Odyssey Charter School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: A (63%) 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	ATSI
* 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.

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1755 ELDRON BLVD SE, Palm Bay, FL 32909

www.odysseycharterschool.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)
Combination School KG-12	Yes	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	57%

School Grades History

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

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Guevara, Michael	Assistant Principal	Supervise students; maintain safe/orderly environment; support mission/vision; implement curriculum; build culture of trust; monitor implementation of Montessori/other unique programs; evaluate teachers; provide assistance with PD; assist teachers in interpreting/implementing curriculum and program; assist teachers in organization of classrooms for effective learning; assist principal in planning/carrying out staff/parent meetings; assist in preparation of reports; complete special assignments; implement and schedule standardized testing; assume responsibility for building in Principal's absence; coordinate research related to curriculum development; establish/maintain system of school-wide textbook accountability; schedule/plan inservice programs and prepare required reports; serve as advisor/consultant to probationary teachers; coordinate grade placement/grouping of children; maintain high visibility within all areas of facility; supervise students to maintain safe/orderly environment; provide outstanding customer service; use positive interpersonal communication skills; ensure compliance with OCS mission and vision.
Powell, Maxine	Dean	
Senick, Kayla	Attendance/ Social Work	
Hutchinson, Christina	Instructional Coach	Extensive knowledge of effective teaching practices, curriculum and staff development; demonstrate ability to deliver rigorous and appropriate instructional strategies in the classroom; ability to provide appropriate educational environment and experiences based on developmental needs 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.
Senick, Michael	Instructional Coach	Extensive knowledge of effective teaching practices, curriculum and staff development; demonstrate ability to deliver rigorous and appropriate

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

Name	Position Title	Job Duties and Responsibilities
		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.
Burke, Alexis	Instructional Coach	Extensive knowledge of effective teaching practices, curriculum and staff development; demonstrate ability to deliver rigorous and appropriate instructional strategies in the classroom; ability to provide appropriate educational environment and experiences based on developmental needs of students, behavioral management techniques; current knowledge of educational trends, methods, research and technology; ability to build cohesive teams, work collaboratively and cooperatively with other departments; ability to collect and analyze data from a variety of sources, evaluate and make recommendations; use effective positive interpersonal communication skills; demonstrate self-discipline and initiative; follow state and OCS, Inc. guidelines; committed to fulfilling mission of OCS, Inc. via Montessori and other school-adopted programs, creating a cohesive mission-driven team; mentor colleagues through conferences, modeling, lesson planning, classroom walk-throughs; work closely with school leadership to guide teachers to continuous improvement; maintain awareness of current research and curricular trends & disseminate information to personnel as appropriate; support teachers in implementing action plans based on student data; analyze student performance data and help develop professional development improvement plans/action plans; take a leadership role in staff meetings to educate staff in Odyssey core and curricular programs; participate in long-range planning; observe and provide feedback to teachers; conduct professional development as needed.
Fredenburg, Michael	Assistant Principal	Supervise students; maintain safe/orderly environment; support mission/vision; implement curriculum; build culture of trust; monitor implementation

Name	Position Title	Job Duties and Responsibilities
		of Montessori/other unique programs; evaluate teachers; provide assistance with PD; assist teachers in interpreting/implementing curriculum and program; assist teachers in organization of classrooms for effective learning; assist principal in planning/carrying out staff/parent meetings; assist in preparation of reports; complete special assignments; implement and schedule standardized testing; assume responsibility for building in Principal's absence; coordinate research related to curriculum development; establish/maintain system of school-wide textbook accountability; schedule/plan inservice programs and prepare required reports; serve as advisor/consultant to probationary teachers; coordinate grade placement/grouping of children; maintain high visibility within all areas of facility; supervise students to maintain safe/orderly environment; provide outstanding customer service; use positive interpersonal communication skills; ensure compliance with OCS mission and vision.

Demographic Information

Principal start date
Thursday 7/1/2010, Wendi Nolder M

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.*
0

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.*
1

Total number of teacher positions allocated to the school
108

Total number of students enrolled at the school
1,825

Identify the number of instructional staff who left the school during the 2021-22 school year.
38

Identify the number of instructional staff who joined the school during the 2022-23 school year.
38

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	128	126	130	131	127	134	200	211	219	158	138	89	56	1847
Attendance below 90 percent	7	16	10	17	12	11	34	47	38	26	34	19	9	280
One or more suspensions	2	2	8	10	15	12	35	61	58	39	30	15	8	295
Course failure in ELA	0	0	0	4	2	1	4	11	47	15	11	17	2	114
Course failure in Math	0	0	0	4	7	1	5	6	6	42	12	9	2	94
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	9	15	21	30	35	35	30	13	5	197
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	8	11	44	27	37	18	12	9	1	169
Number of students with a substantial reading deficiency	0	0	0	0	0	0	29	19	28	0	2	1	0	79

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	1	7	8	7	33	44	53	43	28	22	4	252

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	6	4	8	6	0	0	1	4	24	22	23	22	6	126
Students retained two or more times	0	0	0	1	0	1	0	5	16	15	18	13	2	71

Date this data was collected or last updated

Wednesday 10/12/2022

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

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

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	60%	63%	55%				62%	65%	61%
ELA Learning Gains	52%						59%	58%	59%
ELA Lowest 25th Percentile	43%						56%	54%	54%
Math Achievement	67%	40%	42%				72%	67%	62%
Math Learning Gains	55%						66%	62%	59%
Math Lowest 25th Percentile	48%						57%	59%	52%
Science Achievement	60%	64%	54%				66%	62%	56%
Social Studies Achievement	81%	61%	59%				88%	80%	78%

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	65%	64%	1%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	71%	61%	10%	58%	13%
Cohort Comparison		-65%				
05	2022					
	2019	61%	60%	1%	56%	5%
Cohort Comparison		-71%				
06	2022					
	2019	59%	60%	-1%	54%	5%
Cohort Comparison		-61%				
07	2022					
	2019	58%	58%	0%	52%	6%
Cohort Comparison		-59%				
08	2022					
	2019	61%	63%	-2%	56%	5%
Cohort Comparison		-58%				

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	86%	61%	25%	62%	24%
Cohort Comparison		0%				
04	2022					
	2019	77%	64%	13%	64%	13%
Cohort Comparison		-86%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	75%	60%	15%	60%	15%
Cohort Comparison		-77%				
06	2022					
	2019	70%	67%	3%	55%	15%
Cohort Comparison		-75%				
07	2022					
	2019	68%	62%	6%	54%	14%
Cohort Comparison		-70%				
08	2022					
	2019	63%	43%	20%	46%	17%
Cohort Comparison		-68%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	66%	56%	10%	53%	13%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-66%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	60%	53%	7%	48%	12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	74%	66%	8%	67%	7%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	90%	74%	16%	71%	19%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	78%	71%	7%	70%	8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	61%	10%	61%	10%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	60%	7%	57%	10%

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	27	39	41	37	41	35	31	57	10		
ELL	45	53	46	54	49	47	31	66	33		
ASN	92	60		92	60						
BLK	50	51	43	58	52	55	47	77	54		
HSP	56	51	40	65	55	45	53	68	46	100	38
MUL	61	53	45	69	57	32	61	78			
WHT	65	54	46	73	57	49	68	91	46	95	35
FRL	54	52	43	60	51	52	56	76	42	95	36
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
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										

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
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

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)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	715
Total Components for the Federal Index	12
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
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	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	57
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	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
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	57
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?

The school's data is traditionally stronger than the district and state by grade level. There are decreasing scores in both Science and Social Studies over the past 6 years. An additional area of concern is Students with Disabilities and their proficiency and learning gains are not as strong as we would like. The school lost ground in the Learning Gains and in Lowest 25% Learning Gains in both ELA and Math.

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

Math Learning Gains
Math Lowest 25% Learning Gains
Science Proficiency
Social Studies Proficiency
Students with Disabilities and ESOL Proficiency, Learning Gains, and Lowest 25%

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

Teachers need training and time to provide differentiated instruction for our students performing below grade level and above grade level in order to obtain learning gains.

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

Our fourth grade ELA and Math proficiency showed the most improvement.

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

Our 4th grade team worked very cohesively planning effective instruction, modeling quality lessons and implementing small group, differentiated instruction.

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

For our higher learners, teachers need to pre-test students and allow for accelerated learning using choice boards and/or interest projects.
Teachers will be retrained on the Teaching Practices from Americas Best Urban Schools (NCUST) effective teaching strategies (Clear Learning Objectives, Checking for Understanding, Gatekeeper Vocabulary) in order to ensure that students know and understand what they are expected to learn, that they are learning it to mastery, and that they have the vocabulary understanding needed to master the content.

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 have differentiated professional learning opportunities based on need: Positive Discipline in the Classroom (ALL); Interactive Student Notebooks; Kagan engagement strategies; NCUST strategies such as Clarity, Checking for Understanding, and Vocabulary instructional strategies; and small group instruction.

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 the PD as teachers are ready to implement additional strategies throughout the school year. Also, teacher leaders will participate in an Instructional Coaching Collaborative to develop their skill set to support their grade level teams with the 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. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on our SSA data over the past 6 years, our Science Proficiency has been decreasing by several points each year, with the exception of the 2018-2019 school year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, 70% of our students in grades 5 will demonstrate proficiency in Science as measured by the Spring SSA. By May 2023, 64% of our students in grades 8 and Biology will demonstrate proficiency in Science as measured by the Spring SSA and Biology EOC. By May 2023, 65% of our students in grades 5, 8 and Biology will demonstrate proficiency in Science as measured by the Spring SSA and Biology EOC.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students have completed a science BOY assessment to determine proficiency at the beginning of the school year. Students will be assessed after each science unit and students not proficient in the content will participate in intervention small groups for a reteach opportunities.
Person responsible for monitoring outcome:	DeAnna Bernardo (bernardod@odysseycharterschool.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will be trained to display and reference clear lesson objectives for each science lesson (throughout their lesson). Teachers will check for understanding throughout their lesson. Teachers will implement Student Interactive Notebooks for students to interact with their learning and have to use as a study guide. Teachers will provide opportunities for students to work together in pairs and small groups for hands-on science labs. Teachers will implement gatekeeper vocabulary strategies from the National Center for Urban School Transformation (NCUST).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the**	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).

resources/ criteria used for selecting this strategy.

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

Provide training in effective and efficient use of Discovery Ed for all Teachers – Lane, Young, Coaches (T)

Person Responsible	Laura Lane (llane@greenappleschools.com)

Implement Science instruction in the first instructional block in 5th grade (and 4th is considering) to ensure full 45 minutes per day is allotted – Nolder, Berg

Person Responsible	Wendi Nolder (nolderw@odysseycharterschool.com)

Frontload Science instruction on Einstein Fridays, followed by hands-on science lessons and writing in Science for grade 5 - Coaches (T)

Person Responsible	Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

Train on and implement Science Interactive Notebooks for grades K-10– Coaches (T)

Person Responsible	DeAnna Bernardo (bernardod@odysseycharterschool.com)

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

Person Responsible	Wendi Nolder (nolderw@odysseycharterschool.com)

Addition of Gizmos and Generation Genius programs to support science instruction and student engagement

Person Responsible	Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

Provide intervention to students needing additional instruction/support in 6-12th grades - Coaches

Person Responsible	Ed Jackson (jacksone@odysseycharterschool.com)

#2. 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.	Based on our FSA data over the past 6 years, our ESE ELA and Math Proficiency has consistently been below 50%. In addition, overall ELA and Math Learning Gains and ELA and Math Lowest 25% Learning Gains have been declining.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, 64% of our students in grades 4-10 and 54% of our students in the Lowest 25% will demonstrate a learning gain in Math as measured by the Spring Math F.A.S.T. PM3. By May 2023, 62% of our students in grades 4-10 and 62% of our students in the Lowest 25% will demonstrate a learning gain in ELA as measured by the Spring ELA F.A.S.T. PM3. By May 2023, 50% of our ESE students in grades 3-10 will demonstrate proficiency in ELA as measured by the Spring ELA F.A.S.T. PM3. By May 2023, 50% of our ESE students in grades 3-10 will demonstrate proficiency in Math as measured by the Spring Math F.A.S.T. PM3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Using Title I and ESSER 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. Students will also be recommended for before- and/or after-school tutoring based on need.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based	Implementation of a comprehensive intervention plan that includes focused classroom small group instruction and intensive intervention.

strategy 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.

Title I - ELA: Ongoing Professional Learning during CPs to ensure implementation of Core Knowledge Language Arts (CKLA) curriculum, including Writing Studio by Title I Instructional Coaches – Chase, Senick, Hutchinson, Kolesnik (T)

Person Responsible	Becky Kolesnik (kolesnikb@odysseycharterschool.com)

Title I - Ongoing Professional Learning during CPs to ensure student engagement during CKLA instruction (Kagan strategies, questioning techniques, etc.) – Chase, Senick, Hutchinson, Kolesnik (T)

Person Responsible	Michael Senick (senickm@odysseycharterschool.com)

Title I - Coaches will model and provide support with instructional delivery to ensure quality first instruction is taking place – Senick, Hutchinson, Kolesnik (T)

Person Responsible	Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

Title I - Additional support provided to novice teachers – Vannoy, Senick, Hutchinson, Kolesnik (T)

Person Responsible	Becky Kolesnik (kolesnikb@odysseycharterschool.com)

Ongoing Professional Learning and modeling of Fundations instruction – Chase, Senick (T)

Person Responsible	Michael Senick (senickm@odysseycharterschool.com)

Review grade level maps to ensure that weakest standards are addressed adequately

Person Responsible	Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

Schoolwide vocabulary strategies from NCUST: pre-identifying vocabulary students need to master; Frayer model for vocabulary; expectation that students use vocabulary in their writing; vocabulary notebook; Greek & Latin roots in media for 3rd-5th - Hutchinson, Kolesnik, Bernardo (T)

Person Responsible Becky Kolesnik (kolesnikb@odysseycharterschool.com)

MATH: Ongoing math Professional Learning to ensure implementation of new SAVVAS enVision math curriculum during Collaborative Planning (CPs) – Senick, Hutchinson, Bernardo (T)

Person Responsible Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

Ongoing math Professional Learning on effective math instructional strategies during CPs – Senick, Hutchinson, Bernardo (T)

Person Responsible DeAnna Bernardo (bernardod@odysseycharterschool.com)

Ongoing math Professional Learning on Concrete-Representational-Abstract (CRA) during CPs – Lane, Senick, Hutchinson, Bernardo (T)

Person Responsible Michael Senick (senickm@odysseycharterschool.com)

Walkthrough observations / support for whole group and small group math instruction – Admin and Coaches

Person Responsible Wendi Nolder (nolderw@odysseycharterschool.com)

Coaching cycle support and modeling for new teachers (and those needing deeper level of support) – Senick, Hutchinson, Bernardo (T)

Person Responsible Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

Implement small group instruction / tutoring for students needing remediation in each math topic – Senick, Hutchinson, Bernardo (T)

Person Responsible DeAnna Bernardo (bernardod@odysseycharterschool.com)

Planning for, walkthroughs of, and monitoring of the lowest 25% small group instruction and math intervention groups – Senick, Hutchinson, Bernardo, Carvil (T)

Person Responsible Michael Senick (senickm@odysseycharterschool.com)

Additional support provided to novice teachers – Vannoy, Senick, Hutchinson, Kolesnik, Bernardo (T)

Person Responsible Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

ESE/ESOL/L25: Train classroom teachers in 6-10 high impact ESE/ESOL teaching strategies to help our ESE/ESOL students access grade level standards (all teachers & ESE/ESOL agree to utilize) - 10-minute in-service – Chase, Nelson, Berg

Person Responsible Deb Berg (bergd@odysseycharterschool.com)

Train co-teachers to work with ESE/ESOL students in small group to check for understanding during whole group instruction; train teachers in high-impact teaching strategies; reteach in small group during independent time and/or acceleration time - Chase

Person Responsible	Charlotte Chase (cchase@greenappleschools.com)

Pull grade level contact/standards into supporting the IEP goals – Nelson, ESE Teachers

Person Responsible	Deb Berg (bergd@odysseycharterschool.com)

Reteach/support grade level content in the pushout and pullout models – Nelson, Fritsma, ESE Teachers

Person Responsible	Deb Berg (bergd@odysseycharterschool.com)

Develop a data tracking system to monitor progress of ESE and ESOL students in ELA and Math – Chase, Nelson, Fritsma, Irving, Classroom Teachers, ESE Teachers

Person Responsible	Charlotte Chase (cchase@greenappleschools.com)

Analyze data from F.A.S.T. and STAR assessments three times per year to identify student progress and needs; hold data chats with students for goal setting purposes – Nelson, Fritsma, Griswell, Burke, Classroom Teachers, ESE Teachers

Person Responsible	Brandy Griswell (griswellb@odysseycharterschool.com)

Monitor progress of students in intervention groups for ELA and Math to ensure they are making adequate progress – Carvil, Berg, Schundlemire, D. Thompson, Fritsma, Watkins, Bernardo, Fredenburg, Jackson

Person Responsible	Michael Fredenburg (fredenburgm@odysseycharterschool.com)

Hire Interventionists in Civics, Science, Math, and ELA from Title I and other sources to support intervention for students not meeting state benchmarks. (T)

Person Responsible	Monica Knight (mknight@greenappleschools.com)

Provide intervention to students in grades 6-12 needing additional instruction based on assessment results in Civics, Science, and Math - coaches (T)

Person Responsible	Ed Jackson (jacksone@odysseycharterschool.com)

#3. 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.	To help create a positive culture and environment, we are implementing Positive Discipline. Recidivism for students suspended at Jr/Sr was 65%. This indicates initial steps taken to support improved behavior were ineffective. By embracing schoolwide implementation of positive discipline and re-entry meetings for suspended students we create improved patterns of behavior and increase positive culture and ehanve the environment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Odyssey Jr/Sr will reduce recidivism among students who receive a suspension by 50%. By implementing positive discipline we will increase positive relationships throughout the school and lessen intial suspensions by 50%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Implementation of Positive Discipline in the classroom will be an ongoing focus. Administration will review and support discipline procedures, including attending all reentry meetings and ensuring support plans with counseling support are included. Ongoing professional development on Positive Discipline implementation will be included in Friday PD days and faculty meetings. Department leads will trained to support team members on Positive Discipline steps. Quarterly review of discipline data to support continued schoolwide focus will be conducted.
Person responsible for monitoring outcome:	Ed Jackson (jacksone@odysseycharterschool.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Positive Discipline is grounded on the following 5 criteria: 1) Is Kind and Firm at the same time. (Respectful and encouraging) 2) Helps children feel a sense of Belonging and Significance. (Connection) 3) Is Effective Long-Term. (Punishment works short term, but has negative long-term results.) 4) Teaches valuable Social and Life Skills for good character. (Respect, concern for others, problem-solving, accountability, contribution, cooperation) 5)Invites children to discover how Capable they are and to use their personal power in constructive ways.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	Studies have repeatedly demonstrated that a students perception of being part of the school community (being connected to school) decreases the incidence of socially risky behavior (such as emotional distress and suicidal thoughts / attempts, cigarette, alcohol and marijuana use; violent behavior) and increases academic performance. This approach aligns with our Montessori approach and was in our schools original charter.

**selecting this
strategy.**

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

Provide all staff training on implementing components of Positive Discipline in the Classroom at the beginning of the school year. - Vannoy, Coaches (T)

Person Responsible   Ed Jackson (jacksone@odysseycharterschool.com)

Provide staff with ongoing feedback with regards to their implementation of Positive Discipline in the Classroom; provide individualized support for struggling teachers; provide ongoing whole group Professional Learning. - Vanoy, Davis, Chase, Coaches (T)

Person Responsible   Ed Jackson (jacksone@odysseycharterschool.com)

Quarterly review of discipline data will be reviewed with all staff.

Person Responsible   Ed Jackson (jacksone@odysseycharterschool.com)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on our FSA data over the past 6 years, our ELA Proficiency has been stagnant between 60 and 64. In addition, our ELA Learning Gains have been decreasing over the past 6 years with 2021-2022 being our lowest performing year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, 74% of our students in grades 3-5 will demonstrate proficiency in ELA as measured by the Spring ELA F.A.S.T. PM3. By May 2023, 62% of our students in grades 6-10 will demonstrate proficiency in ELA as measured by the Spring ELA F.A.S.T. PM3. By May 2023, 63% of our students in grades 3-10 will demonstrate proficiency in ELA as measured by the Spring ELA F.A.S.T. PM3. By May 2023, 62% of our students in grades 4-10 and 62% of our students in the Lowest 25% will demonstrate a learning gain in ELA as measured by the Spring ELA F.A.S.T. PM3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students have completed a Progress Monitoring Assessment (F.A.S.T. PM1) to determine proficiency at the beginning of the school year. Students will be assessed after each unit and students not proficient in the content will participate in intervention small groups for a reteach opportunities.
Person responsible for monitoring outcome:	Ed Jackson (jacksone@odysseycharterschool.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	T - Hire Title I funded instructional coaches and interventionists to provide professional development through the Professional Learning Community (PLC) model and provide coaching cycles to strengthen instruction. T - Hire Title I funded interventionists and computer lab instructional assistants to provide small group instruction and computer-adaptive programs to support student learning of state benchmarks. T - Utilize i-Ready & Study Island computer-adaptive programs and computers to develop differentiated pathways for students in all subgroups. Implementation of a comprehensive intervention plan that includes focused classroom small gorup instruction and intensive intervention.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	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

strategy. Describe the resources/ criteria used for selecting this strategy.	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.

Ongoing Professional Learning during CPs to ensure implementation of Core Knowledge Language Arts (CKLA) curriculum, including Writing Studio – Chase, Senick, Hutchinson, Kolesnik (T)

Person Responsible	Michael Senick (senickm@odysseycharterschool.com)

Ongoing Professional Learning during CPs to ensure student engagement during CKLA instruction (Kagan strategies, questioning techniques, etc.) – Chase, Senick, Hutchinson, Kolesnik (T)

Person Responsible	Becky Kolesnik (kolesnikb@odysseycharterschool.com)

Title I and ESSER Coaches will model and provide support with instructional delivery to ensure quality first instruction is taking place – Senick, Hutchinson, Kolesnik, Burke,Griswell (T)

Person Responsible	Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

Additional support provided to novice teachers – Vannoy, Senick, Hutchinson, Kolesnik, Burke, Griswell, Young (T)

Person Responsible	Michael Senick (senickm@odysseycharterschool.com)

Ongoing Professional Learning and modeling of Fundations instruction for K-2 – Chase, Senick (T)

Person Responsible	Becky Kolesnik (kolesnikb@odysseycharterschool.com)

Review grade level maps to ensure that weakest standards are addressed adequately for grades K-12

Person Responsible	Christina Hutchinson (hutchinsonc@odysseycharterschool.com)

Schoolwide vocabulary strategies from NCUST: pre-identifying vocabulary students need to master K-12; Frayer model for vocabulary; expectation that students use vocabulary in their writing; vocabulary notebook; Greek & Latin roots in media for 3rd-5th (T)

Person Responsible	Michael Senick (senickm@odysseycharterschool.com)

#5. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The graduation rate has dropped from 97% to 90%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	100% of Odyssey students will gradaute with their class.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Twice monthly MTSS grade level teams will meet to ensure student progression through course completion with satisfactory progess.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The MTSS framework offers teachers the opportunity to review data and plan interventions in academic, behavioral, and attendance areas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Research has found that the MTSS framework offers the potential to create systemic change that yields markedly improved academic and social outcomes for all learners.

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.

MTSS twice monthly meetings will be scheduled.
Data sheets will be used by the MTSS teams to notate the students identified for support.
MTSS teams will review action plans to reflect on progress and needed course corrections.
An administrator will be assigned to each team for ongoing support.
Team leads will review data sheets to ensure plans are implemented and progress is reflected and or course corrections are made.

Person Responsible	Ed Jackson (jacksone@odysseycharterschool.com)

#6. Positive Culture and Environment specifically relating to Teacher Retention	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The school lost 45 out of 122 teachers (37%) at the end of 2021-2022 which we attribute to 2 years of COVID, high levels of teacher stress, and concerns about lack of student behavioral support. The current
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In June 2023, the school will retain 75% of its' teachers for the 2023-2024 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school leadership teams hold weekly meetings about teacher needs and concerns. School leaders and instructional coaches
Person responsible for monitoring outcome:	Ed Jackson (jacksone@odysseycharterschool.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	ESSER Increase teacher base pay Implement Positive Discipline in the Classroom as a schoolwide classroom management program T1 Hire Instructional Coaches to support teachers during planning and model effective instructional strategies ESSER Hire New Teacher Mentor to support new teachers T1 Offer Gas Stipend for teachers traveling over 25 miles one way to school
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to Bartels and Jackson in Meaning-Centered Leadership (2021), open communication with active listening is essential to building strong relationships and higher engagement of employees. Research supports the Positive Discipline model, that is based on building mutually respectful relationships at home, at school and in the community. Positive Discipline teaches educators and students the skills needed to create healthy interpersonal interpersonal connections (McVittie, 2003). Empirical research demonstrates that higher salaries improve productivity in various occupational settings. Although it is not the main reason teachers go into the field, they do respond positively to increases in wages. Salaries have been proven for the recruitment and retention of teachers and help ensure they feel valued and motivated (Fullard, 2021). Instructional Coaches help teachers improve teaching practice in collaborative planning sessions with the grade level team (Dynamic Learning Project pilot).

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

No action steps were entered for this area of focus

#7. 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 was 67% in 2022, it has been declining over the past few years. Our learning gains dropped to 55% for all students tested and to 48% for our lowest 25%. Math proficiency for our ESE students was 37% and for our ESOL students was 54%; Math learning gains for our ESE students were 41% and for our ESOL students was 49%; and Math Learning Gains for our ESE L25% was 35% and for our ESOL L25% was 47%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, 50% of our students in grades 4-10 in math will be proficient as measured by the Math F.A.S.T. Assessment. 64% of students will demonstrate a learning gain in Math. 54% of our students in the lowest 25% will demonstrate a learning gain in Math. By May 2023, ESE Math proficiency will increase from 37% to 50% and ESOL Math proficiency will increase from 54% to 55%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our students took the first F.A.S.T. Progress Monitoring (PM1) in September. The data was entered into a raw data spreadsheet and analyzed by school leadership and instructional coaches. Student proficiencey, learning gains, and lowest 25% learning gains will be analyzed again in January (after PM2) to determine needed adjustments in instruction and strategies during collaborative planning sessions by grade level/classroom. At the end of the year in May, students will be assessed (PM3) and we will be able to determine the progress of student learning and the effectiveness of teacher instruction.
Person responsible for monitoring outcome:	Wendi Nolder (nolderw@odysseycharterschool.com)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence-based strategies implemented to increase math proficiency and learning gains will be the Concrete-Representational-Abstract (CRA) Model and Problem-Based Learning through our newly adopted math curriculum, SAVVAS enVision.

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.	The use of the Concrete-Representational-Abstract (CRA) instructional sequence is paramount for the effective teaching of mathematical concepts. The CRA model may be used in classrooms where learners are not grouped by ability. Results indicated that the integration of concrete manipulatives, sketches of manipulatives, and abstract notation was an effective strategy when used to improve students' conceptual understanding and procedural fluency. Research and theory suggest that by having students learn through the experience of solving problems, they learn both content and thinking strategies. Problem-based learning (PBL) is an instructional method in which students learn through facilitated problem solving. In PBL, 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 given problem. The goals of PBL include helping students develop flexible knowledge, effective problem-solving and collaboration skills, as well as develop intrinsic motivation. Grades K-11

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 PM1 data/raw data spreadsheet. -Bernardo, Hutchinson, Senick (T)

Person Responsible	DeAnna Bernardo (bernardod@odysseycharterschool.com)

Provide training to teachers on SAVVAS enVision and Do the Math curricula. - Lane

Person Responsible	Laura Lane (llane@greenappleschools.com)

Provide training to teachers in Concrete-Representational-Abstract (CRA) model during Collaborative Planning sessions by Lane and Title I Coaches (T)

Person Responsible	Laura Lane (llane@greenappleschools.com)

Provide training in Problem-Based Learning using the SAVVAS enVision core curriculum. - Lane

Person Responsible	Laura Lane (llane@greenappleschools.com)

Schedule and plan for math acceleration groups to deliver differentiated, focused math instruction to students in the math lowest 25%. - Bernardo, Hutchinson, Senick (T)

Person Responsible	Deb Berg (bergd@odysseycharterschool.com)

Focused walkthroughs for small and whole group instruction.

Person Responsible	Ed Jackson (jacksone@odysseycharterschool.com)

Hold data chats with all students to monitor progress toward their goals.

Person Responsible	Wendi Nolder (nolderw@odysseycharterschool.com)

Title I - Using Title I funds, hold family literacy, math and science nights to engage families in supporting students' mastery of the benchmarks in grades K-5. (T)

Person Responsible   Michael Senick (senickm@odysseycharterschool.com)

Hold MTSS meetings for students in Tier 2 and Tier 3 a minimum of every 6 weeks beginning in September.

Person Responsible   Deb Berg (bergd@odysseycharterschool.com)

Ensure that IEP goals include grade level content/benchmarks embedded within with ESE teacher pushing in and/or pulling out to support.

Person Responsible   Deb Berg (bergd@odysseycharterschool.com)

Train teachers to include high-yield ESOL strategies during whole group and small group instruction, including documentation within lesson plans (10-minute inservice). - Chase, Nelson, Bernardo, Hutchinson, Senick, Kolesnik (T)

Person Responsible   Charlotte Chase (cchase@greenappleschools.com)

#8. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

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

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy 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.

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

No action steps were entered for this area of focus

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.

Odyssey Charter School's mission states that 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, we practice a collaborative environment through weekly Collaborative Planning Sessions (CPs) with teachers, instructional coaches and leadership, as well as family engagement nights and Title 1 events.

In addition, we work toward building a positive school culture and environment for learning through the implementation of Positive Discipline in the Classroom. Positive Discipline 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 community and reduces behavior problems in the classroom and across the school. At the start of the school year, teachers work with students to develop classroom agreements. Kindergarten through 5th grade students regularly participate in class meetings to build a climate of trust and respect between the teachers and students, as well as among students. In order for all stakeholders to clearly understand the school-wide expectations, K-5 students rotated through stations to learn school-wide routines and grades 6-12 families joined in parent and student orientations. Finally, as a component of Positive Discipline, we 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.

For the 2022-2023 school year, administrators, teachers and staff have recommitted to our Essential Element of establishing a positive school culture. The leadership team will focus on climate and culture by providing training on and monitoring the implementation of our Positive Discipline in the Classroom model. 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 Social Emotional Learning (SEL) teams, made up of guidance, social workers, and deans, 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.
The Board of Directors will oversee the education system to ensure our policies and regulations are ethical and sustainable to student achievement and building a positive school culture and environment.
Green Apple School Management will facilitate and support teachers, leadership and students to obtain maximum learning potential to attain our school climate/culture goals in a systematic process.

Students will work within the Positive Discipline model to build positive relationships with one another, faculty and staff.
Our families will promote a positive culture by supporting the school mission and by modeling and building positive relationships with faculty, staff and administration.

This year, school leaders, teachers and staff will focus on building a positive school culture and environment. Classroom teachers will continue to utilize the student-centered Positive Discipline approach to building community to help students feel a sense of belonging while developing critical-thinking and problem-solving skills. Our Guidance and SEL Team will help promote a positive school culture and environment by working with students and families who need additional support to be successful within the school environment by providing small group instruction in social skills for those students identified as needing it.