort Comparison		-77%				
06	2021					
	2019	70%	67%	3%	55%	15%
Cohort Comparison		-75%				
07	2021					
	2019	68%	62%	6%	54%	14%
Cohort Comparison		-70%				
08	2021					
	2019	63%	43%	20%	46%	17%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	56%	10%	53%	13%
Cohort Comparison						
08	2021					
	2019	60%	53%	7%	48%	12%
Cohort Comparison		-66%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	66%	8%	67%	7%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	74%	16%	71%	19%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	78%	71%	7%	70%	8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	61%	10%	61%	10%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	60%	7%	57%	10%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

K-8th: i-Ready diagnostic for ELA and Math

9th-10th grade: i-Ready diagnostic for ELA

5th: Study Island Science Assessment

Biology, Civics, US History, Geometry, Algebra, 8th grade Science: Unify Assessment

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32%		
	Economically Disadvantaged	32%		
	Students With Disabilities	17%		
	English Language Learners	0%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30%		
	Economically Disadvantaged	30%		
	Students With Disabilities	42%		
	English Language Learners	50%		
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%		
	Economically Disadvantaged	36%		
	Students With Disabilities	11%		
	English Language Learners	0%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19%		
	Economically Disadvantaged	19%		
	Students With Disabilities	11%		
	English Language Learners	25%		

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%		
	Economically Disadvantaged	38%		
	Students With Disabilities	12%		
	English Language Learners	25%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%		
	Economically Disadvantaged	18%		
	Students With Disabilities	0%		
	English Language Learners	0%		

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59%		
	Economically Disadvantaged	59%		
	Students With Disabilities	38%		
	English Language Learners	0%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29%		
	Economically Disadvantaged	29%		
	Students With Disabilities	15%		
	English Language Learners	0%		

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53%		
	Economically Disadvantaged	53%		
	Students With Disabilities	21%		
	English Language Learners	0%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30%		
	Economically Disadvantaged	30%		
	Students With Disabilities	36%		
	English Language Learners	20%		
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45		
	Economically Disadvantaged	45		
	Students With Disabilities	2		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38		
	Economically Disadvantaged	38		
	Students With Disabilities	8		
	English Language Learners	0		

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48		
	Economically Disadvantaged	48		
	Students With Disabilities	3		
	English Language Learners	3		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34		
	Economically Disadvantaged	34		
	Students With Disabilities	2		
	English Language Learners	2		
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	1		
	Economically Disadvantaged	1		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40		
	Economically Disadvantaged	40		
	Students With Disabilities	7		
	English Language Learners	1		
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	15		
	Economically Disadvantaged	15		
	Students With Disabilities	24		
	English Language Learners	0		
		Number/% Proficiency	Fall	Winter
Science	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
		Number/% Proficiency	Fall	Winter

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31		
	Economically Disadvantaged	31		
	Students With Disabilities	7		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	41		
	Economically Disadvantaged	41		
	Students With Disabilities	2		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36		
	Economically Disadvantaged	36		
	Students With Disabilities	0		
	English Language Learners	4		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38		
	Economically Disadvantaged	38		
	Students With Disabilities	8		
	English Language Learners	0		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	17		
	Economically Disadvantaged	17		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	27	37	31	43	51	52	30	70			
ELL	46	49	42	56	58	52	44	78			
ASN	90			100							
BLK	53	50	29	59	49	44	46	74	55		
HSP	56	53	43	62	54	55	60	78	54	100	15

2021 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 2019-20	C & C Accel 2019-20
MUL	68	53	30	76	51		86	96	73		
WHT	72	66	57	79	60	58	69	92	52	91	48
FRL	56	52	41	64	53	53	55	82	41	94	27
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	28	52	55	43	60	56	34	68			
ELL	42	56	53	66	61	68	46	83			
ASN	80										
BLK	55	61	66	63	58	48	54	87	41		
HSP	55	57	50	67	65	60	63	75	52		
MUL	78	60		85	70	80	56	91			
WHT	65	57	54	77	69	62	75	94	47	93	23
FRL	60	58	56	70	65	58	65	88	46	100	38
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	27	39	43	35	47	42	32	54			
ELL	47	41	38	63	45	37	27	73			
BLK	53	54	52	53	44	45	46	81	38		
HSP	55	57	44	66	56	28	56	76	31		
MUL	66	58		68	62	69	74	78			
WHT	66	57	46	73	58	69	66	82	55		
FRL	56	55	48	63	55	47	56	78	40		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
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	63
Total Points Earned for the Federal Index	741
Total Components for the Federal Index	12
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	95
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Data indicates that ELA/Math gains and ELA/Math gains for the lowest 25% increase each year but remain below 62% proficiency. Grade 5 science achievement continues to be below 62% proficiency and grade 8 science continues to increase above 62% proficiency. Social Studies achievement continues to show growth.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Data points that demonstrate the greatest need for improvement are in the areas of: students with disabilities; and English Language Learners.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include the lack of small group instruction and consistent progress monitoring across grade levels during the past school year (during the pandemic). The school will be increasing interventions during the school day and access for academic support through before and/or after school tutoring and Saturday school.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Eighth grade Science data showed the most improvement from 2019 to 2021.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The improvement in 8th grade science is credited to the school hiring 2 interventionists to focus on academic vocabulary for 8th grade science and biology. The school has hired a science interventionist to support 5th grade using ESSER funds to help improve science scores in 5th grade.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, the school plans the following:

1. The elementary school provides an Acceleration block 3-4 days per week for students to be accelerated and provides instruction at the students' individual level to advance their learning (Renzulli, literature circles, William & Mary program, etc.);
2. The Jr/Sr High school will closely review data to determine course placement that will result in course acceleration;
3. The Jr/Sr High school will offer Summer acceleration to students when appropriate;
4. The Jr/Sr High school will offer an Algebra I and Geometry Jump Start program.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be provided professional learning in small group differentiated instruction, Renzulli, literature circles, Advanced Placement and gifted coursework (toward endorsement for those working in Honors/AP classes/courses).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services include:

1. Additional ESE teachers to push into classrooms for ELA and Math academic support;
2. Science Instructional Coach to support science planning, instruction, and hands-on learning in 5th grade and science interventionist to collaborate with science team to support students in 8th and 9th grades;
3. Additional interventionists to provide differentiated small group instruction in ELA and Math in 4th and 5th grades;
4. Civics interventionist to support 7th grade civics students;
5. Math interventionist to support students in 6th-10th grades to increase math proficiency.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Due to COVID restrictions, small group instruction and response to intervention group instruction was not effective for some grade levels. In addition, approximately 1/3 of students were enrolled in eLearning for the first half of the year, negatively impacting their progress and teachers' ability to deliver effective instruction. Intensive Intervention was provided for some grade levels, however Progress Monitoring was inconsistent. As a result, ELA and Math learning gains and lowest 25% data dropped significantly from 2019 to 2021.
Measurable Outcome:	Odyssey Charter School K-12 will increase the ELA learning gains of students from 58% to 60%; increase lowest 25% ELA learning gains from 43% to 60%; increase the Math learning gains from 56% to 60%; increase the lowest 25% Math learning gains from 53% to 60%; increase Science achievement from 64% to 65%; all based on spring 2022 state assessment data.
Monitoring:	Using Title I and ESSER II Instructional Coaches and Interventionists (ELA, Math, Science), students will be selected, placed and monitored in instructional intervention groups using i-Ready, Discovery Education and Study Island data based on the lowest quartile. Lowest quartile learning gains, learning gains and science proficiency will be monitored using two methods. First, using focused classroom walkthroughs during small group and acceleration (intervention) time to verify fidelity and quality of instruction, implementation and intervention curriculum. Second, individual student progress monitoring based on intervention, monthly progress monitoring using i-Ready, and classroom standards mastery assessments. Once data is collected, the Intensive Intervention Team will meet every 4-6 weeks to analyze the data and make adjustments to action steps based on data analysis.
Person responsible for monitoring outcome:	Ed Jackson (jacksoned@odysseycharterschool.com)
Evidence-based Strategy:	Implementation of a comprehensive intervention plan that includes focused classroom small group instruction and intensive intervention.
Rationale for Evidence-based Strategy:	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).

Action Steps to Implement

Identify the students in the lowest 25% for Math, ELA and Science.

Person Responsible Deb Berg (bergd@odysseycharterschool.com)

Train teachers in Canvas, LLI, Just Words, Oral Reading Fluency, Do the Math, Study Island, data analysis, and differentiated instruction.

Person Responsible Wendi Nolder (nolderw@odysseycharterschool.com)

Hire interventionists to provide intervention in ELA, Math, Science, Civics and Behavior (Title I SEL Interventionist). Develop a schedule to begin Walk to Intervention in grades K-5. Develop an intervention plan for all EOC coursework. Develop a schedule for Science Intervention in grade 5 and grade 8 for bubble students. T

Person Responsible Ed Jackson (jacksoned@odysseycharterschool.com)

Provide training/coaching to teachers who need support with small group differentiation during the ELA and Math blocks.

Person Responsible Michael Guevara (guevaram@odysseycharterschool.com)

Conduct focused classroom walkthroughs of teachers during differentiated small group instruction for ELA, Math and Science, as well as during Walk to Intervention/Acceleration (K-5) and Intervention periods (6-12). Provide specific feedback to teachers following walkthroughs.

Person Responsible Maxine Powell (powellm@odysseycharterschool.com)

Progress monitoring data will be collected and analyzed by the intensive intervention team (Title I and ESSER Instructional Coaches, SEL Interventionists, ESSER Interventionist, Classroom Teacher, Administration, MTSS Coordinator) ever 4-6 weeks to monitor progress and make adjustments to the groups and/or intervention being used. T

Person Responsible Deb Berg (bergd@odysseycharterschool.com)

Teachers, Instructional Coaches and Administration will conduct data chats with students to monitor progress in grades K-12.

Person Responsible Michael Senick (senickm@odysseycharterschool.com)

Based on the analysis of data, instructional changes will be made. This might include changing whole group Tier 1 instructional delivery methods or resources, small group instruction/delivery, instructional resources, or interventionist. Data will be used to develop a post data review action plans to address concerns or issues.

Person Responsible Becky Kolesnik (kolesnikb@odysseycharterschool.com)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

English Language Arts achievement in grades 3-5 was 68% while ELA achievement in grades 6-10 was 60%. Math achievement in grades 3-5 was 79% while Math achievement in grades 6-10 was 66%. With this level of proficiency in the secondary grade levels, we need to ensure the implementation of the core curriculum with fidelity. Collection of walkthrough data and K-12 progress monitoring data indicates that the implementation of the core curriculum is inconsistent. Due to COVID issues, students missed a large amount of school requiring additional staff to support instructional gaps and social-emotional concerns.

Measurable Outcome:

Odyssey Charter School K-12 will increase the ELA proficiency of students from 64% to 65%; maintain the Math proficiency at 71%; increase Science proficiency from 64% to 65%; return to 90% or higher in Civics from 89%; all based on spring 2022 state assessment data.

Monitoring:

Using Title I and ESSER II Instructional Coaches and Interventionists (ELA, Math, Science and Civics), Professional Learning Communities (PLCs) will be implemented using DuFour's model. During PLCs, teachers will collaboratively plan based on the 4 essential questions: 1) What do we want all students to know and be able to do [based on state standards]; 2) How will we know if they learned it [progress monitoring plan]; 3) How will we respond when some students have not learned it [intervention plan]; and 4) How will we extend the learning for students who are already proficient [acceleration plan]. A Social Worker, Guidance Counselor and Behavioral Interventionist have been hired through Title I to support students who are off track in coursework and/or graduation requirements, have displayed regression, or have displayed signs of distress due to the pandemic.

Person responsible for monitoring outcome:

Wendi Nolder (nolderw@odysseycharterschool.com)

Evidence-based Strategy:

Professional Learning Communities will be developed in each grade level K-5 and subject area 6-12 for collaborative planning. Teachers will meet weekly to plan for whole group and small group differentiated instruction with an instructional coach. The grade teams will meet one or more days per week (2nd-5th grade will have a 90-minute planning session). There will be an additional day for planning 5th grade science.

Rationale for Evidence-based 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 assessment are vital." (Jessie in The Elements of a Professional Learning Community)

Action Steps to Implement

K-12 teachers will meet each week to plan for both ELA, Math and Science with Title I and ESSER Instructional Coach and Green Apple Coaching support. Instructional Coaches and Team Leads will ensure that standards are being addressed with fidelity using core instructional materials. T

Person Responsible

Becky Kolesnik (kolesnikb@odysseycharterschool.com)

Lesson plans will be checked weekly by administration looking for small group, differentiated instruction, as well as commitment to the use of core instructional materials adopted by Odyssey Charter School, Inc.

Person Responsible

Ed Jackson (jacksoned@odysseycharterschool.com)

Progress monitoring data will be analyzed by the classroom teacher, interventionists, instructional coaches, and the leadership team to monitor student progress and growth. T

Person Responsible Wendi Nolder (nolderw@odysseycharterschool.com)

Based on the analysis of data, instructional changes will be made. This may include changing whole group, Tier 1 instructional delivery methods or resources, small group instructional delivery methods, resources, or interventionist. Data will be used to develop a post data review action plan to address concerns or issues.

Person Responsible Deb Berg (bergd@odysseycharterschool.com)

Professional Learning (PD) will be provided as needed based on student data, teacher feedback, and classroom observations.

Person Responsible Michael Senick (senickm@odysseycharterschool.com)

#3. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: Professional Development on Authentic Learning
 Due to community concerns, the board recommends teacher support in the implementation of the rigorous state standards and in focusing on neutrality and unity in all classrooms. Through two needs assessments (spring 2021 teacher survey and fall 2021 root cause analysis), teachers requested focused techniques in reducing the achievement gap and improving interventions and acceleration. Finally, Spring 2021 data indicated regression for students identified in gifted and talented (level 4 and 5) programs.

Measurable Outcome: Odyssey Charter School K-12 will increase the ELA proficiency of students from 64% to 65%; maintain the Math proficiency at 71%; increase Science proficiency from 64% to 65%; return to 90% or higher in Civics from 89%; all based on spring 2022 state assessment data.

Monitoring: Using Title I and ESSER II Instructional Coaches and Interventionists (ELA, Math, Science and Civics), Professional Learning Communities (PLCs) will be implemented using DuFour's model. During PLCs, teachers will collaboratively plan based on the 4 essential questions: 1) What do we want all students to know and be able to do [based on state standards]; 2) How will we know if they learned it [progress monitoring plan]; 3) How will we respond when some students have not learned it [intervention plan]; and 4) How will we extend the learning for students who are already proficient [acceleration plan]. Odyssey will develop a formal intervention plan collaboratively with teachers and instructional coaches during PLC time and will monitor bi-weekly.

Person responsible for monitoring outcome: Ed Jackson (jackson@odysseycharterschool.com)

Evidence-based Strategy: Professional Learning Communities will be developed in each grade level K-5 and subject area 6-12 for collaborative planning. Teachers will meet weekly to plan for whole group and small group differentiated instruction with an instructional coach. The grade teams will meet one or more days per week (2nd-5th grade will have a 90-minute planning session). There will be an additional day for planning 5th grade science. Best practices gained through Professional Learning opportunities will be discussed and shared during PLCs.

Rationale for Evidence-based 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 assessment are vital." (Jessie in The Elements of a Professional Learning Community)

Action Steps to Implement

Using Title I and Title II funds, new teachers will participate in a 3-day New Teacher Institute that introduces the school's mission and vision, core curricula, and school shared beliefs. This is followed by the New Teacher Induction Program that supports teachers new to Odyssey through their first 3 years with regularly scheduled meetings with assigned mentors and additional school staff. T

Person Responsible Deb Berg (bergd@odysseycharterschool.com)

K-12 teachers will meet each week to plan for both ELA, Math, Science, and Civics with Title I and ESSER Instructional Coach and Green Apple Coaching support. Instructional Coaches and Team Leads will ensure that standards are being addressed with fidelity using core instructional materials. T

Person Responsible Ed Jackson (jackson@odysseycharterschool.com)

Classroom walkthroughs will occur by administration and Title I and ESSER Instructional Coaches looking for small group differentiated instruction, rigorous station activities, accountable talk and student engagement with curriculum and content. T

Person Responsible Wendi Nolder (nolderw@odysseycharterschool.com)

Based on the data collected, teachers will be provided differentiated professional development. This will occur during the weekly PLC meetings, through coaching cycles, one-on-one and/or during mini PD days provided by school staff and/or the Green Apple Academic Team. Data will be used to develop a post data review action plan to address concerns or issues.

Person Responsible James Monds (mondsj@odysseycharterschool.com)

#4. Other specifically relating to Hospitality

Area of Focus Description and Rationale: Moving from customer service to hospitality in our actions, atmosphere, and media: 2021 parent surveys suggest that 82% of parents agree or strongly agree that communication about the school's goals and activities was effective. In addition, 74% of parents agree or strongly agree that the school provides opportunities for stakeholders to be involved in the school.

Measurable Outcome: In the 2022 parent survey, Odyssey will improve from 82% to 85% of parents agreeing or strongly agreeing that communication about the school's goals and activities was effective. In addition, Odyssey will improve from 74% to 77% of parents agreeing or strongly agreeing that the school provides opportunities for stakeholders to be involved in the school.

Monitoring: Through our Parents as Partners (PasP) meetings, staff will progress monitor our communication goal through exit tickets/surveys. A comprehensive parent survey will be completed in spring 2022. Through training and support, our front office personnel will hold check-in conversations seeking feedback.

Person responsible for monitoring outcome: Wendi Nolder (nolderw@odysseycharterschool.com)

Evidence-based Strategy: To build a welcoming and supportive environment based on the needs of all stakeholders, including students, parents, staff and community members, staff will be trained to shift the focus from customer service to hospitality. Provide training and support on core hospitality best practices (physical environment, school-wide practices and policies, personal interactions/relationships, written materials, and communication strategies).

Rationale for Evidence-based Strategy: Based on research by the Houston Independent School District, a family and community engagement welcoming plan has the ability to change practices, beliefs and relationships connected to the school. The essential goal is to help stakeholders know they are welcomed and that they are working partners with the school.

Action Steps to Implement

Training of instructional and operational staff on welcoming strategies.

Person Responsible Maxine Powell (powellm@odysseycharterschool.com)

Two to four times per year, complete a (welcoming) walkthrough with key stakeholders (physical environment, school-wide practices and policies, personal interactions/relationships, written materials, and communication strategies).

Person Responsible Wendi Nolder (nolderw@odysseycharterschool.com)

Based on data collected from (welcoming) walkthroughs, and prior survey data, additional training will be provided to school instructional and operational personnel.

Person Responsible Ed Jackson (jackson@odysseycharterschool.com)

Culture and climate surveys will be conducted annually and data will be used to develop a post data review action plan to address concerns or issues.

Person Responsible Monica Knight (mknight@greenappleschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Odyssey Charter School ranked in the very low category for discipline data compared to combination schools across the state with discipline reported for 0.03 per 100 students. The school will continue its student-centered Positive Discipline approach to behavior in order to build classroom communities and help students develop critical-thinking and problem-solving skills.

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.

During this Pandemic year we knew that many of our students and families have social emotional needs that were much greater than we have seen in the past. To support this we have hired additional Assistant Principals, Guidance Deans, 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 Social Worker who is working with both campuses and supporting our counselors and Deans as they assist our students in crisis.

Odyssey has re-evaluated our school campuses and surveyed our families to see how we can better service and ensure they feel safe at our Brick and Mortar campuses. We have invested in more 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 a full time Guardian at our Elementary campus and an SRO at our secondary campus to ensure our students, staff and families are safe through out the year.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Classroom teachers will continue to utilize a student-centered Positive Discipline approach to behavior in order to build classroom communities and help students develop critical-thinking and problem-solving skills.

Our guidance counselors and social worker will help promote a positive culture and positive environment by working with students and families who need additional support to navigate the school environment. Guidance professionals and SEL Interventionists will provide small group instruction in social skills for those students needing them. Administrators and teachers and staff will focus on hospitality and improving communication with our families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$681,950.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	6507 - Odyssey Charter School	Title, I Part A	1.0	\$305,280.00
	5100	220-Social Security	6507 - Odyssey Charter School	Title, I Part A	1.0	\$24,422.00
	5100	231-Health and Hospitalization	6507 - Odyssey Charter School	Title, I Part A	1.0	\$20,465.00
	5100	500-Materials and Supplies	6507 - Odyssey Charter School	Title, I Part A	1.0	\$25,844.00
	6120	130-Other Certified Instructional Personnel	6507 - Odyssey Charter School	Title, I Part A	1.0	\$100,000.00
	6120	220-Social Security	6507 - Odyssey Charter School	Title, I Part A	1.0	\$8,000.00
	6120	231-Health and Hospitalization	6507 - Odyssey Charter School	Title, I Part A	1.0	\$2,100.00
	6150	510-Supplies	6507 - Odyssey Charter School	Title, I Part A	1.0	\$11,496.00
	6300	130-Other Certified Instructional Personnel	6507 - Odyssey Charter School	Title, I Part A	1.0	\$161,600.00
	6300	220-Social Security	6507 - Odyssey Charter School	Title, I Part A	1.0	\$12,928.00
	6300	231-Health and Hospitalization	6507 - Odyssey Charter School	Title, I Part A	1.0	\$9,815.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning				\$0.00
4	III.A.	Areas of Focus: Other: Hospitality				\$0.00
					Total:	\$681,950.00