Odyssey Preparatory Charter Academy

2022-23 Schoolwide Improvement Plan

Table of Contents

Odyssey Preparatory Charter Academy

1350 WYOMING DR SE, Palm Bay, FL 32909

http://www.odysseyprepacademy.com

Demographics

Principal: Shelly Miedona   Start Date for this Principal: 7/1/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2021-22 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	2021-22: A (62%) 2018-19: B (61%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Table of Contents

Odyssey Preparatory Charter Academy

1350 WYOMING DR SE, Palm Bay, FL 32909

http://www.odysseyprepacademy.com

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	61%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

School Board Approval

N/A

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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.
Coryell, Doreen	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services.
Davis, Mike	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services.
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.
Antonio, Sean	School Counselor	Provides social emotional support to students and families through small group and individual sessions.

Demographic Information

Principal start date

Thursday 7/1/2021, Shelly Miedona

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

459

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	68	65	74	70	67	0	0	0	0	0	0	0	413
Attendance below 90 percent	7	21	15	18	20	12	0	0	0	0	0	0	0	93
One or more suspensions	1	5	5	2	4	4	0	0	0	0	0	0	0	21
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 2022 statewide FSA ELA assessment	0	0	0	5	9	12	0	0	0	0	0	0	0	26
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	11	16	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	0	0	0	7	0	0	0	0	0	0	0	0	7

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	0	1	9	7	0	0	0	0	0	0	0	19

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 9/22/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	61%	56%				62%	62%	57%
ELA Learning Gains	74%						60%	60%	58%
ELA Lowest 25th Percentile	72%						53%	57%	53%
Math Achievement	60%	49%	50%				67%	63%	63%
Math Learning Gains	52%						70%	65%	62%
Math Lowest 25th Percentile	44%						48%	53%	51%
Science Achievement	69%	60%	59%				67%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	64%	0%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	59%	61%	-2%	58%	1%
Cohort Comparison		-64%				
05	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	61%	12%	62%	11%
Cohort Comparison		0%				
04	2022					
	2019	66%	64%	2%	64%	2%
Cohort Comparison		-73%				
05	2022					
	2019	59%	60%	-1%	60%	-1%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	56%	9%	53%	12%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	32	64	88	38	36	20	46				
ELL	38	90		53	90						
BLK	57	89	82	55	54	50	64				
HSP	58	73		72	64		64				
MUL	69	73		56	47						
WHT	64	66		59	46		79				
FRL	56	77	63	55	48	56	62				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
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	40
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

There has been a positive trend in both ELA and Math since 14/15 school year. ELA proficiency was 49% in 14/15 and steadily increased to 62% for the 18/19 school year. Dropped to 59% after COVID and has increased to 60% in 21/22. Math proficiency was 57% in 14/15 and steadily increased to 65% for the 18/19 school year. Proficiency dropped to 54% in 20/21 and has increased to 58% in 21/22.

The achievement gap is closing for all subgroups; Black, Hispanic, and 2 or more races in Math, ELA, and Science. The gap is slowly closing in Math but has increased since COVID in ELA and Science.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in ESE, ESOL proficiency and learning gains and lowest 25% in Math.

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

The COVID slide was one contributing factor for the need for improvement. Lack of small group, differentiated instruction contributed to students not making adequate learning gains. Targeted professional development will be given to teachers on small group, differentiated instruction. ESE teachers will push into classrooms to support grade level instruction as well as pull out to fill the gaps based on IEP goals. ESE teachers will meet monthly to analyze progress monitoring data of ESE students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improved area was in ELA in learning gains and lowest 25%. Students increased from 57% in 18/19 to 74% in 21/22 LG and 19% in 18/19 to 72% in 21/22.

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

This increase was due to targeted, differentiated, small group instruction 5 days a week during the ELA block. In addition, there was a 30 minute acceleration period used to remediate the lowest quartile students.

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

· Case managers were divided K-3 and 4/5
· MTSS meetings for T2 and T3 scheduled every Friday beginning in Sept.
· Monthly data chats with ESE students and Interventionists
· 4-week progress monitoring checks
· Monthly meetings with Interventionist and grade level teachers
· Weekly focused walk throughs
· Administration data chats with students after PM1 and PM2
· Pull grade level content/standards into supporting the IEP goals
· Reteach/support grade level content in the pushout and pullout models
· Use High Impact ESOL strategies during whole group and small group instruction
• Identify and analyze BOY (F.A.S.T. PM1) and FSA (Spring 2022) data to create groups and intervention material
• Develop a schedule for acceleration that meets the needs of all students to ensure they are grouped appropriately.
• Acceleration will be 5 days a week K-5 – ELA and/or Math dependent on student needs
• Focused walkthroughs every 3 weeks to ensure acceleration is occurring as scheduled and using intervention curriculum
• Progress monitoring data review every 4 weeks
• 30 minute acceleration (intensive intervention) time put into the master schedule
• T2 data analysis and discussions with grade levels every 4-6 weeks
• Tutoring funded from Title I will occur for Math, ELA and Science based on FSA 2022 data and PM1
• Monthly student teacher data chats

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.

Through the Professional Learning Community, professional development will be provided in the Concrete-Representational-Abstract) CRA model and Problem Based Learning for Math. In addition, teachers will analyze common student assessments as well as PM1 and PM2 data to monitor growth and proficiency of all students. Teachers will have differentiated PD based on need: Positive Discipline, Interactive Student Notebooks, Vocabulary instruction, small group instruction and using the core curriculum; Savvas Envision and Core Knowledge Language Arts.

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

Instructional coaches will be trained to deliver mini-professional learning on the above strategies during collaborative planning sessions, chunking PD as teachers are ready to implement additional strategies throughout the year. Also, teacher leaders will participate in a Coaching Collaborative to develop their skill set to support their grade teams in implementation of effective instructional strategies.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to discipline	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After reviewing school discipline data, there were 152 discipline referrals with in or out of school suspension as the consequence. It was determined that the majority of the in and out of school suspensions were due to classroom disruptions and physical aggression. 61% of all discipline referrals were due to classroom disruptions and physical aggression. These suspensions had a negative impact on academic performance and school culture.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	25% of all in and out of school suspensions will be reduced by end of FY23.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	It will be monitored through walkthroughs of classroom meetings to ensure fidelity of the Positive Discipline Program. Focus discipline data will be reviewed on a quarterly basis to determine the number of in and out of school suspensions and areas of concern.
Person responsible for monitoring outcome:	Mike Davis (davism@odysseyprepacademy.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Positive Discipline techniques and strategies will be used throughout the day which include classroom meetings and conflict resolution strategies within the learning environment, morning check ins by behavior technician along with daily behavior tracking for Tier 3 students, problem solving strategies, SEL lessons in small groups and social groups held with guidance.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	Positive Discipline is a research based program that aligns with the mission of Odyssey Preparatory Academy. The mission is to education the whole child. Positive Discipline weaves the teaching of social emotional skills and character development into the fabric of each and every school day, which supports the mission of Odyssey Preparatory Academy. This program is a preventative model that helps develop skills to self regulate and problem solve which will support the reduction of discipline referrals resulting in in and out of school suspensions.

**selecting this
strategy.**

School wide training on Positive Discipline during pre-planning and at every monthly staff meeting.

Person Responsible	Mike Davis (davism@odysseyprepacademy.com)

Implementation of morning meetings held by classroom teachers.

Person Responsible	Sean Antonio (antonios@odysseyprepacademy.com)

Morning check ins held by Kim Cappelen the behavior technician.

Person Responsible	Shelly Miedona (miedonas@odysseyprepacademy.com)

Development, implementation and tracking of daily point sheets for Tier 3 students.

Person Responsible	Mike Davis (davism@odysseyprepacademy.com)

Weekly walkthroughs of morning meetings with feedback provided to the teachers.

Person Responsible	Sean Antonio (antonios@odysseyprepacademy.com)

Re-entry meetings will be held for all students who return to class/school from a suspension. A behavior plan is written with the re-entry team during the re-entry meeting, The team consists of Behavior Technician who is funded from Title I, guidance professional who is funded from Title I, teacher, administration, student and parent/guardian.

Person Responsible	Shelly Miedona (miedonas@odysseyprepacademy.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Although math proficiency increased by 7% to 60% in 2022, Learning Gains decreased 4% to 52% and Lowest 25% decreased 18% to 44%. ESE and ESOL student proficiency has been stagnant over the past 7 years in both math and science.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, 61% of the students in math will be proficient as measured by the Spring Math F.A.S.T. Assessment. 53% of the students will make learning gains in Math and 45% will make learning gains in the lowest 25%. By May 2023 ESE proficiency in math will increase from 38% to 41%. ESOL proficiency will increase from 53% to 56%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students took F.A.S.T. Progress Monitoring 1 in September. This data was analyzed and put into a Raw Data Spreadsheet. Student proficiency, learning gains and lowest quartile will be analyzed again in January after students take the F.A.S.T. Progress Monitoring 2. Curriculum topic assessments will also be analyzed throughout the year during grade level collaborative planning.
Person responsible for monitoring outcome:	Shelly Miedona (miedonas@odysseyprepacademy.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategies implemented to increase math proficiency and learning gains will be using the Concrete-Representational-Abstract Model and Problem Based Learning. problem based learning
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The use of the CRA instructional sequence was paramount for the effective teaching of mathematics. The CRA instruction may be used in classrooms where learners are not put into ability levels. Results indicated that the integration of the concrete manipulatives, sketches of manipulatives, and abstract notation was an effective strategy to improve students' conceptual understanding and procedural fluency. Research and theory suggests that by having students learn through the experience of solving problems, they can learn both content and thinking strategies. PBL is an instructional method in which students learn through facilitated problem solving. In PBL,

Describe the resources/ criteria used for selecting this strategy.	student learning centers on a complex problem that does not have a single correct answer. Students work in collaborative groups to identify what they need to learn in order to solve a problem. The goals of PBL include helping students develop flexible knowledge, effective problem-solving skills, SDL skills, effective collaboration skills, and intrinsic motivation.

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

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

Person Responsible	Marie Cimirro (cimirrom@odysseyprepacademy.com)

Provide training to teachers in Do the Math Curriculum.

Person Responsible	Marie Cimirro (cimirrom@odysseyprepacademy.com)

Provide training in Concrete - Representational - Abstract model during Professional Learning Communities.

Person Responsible	Shelly Miedona (miedonas@odysseyprepacademy.com)

Provide training in Problem Based Learning using the Savvas Envision core curriculum.

Person Responsible	Shelly Miedona (miedonas@odysseyprepacademy.com)

30 minute Math acceleration (intensive intervention) time put into the master schedule to deliver differentiated, focused instruction to math students in the lowest quartile. Do the Math will be the program used for the intervention monitored by academic coaches.

Person Responsible	Marie Cimirro (cimirrom@odysseyprepacademy.com)

Focused walkthrough for small and whole group math instruction conducted by administration and academic coaches using the Florida Consortium of Public Charter Schools (FCPCS) walk through tool and National Center for Urban School Transformation (NCUST) checklists. These tools will be used to focus on quality first instruction looking for daily objectives, checking for student understanding and gatekeeper vocabulary.

Person Responsible	Shelly Miedona (miedonas@odysseyprepacademy.com)

Teachers and administration will hold data chats with students to monitor progress.

Person Responsible	Shelly Miedona (miedonas@odysseyprepacademy.com)

Using Title I funds, hold family literacy/math/science nights to support student mastery of B.E.S.T. standards.

Person Responsible	Marie Cimirro (cimirrom@odysseyprepacademy.com)

ESE Case managers were divided K-3 and 4/5

Person Responsible	Doreen Coryell (coryelld@odysseyprepacademy.com)

MTSS meetings for T2 and T3 scheduled every Friday beginning in Sept.

Person Responsible	Doreen Coryell (coryelld@odysseyprepacademy.com)

Pull grade level content/standards into supporting the IEP goals with ESE teacher push in and pull out. This will be done by the staffing specialist following curriculum maps of grade level content. Classroom assessments and ESE small group assessments will be used to monitor student growth and mastery.

Person Responsible	Leslie Guevara (guevaral@odysseyprepacademy.com)

Use High Impact ESOL strategies during whole group and small group instruction with documentation in weekly lesson plans. These will be documented in weekly lesson plans and monitored through classroom walk throughs.

Person Responsible	Doreen Coryell (coryelld@odysseyprepacademy.com)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Although the ELA learning gains and lowest quartile increased on the 2022 FSA and science increased to 69%, math learning gains decreased to 52% and the lowest quartile decreased to 44%. ESE and ESOL proficiency has been stagnant over the past 7 years in Math and ELA. ESE and ESOL student proficiency has been stagnant over the past 7 years in both math and ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Odyssey Prep Academy will increase the Math learning gains of students from 52% on Spring FSA to 53% on the F.A.S.T. Progress Monitoring PM3. Increase the learning gains of students in the lowest 25th percentile from 44% on FSA Math to 45% on Progress Monitoring PM3. ELA learning gains of students will be maintained at 74% on the F.A.S.T. Progress Monitoring PM3 and the learning gains of students in the lowest 25th percentile will maintain at 72% on Progress Monitoring PM3. Increase student proficiency in Science from 69% to 70% proficiency. By May 2023 ESE proficiency in math will increase from 38% to 41%. ESOL proficiency will increase from 53% to 56%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Using Title I and ESSER funds, 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 Growth Monitoring, and classroom topic 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. Tier 2 and Tier 3 data will also be monitored and analyzed through the MTSS process.
Person responsible for monitoring outcome:	Shelly Miedona (miedonas@odysseyprepacademy.com)
Evidence-based Strategy: Describe the evidence-based strategy	Implementation of a comprehensive intervention plan that includes an focused classroom small group instruction and an additional 30 minute block of intensive intervention for math and/or reading using researched based materials focused on student needs. Data will be collected every 2 weeks and analyzed by the grade levels for growth and fluidity of the groups.

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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

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

Using Title I and ESSER funds, 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, PD will be delivered based on needs of teacher based on walkthrough observation data collected.

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 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. Conduct focused walk throughs during science co-teaching and small group instruction.

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 interventionists, classroom teacher, administration, MTSS coordinator) every 4-6 weeks to monitor progress and make adjustments to the groups and/or intervention being used. Progress monitoring tools will be dependent on the instruction delivered. (LLI assessment, ORF, iReady, Just Words)

Person Responsible Doreen Coryell (coryelld@odysseyprepacademy.com)

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

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	Doreen Coryell (coryelld@odysseyprepacademy.com)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 Collaborative Plannings (CPs) with teachers and leadership, family engagement nights and Title 1 events.

In addition, we work towards building a positive school culture and environment is the implementation of Positive Discipline. Positive Discipline in the Classroom is a philosophical framework that helps teachers to

teach students self-discipline, responsibility, resiliency, and problem-solving in a climate of caring based on connection before correction, kindness and firmness, and dignity and respect. This builds a collaborative community and reduces behavior problems in the school. At the start of the school year, teachers worked with students to develop classroom agreements. Classrooms participate in morning meetings to build a climate of trust and respect between the teacher and students as well as among the students. In order for everyone to understand the school-wide expectations, each grade level rotated through stations to learn school-wide routines and procedures. Finally, as a component of Positive Discipline, we also have a re-entry process where the student, family and school work together to promote future positive behavior and decision making.

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

Administration - unifying parents, students, teachers and staff to build a collaborative positive school culture and environment
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

This year, administrators, teachers and staff will focus on school climate and culture. 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.