

Brevard Public Schools

Odyssey Preparatory Charter Academy



2021-22 Schoolwide Improvement Plan

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Odyssey Preparatory Charter Academy

1350 WYOMING DR SE, Palm Bay, FL 32909

<http://www.odysseypreacademy.com>

Demographics

Principal: Shelly Miedona

Start Date for this Principal: 7/1/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
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 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%)
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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 24px;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">87%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">60%</p>

School Grades History

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

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SIP Authority

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<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	Position Title	Job Duties and Responsibilities
Miedona, Shelly	Principal	Over all administration of instructional program and campus level operations. Ensures educational strategies are in place that support effective learning for all students. Serves as a facilitator, guide and supporter of quality instructional practices.
Davis, Mike	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services.
Guevara, Leslie	Instructional Coach	Support teachers and provide resources, feedback, modeling, and professional development to help meet instructional goals and school improvement goals. Participation in grade level professional learning communities examining data and instructional practice.
Cimirro, Marie	Instructional Coach	Support teachers and provide resources, feedback, modeling, and professional development to help meet instructional goals and school improvement goals. Participation in grade level professional learning communities examining data and instructional practice.

Demographic Information

Principal start date

Thursday 7/1/2021, 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.*

1

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.*

3

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

411

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

8

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

9

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	74	67	60	78	69	63	0	0	0	0	0	0	0	411
Attendance below 90 percent	30	22	24	19	16	27	0	0	0	0	0	0	0	138
One or more suspensions	1	1	3	1	2	3	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	15	10	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	11	14	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	4	9	7	18	17	23	0	0	0	0	0	0	0	78

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	3	2	4	16	12	0	0	0	0	0	0	0	37

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	4	5	2	4	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 9/13/2021

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	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

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	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

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%	62%	57%	63%	60%	56%
ELA Learning Gains				60%	60%	58%	54%	54%	55%
ELA Lowest 25th Percentile				53%	57%	53%	56%	46%	48%
Math Achievement				67%	63%	63%	62%	62%	62%
Math Learning Gains				70%	65%	62%	57%	59%	59%
Math Lowest 25th Percentile				48%	53%	51%	47%	49%	47%
Science Achievement				67%	57%	53%	62%	57%	55%

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	64%	64%	0%	58%	6%
Cohort Comparison						
04	2021					
	2019	59%	61%	-2%	58%	1%
Cohort Comparison		-64%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	61%	12%	62%	11%
Cohort Comparison						
04	2021					
	2019	66%	64%	2%	64%	2%
Cohort Comparison		-73%				
05	2021					
	2019	59%	60%	-1%	60%	-1%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	56%	9%	53%	12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready is used as Odyssey Preparatory Academy's progress monitoring tool.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16%	29%	67%
	Economically Disadvantaged	16%	29%	67%
	Students With Disabilities	20%	40%	70%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16%	37%	48%
	Economically Disadvantaged	16%	37%	48%
	Students With Disabilities	20%	30%	60%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16%	45%	58%
	Economically Disadvantaged	16%	45%	58%
	Students With Disabilities	33%	43%	57%
	English Language Learners	0%	0%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3%	12%	20%
	Economically Disadvantaged	3%	12%	20%
	Students With Disabilities	33%	29%	29%
	English Language Learners	0%	20%	0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37%	56%	54%
	Economically Disadvantaged	37%	56%	54%
	Students With Disabilities	10%	18%	100%
	English Language Learners	0%	0%	27%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8%	23%	38%
	Economically Disadvantaged	8%	23%	38%
	Students With Disabilities	10%	9%	100%
	English Language Learners	0%	0%	18%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51%	58%	62%
	Economically Disadvantaged	51%	58%	62%
	Students With Disabilities	15%	36%	21%
	English Language Learners	33%	17%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8%	36%	56%
	Economically Disadvantaged	8%	36%	56%
	Students With Disabilities	0%	14%	29%
	English Language Learners	0%	17%	33%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55%	55%	65%
	Economically Disadvantaged	55%	55%	65%
	Students With Disabilities	45%	36%	55%
	English Language Learners	25%	0%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16%	36%	53%
	Economically Disadvantaged	16%	36%	53%
	Students With Disabilities	9%	36%	45%
	English Language Learners	0%	0%	25%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	14%	26%	66%
	Economically Disadvantaged	14%	26%	66%
	Students With Disabilities	0%	27%	36%
	English Language Learners	0%	0%	33%
	Number/% Proficiency	Fall	Winter	Spring

Grade				
	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

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	28	35	27	30	50		36				
ELL	32	21		26	33						
BLK	47	36	18	38	36		50				
HSP	58	45		55	36		33				
MUL	63	82		58	36						
WHT	66	58		60	35		60				
FRL	53	43	22	46	30	44	44				
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				

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
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	60
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	56
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	43
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?

Students with disabilities proficiency and learning gains have decreased in ELA and Math. In addition, it is our lowest ESSA data at 49%. Black ELA achievement and learning gains also decreased. Hispanic ELA and Math achievement, learning gains increased.

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

i-Ready Spring 2021 data shows that Math proficiency for all students, SWD and ELL is a need for improvement. In addition, lowest quartile math is a need for improvement based on 2019 FSA data.

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

Due to Covid restriction, teachers were not comfortable providing small group instruction and response to intervention group instruction. In addition, approximately a third of our students were at home working in an e-learning environment. Using Title I dollars, we purchased a new math intervention program to close the previous year's foundational learning deficiencies. We have developed an Intensive Intervention Plan tracking student data K-5 to ensure student academic needs are met in ELA, Math and Science.

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

Based on the 2019 FSA data, math learning gains increased by 13% to 70%. Math achievement also increased by 5% to 67%. Science achievement increased to 67%. Fall to spring i-Ready data for 4th grade increased from 8% to 56% proficiency.

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

Small group instruction both face to face and virtually was consistent and effective. Teachers used differentiated instruction to meet the needs of all students. Teachers participated in weekly Collaborative Planning (PLC) meetings to unpack standards, plan rigorous math lessons, model strategies and receive professional development. Teachers participated in a professional development of CRA. The Concrete, Representational, Abstract model of instruction was used with fidelity.

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

Odyssey Preparatory Academy will continue weekly PLCs for ELA , Math and Science. In addition, differentiated small group instruction and walk to intervention will occur daily for 30-45 minutes. Teachers will be planning for this instruction documenting the intervention used in their lesson plans. Every 6 weeks the Intensive Intervention Team will meet to analyze data to ensure gaps are closing and students are making gains.

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 and leaders will receive professional development in Do the Math, Leveled Literacy Intervention and Just Words. In addition, teachers will participate in weekly PLCs facilitated by an instructional leader.

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

We will hold after school tutoring and Saturday school to ensure students are sustaining academic growth and proficiency in ELA and Math. Extended care program will incorporate an enrichment class to offer academic support to K-5 students to ensure sustainability.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Due to Covid restriction, teachers were not comfortable providing small group instruction and response to intervention group instruction. In addition, approximately a third of our students were at home working in an e-learning environment. Student behaviors during breakout sessions inhibited the teachers ability to conduct small group instruction. Progress monitoring data specific to interventions was not collected. As a result, ELA and Math learning gains and lowest 25% dropped significantly from 2019 to 2021 data.

Measurable Outcome: Odyssey Prep Academy will increase the learning gains of students on the FSA Math from 36% to 60%. Increase the learning gains of students in the lowest 25th percentile on FSA ELA from 19% to 60%. Increasing the learning gains of students in the lowest 25th percentile on FSA Math from 38% to 60%. Increase student proficiency in Science from 51% to 60% proficiency.

Monitoring: Using Title I and ESSER II Instructional Coaches and Interventionists (ELA, Math, Science), students will be selected, placed and monitored in instructional groups based on the lowest quartile. Lowest quartile, 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 from these two methods, the Intensive Intervention Team will meet every 4-6 weeks to analyze the data collected and make adjustments to action steps based on data analysis.

Person responsible for monitoring outcome: Shelly Miedona (miedonas@odysseyprepacademy.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 quartile for Math, ELA and Science.

Person Responsible Shelly Miedona (miedonas@odysseyprepacademy.com)

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

Person Responsible Shelly Miedona (miedonas@odysseyprepacademy.com)

Develop a schedule to begin walk to intervention (acceleration) in grades K-5. Develop a schedule for Science intervention grade 5 and put STEAM on the special rotation for grades K-5. Increase the amount of time Gifted and Talented students are participating in the Gateway Program.

Person Responsible Shelly Miedona (miedonas@odysseyprepacademy.com)

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

Person Responsible Marie Cimirro (cimirrom@odysseyprepacademy.com)

Conduct focused classroom walk throughs during differentiated small group instruction for ELA and Math as well as during walk to intervention (acceleration). Provide specific feedback to teachers following the walk throughs.

Person Responsible Shelly Miedona (miedonas@odysseyprepacademy.com)

Progress monitoring data will be collected and analyzed by the Intensive Intervention Team (Title I academic coaches, Title I SEL interventionists, ESSER II interventionists, classroom teacher, administration, MTSS coordinator) every 4-6 weeks to monitor progress and make adjustments to the groups and/or intervention being used.

Person Responsible Mike Davis (davism@odysseyprepacademy.com)

Teachers, coaches and administration will conduct data chats with students to monitor progress in grades K-5.

Person Responsible Mike Davis (davism@odysseyprepacademy.com)

Based on the analysis of data, instructional changes will be made. This could include changing whole group instructional delivery method or resources, small group delivery method, resources or interventionist.

The data will be used to develop action plans to address concerns or issues.

Person Responsible Mike Davis (davism@odysseyprepacademy.com)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Through collaborative planning, Odyssey Preparatory Academy will have a focused area on implementation of all core curriculum. Student achievement in all content areas decreased from 2019 to 2022. In addition, based on classroom walkthroughs and examination of lesson plans, teachers were utilizing instructional materials that deviated from the core curriculum adopted by Odyssey Charter Schools.

Measurable Outcome: Odyssey Preparatory Academy will increase ELA proficiency from 59% to 62%, Math proficiency from 53% to 60% and Science proficiency from 51% to 60% in all tested grade levels.

Monitoring: Academic coaches will be at each professional learning collaborative meeting. Agendas, meeting notes and attendance will be collected and uploaded into SharePoint for administration and other grade levels to review. In addition, lesson plans will be monitored weekly to ensure core curriculum is sited and used for whole group instruction.

Person responsible for monitoring outcome: Marie Cimirro (cimirrom@odysseyprepacademy.com)

Evidence-based Strategy: Professional Learning Communities will be developed in each grade level K-5 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 day a week to collaborate in ELA, one day for Math and 5th grade will have an additional day to collaborate for 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 assessments are vital." (Jessie in The Elements of a Professional Learning Community)

Action Steps to Implement

K-2 teachers will meet each Tuesday to plan for Math with Title I academic coach, Leslie Guevara and Laura Lane from Green Apple. Thursday they will meet to plan for ELA with academic coach, Laurie Young or Charlotte Chase from Green Apple.

Person Responsible Leslie Guevara (guevaral@odysseyprepacademy.com)

3-5 teachers will meet each Tuesday to plan for Math with Title I academic coach, Marie Cimirro and Laura Lane from Green Apple. Thursday they will meet to plan for ELA with the academic coach along with Laurie Young or Charlotte Chase from Green Apple.
5th grade will plan for Science with Ms. Dent, science coach/interventionist to ensure standards are being addressed with fidelity using core instructional materials.

Person Responsible Marie Cimirro (cimirrom@odysseyprepacademy.com)

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

Person Responsible Shelly Miedona (miedonas@odysseyprepacademy.com)

Progress monitoring data will be analyzed by the classroom teacher and the leadership team to monitor student progress and growth.

Person Responsible Shelly Miedona (miedonas@odysseyprepacademy.com)

Based on the analysis of data, instructional changes will be made. This could include changing whole group instructional delivery method or resources, small group delivery method, resources or interventionist.

The data will be used to develop action plans to address concerns or issues.

Person Responsible Mike Davis (davism@odysseyprepacademy.com)

Professional learning will be provided as needed based on student data and classroom observations.

Person Responsible Marie Cimirro (cimirrom@odysseyprepacademy.com)

#3. Instructional Practice specifically relating to Professional Learning

Area of Focus Professional Development on Authentic Learning
Description and Rationale: Due to community concerns, the board recommends teacher support in the implementation of the rigorous state standards and 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 Preparatory Academy will increase ELA proficiency from 59% to 62%, Math proficiency from 53% to 60% and Science proficiency from 51% to 60% in all tested grade levels.

Monitoring: Using Title I and ESSER II Instructional Coaches and Interventionists, 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]; 3) How will we respond when some students have not learned it [Intervention plan]; and 4) How will we extend the learning of students who are already proficient[acceleration plan]. Odyssey will develop a formal intervention plan collaboratively with teachers during PLC time and will monitor bi-weekly.

Person responsible for monitoring outcome: Shelly Miedona (miedonas@odysseypreacademy.com)

Evidence-based Strategy: Professional Learning Communities will be developed in each grade level K-5 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 day a week to collaborate in ELA, one day for Math and 5th grade will have an additional day to collaborate for Science. Best practices gained through professional learning opportunities are discussed and shared during the professional learning community process.

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 assessments are vital." (Jessie in The Elements of a Professional Learning Community)

Action Steps to Implement

K-2 teachers will meet each Tuesday to plan for math with Title I academic coach, Leslie Guevara and Laura Lane from Green Apple. Thursday they will meet to plan for ELA with their academic coach, Laurie Young or Charlotte Chase from Green Apple.

3-5 teachers will meet each Tuesday to plan for math with Title I academic coach, Marie Cimirro and Laura Lane from Green Apple. Thursday they will meet to plan for ELA with their academic coach, Laurie Young or Charlotte Chase from Green Apple.

5th grade will plan for Science with Ms. Dent, science coach/interventionist to ensure standards are being addressed with fidelity using core instructional materials.

Person Responsible Marie Cimirro (cimirrom@odysseypreacademy.com)

Classroom walk throughs will occur by administration and Title I academic coaches looking for small group differentiated instruction, rigorous station activities, accountable talk and student engagement with curriculum and content.

Person Responsible Shelly Miedona (miedonas@odysseyprepacademy.com)

Based on the data collected, teachers will be provided differentiated professional development. This will occur during the weekly PLC meetings, through the coaching cycle, one on one and/or during the Thursday mini PD days provided by the Green Apple Academic Team. The data will be used to develop action plans to address concerns or issues.

Person Responsible Shelly Miedona (miedonas@odysseyprepacademy.com)

Using Title I and Title II funds, new teachers will participate in a 3 day New Teacher Institute that introduces the mission and vision, core curriculum, and shared beliefs. Following, teachers will participate in the New Teacher Induction Program that supports teachers new to Odyssey throughout the next three years. These teachers will also be assigned a mentor.

Person Responsible Shelly Miedona (miedonas@odysseyprepacademy.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 69% of parents at Odyssey Preparatory Academy agree or strongly agree that communication about the school's goals and objectives was effectively shared.

Measurable Outcome: Odyssey Preparatory Academy will improve from 69% agree or strongly agree to 72% that communication about the school's goals and objectives was effectively shared.

Monitoring: Through our Parents and 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: Mike Davis (davism@odysseypreacademy.com)

Evidence-based Strategy: To build a welcoming and supportive environment based on the needs of all stakeholders including students, parents, staff, community. 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 related to the school. The central goal is to help stakeholders understand they are welcomed and working partners with the school.

Action Steps to Implement

Training of instructional and operational instructional staff on welcoming strategies.

Person Responsible Monica Knight (knightm@odysseycharterschool.com)

Complete a welcoming environment walk through (physical environment, school-wide practices and policies, personal interactions/relationships, written materials, and communication strategies) with key stakeholders 2 - 3 times a year.

Person Responsible Mike Davis (davism@odysseypreacademy.com)

Based on the data collected from the welcoming walk throughs and previous school year surveys, additional training will be provided to instructional and operational staff members.

Person Responsible Monica Knight (knightm@odysseycharterschool.com)

Culture and climate surveys will be conducted annually. The data will be used to develop action plans to address concerns or issues.

Person Responsible Shelly Miedona (miedonas@odysseypreacademy.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.

N/A

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.

As per our mission, at Odyssey Preparatory Academy we 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 much achieve a balance of intellectual, physical, emotional, spiritual and social skills as a foundation for life.

At Odyssey Prep we practice a collaborative environment through weekly PLCs with teachers and leadership, family engagement nights and Title 1 events. A goal of Odyssey Charter Schools, Inc is hospitality. We have open communication with all stakeholders and encourage input for school improvement.

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

Teachers- parent communication, positive relationships with staff, students and families

Students- positive relationships with faculty and peers

Families- promoting the school mission and positive relationship with faculty and one another

Volunteers- assist teachers and students through classroom support

Support Staff- assist teachers and students through classroom support

Cafeteria Workers- providing nutritional meals that follow our wellness policy with a smile

Bus Drivers- ensure safe and timely transportation to and from school daily

Custodians- providing a clean, sanitary and welcoming learning and working environment

Green Apple support- facilitate and support teachers, leadership and students to obtain maximum learning potential to attain our goals in a systematic process

Board Members- Oversee the educational system to ensure our policies and regulations are ethical and sustainable to student achievement