

Brevard Public Schools

Odyssey Preparatory Charter Academy School



APPROVED

NOV 15 2023

GCS, Inc.
Board of Directors

2023-24

Schoolwide Improvement Plan (SIP)

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Odyssey Preparatory Charter Academy

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<http://www.odysseypreacademy.com>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Miedona, Shelly	Principal	School leader, manages budget, parent communication, hiring, evaluations, school-wide data analysis, attend weekly PLCs, Weekly leadership and team lead meetings, master scheduling, report card/grade reviews, MTSS team member, IEP team member when needed
Svendsen, William	Assistant Principal	Duty stations, specials schedule, discipline grades 4 and 5, Title I contact, classroom walkthroughs and feedback, evaluations, social media, testing coordinator, roster verification, attends ESOL meetings, attends weekly math PLCs, summer school, MTSS team member
Cappelen, Kimberly	Behavior Specialist	Crisis management, student transitions, 504s, social groups, student support, behavior support, social emotional lessons, MTSS behavior
Cimirro, Marie	Instructional Coach	school-based assessments i-Ready, curriculum/instruction ordering, leading/supporting PLCs. Classroom/acceleration walk-throughs, PD liasion, Title I events, PD/s for teachers in district system, after school tutoring lead, summer school support, mentor teachers, assist assistant principal with state testing, school wide data analysis, MTSS team member
Goodenow, Courtney	Instructional Coach	school-based assessments i-Ready, curriculum/instruction ordering, leading/supporting PLCs. Classroom/acceleration walk-throughs, PD liasion, Title I events, PD/s for teachers in district system, after school tutoring lead, summer school support, mentor teachers, assist assistant principal with state testing, school wide data analysis, MTSS team member
Guevara, Leslie	Teacher, ESE	ESE compliance and related services, ESE accommodations tracking, ESE teacher instructional strategies, Scheduling IEP, HH, 504, GSP meetings, ESOL compliance, WIDA testing, interventionist schedules/support, MTSS lead

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school based leadership team met to develop a draft plan after analyzing the school data. On 24th, leadership team conducted a data dive activity with grade level team leads to analyze the data and get "next steps" feedback from them. This input was added to the draft school improvement plan. On August 11th, this data dive protocol will be shared with the entire faculty with team leaders leading their grade level in the data discussion. In put from this meeting will be added, revised into the school improvement plan. A parent meeting will be held in September to review the draft plan with families requesting input and feedback from them as well. This feedback will be added to the draft plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored for effective implementation throughout the year as assessment data is received. The Intensive Intervention Team will meet at least twice a quarter to monitor student progress and make adjustments to student groups and curriculum based on their progress. After PM2, the SIP will be revised if progress is not being made with proficiency, learning gains and lowest quartile. Any changes made will come from collaborative, problem solving sessions with Green Apple School Management, Administration Leadership Team, Grade Level Team Leads and teachers. In addition, we will have had at least 2 opportunities for parents to provide feedback via surveys after parent events. The SIP will drive all discussions throughout the year to ensure continuous student improvement.

Demographic Data

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	93%
Charter School	Yes
RAISE School	No
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	17	17	14	16	19	7	0	0	0	90
One or more suspensions	11	8	11	3	6	11	0	0	0	50
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	24	10	13	12	14	0	0	0	73
Level 1 on statewide Math assessment	0	0	0	10	9	20	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	13	12	14	0	0	0	39

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	0	1	1	3	7	0	0	0	16

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	3	5	0	0	0	0	0	15
Students retained two or more times	0	0	1	0	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	21	15	18	20	12	0	0	0	93
One or more suspensions	1	5	5	2	4	4	0	0	0	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	5	9	12	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	3	11	16	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	7	0	0	0	0	7

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	0	1	9	7	0	0	0	19

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	21	15	18	20	12	0	0	0	93
One or more suspensions	1	5	5	2	4	4	0	0	0	21
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	5	9	12	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	3	11	16	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	7	0	0	0	0	7

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	0	1	9	7	0	0	0	19

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	61	61	56	62	62	57
ELA Learning Gains	74	63	61	60	60	58
ELA Lowest 25th Percentile	72	54	52	53	57	53
Math Achievement*	60	60	60	67	63	63
Math Learning Gains	52	64	64	70	65	62
Math Lowest 25th Percentile	44	55	55	48	53	51
Science Achievement*	69	56	51	67	57	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	40			56		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	8
Percent Tested	99

2021-22 ESSA Federal Index

Graduation Rate

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	62			
AMI				
ASN				
BLK	64			
HSP	66			
MUL	61			
PAC				
WHT	63			
FRL	60			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	61	74	72	60	52	44	69					40
SWD	32	64	88	38	36	20	46					
ELL	38	90		53	90							40
AMI												
ASN												
BLK	57	89	82	55	54	50	64					
HSP	58	73		72	64		64					
MUL	69	73		56	47							
PAC												

2021-22 ACCOUNTABILITY 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	ELP Progress
WHT	64	66		59	46		79					
FRL	56	77	63	55	48	56	62					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	59	53	19	53	36	38	51					61
SWD	28	35	27	30	50		36					
ELL	32	21		26	33							61
AMI												
ASN												
BLK	47	36	18	38	36		50					
HSP	58	45		55	36		33					60
MUL	63	82		58	36							
PAC												
WHT	66	58		60	35		60					
FRL	53	43	22	46	30	44	44					63

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	62	60	53	67	70	48	67					56
SWD	37	64	73	42	58	43	27					
ELL	57	53		46	69							56
AMI												
ASN												
BLK	47	48	41	53	74	62	50					
HSP	61	57		63	69							50
MUL	71	62		76	62							
PAC												
WHT	71	69	62	76	70	42	76					
FRL	62	60	53	67	70	48	67					56

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	59%	-8%	54%	-3%
04	2023 - Spring	65%	61%	4%	58%	7%
03	2023 - Spring	54%	56%	-2%	50%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	65%	60%	5%	59%	6%
04	2023 - Spring	67%	61%	6%	61%	6%
05	2023 - Spring	57%	55%	2%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	57%	-1%	51%	5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

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. ELA proficiency dropped to 59% in 20/21 after COVID and has decreased to 57% in 22/23. 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 63% in 22/23 which is moving closer to our pre-COVID data.

The achievement gap was closing for some subgroups: Black, Hispanic, and 2 or more races in Math, ELA, and Science. However, Black students scored lower than Caucasian students in both ELA and Math in

22/23.

Our lowest performance was 5th Grade ELA at 51% proficiency and 5th Grade Science was 55% proficiency. The contributing factors to the decline of 5th grade performance was teacher retention and the inability to hire highly qualified teachers. In addition, we were not able to hire a second highly qualified academic coach and our Assistant Principal resigned midyear.

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

5th grade ELA declined 13 percentage points from 64% in 21/22 to 51% in 22/23. Science declined 14 percentage points from 69% to 55%.

In FY 23, we increased our 5th population by 29 students. 45% of the new students were not proficient in ELA and 38% were not proficient in Science. This added an additional class to the grade level. Two teachers taught ELA/SS and two teachers taught Math/Science. Three of our four 5th grade teachers were new to teaching 5th grade and were also new to the school. Midyear, the veteran teacher on the grade level left on medical leave. We were not able to find a highly qualified teacher to replace him and had to put a long-term sub in that position. Our Science academic coach taught science for those students and was not able to support in the other 5th grade classes.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap was 5th grade ELA at 51% proficient compared to the state at 55%. The greatest contributing factor was a lack of focused, quality Tier I instruction. The 5th grade ELA teachers were not using the CKLA curriculum with fidelity. In addition, they did not implement Tier II differentiated small group instruction or intensive intervention as indicated on the master schedule. Another contributing factor was an incomplete administrative team. FY22, we had two full-time academic coaches and an AP. During FY23, the AP resigned midyear and we were not able to acquire a qualified replacement. Also, we were not able to find a second highly qualified instructional coach and our existing coach was part-time.

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

The greatest improvement was 5th grade math. We increased 14 percentage points from 45% in 21/22 to 59% in 22/23. Third through fifth grade math proficiency increased 3 percentage points to 63%.

The greatest contributing factor was the implementation of the new standards-based Savvas curriculum. All K-5 math teachers received intensive training on the new curriculum and Do the Math intervention curriculum. In addition, the principal attended every math Professional Learning Community. At these weekly PLCs, the team dug into the standards and the curriculum to ensure that teachers understood how to teach the standards to mastery. Teachers also discussed curriculum/material to use during tier II small group instruction and utilized formative assessments to formulate the fluid small groups.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is student attendance. Another would be students scoring level 1 in math and/or ELA.

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

1. Instructional practice related to differentiation which includes ESSA subgroups for ESE and ELL
2. Instructional practice related to ELA
3. Instructional practice related to Science
4. Instructional practice related to Math
5. Positive Culture and Environment relating to teacher retention and recruitment

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

9 out of 39 (23%) instructional personnel left at some point during the 22/23 school year. Teachers left for various reasons. However, one common reason was due to high expectations of student achievement.

Measurable Outcome:

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

Odyssey Preparatory Academy's goal is to retain 80% of its instructional staff for the 2023/2024 school year.

Monitoring:

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

At the July 24th Team Lead summer meeting, team leads will read an article and discuss the qualities of being a leader. They will then share how they can use these qualities to lead their teams fostering trust, commitment, striving to achieve school goals and mission. Group norms will be developed at the Team Lead meeting and then at each grade level meeting. Team Lead meetings will be held weekly to discuss teacher needs and the support they may need. Team leads will hold weekly meetings to share information from the leadership meeting and support teachers throughout the year. Administration will check in daily with each teacher providing support as needed. Coaches and administration will be visible across the campus throughout the year and attend all collaborative planning sessions.

Person responsible for monitoring outcome:

Shelly Miedona (miedonas@odysseypreacademy.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The interventions for teacher retention will be training the team leaders, holding weekly team lead meetings, team leads holding weekly meetings to discuss items on the team lead agenda and will bring problems to the team lead agenda. Teachers will also attend PLCs at least twice a week to gain a better understanding of the standards, curriculum and how to teach the curriculum. High yield teaching strategies will be shared at these meetings. Professional

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Vol. 7, No. 2 Summer 2010 AASA Journal of Scholarship and Practice, five factors that positively influence teacher retention are collaboration, professional development, teacher autonomy, supportive leadership and student learning outcomes.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Team Lead/Grade Level Meetings will be held every Monday from 3:15 - 4:30. Agenda items will be solicited from the team leads based on grade level needs as well as items from administration. The agenda will be emailed to the team leaders the morning of asking for any last items to be added.

Person Responsible: Shelly Miedona (miedonas@odysseyprepacademy.com)

By When: All meetings the year will be scheduled by 8/1/2023.

Each grade level team lead will schedule their weekly meetings via outlook inviting administration and coaches.

Person Responsible: William Svendsen (svendsenw@odysseyprepacademy.com)

By When: By August 9th these meetings will be scheduled.

Leadership team will conduct team leader walkthroughs to ensure meetings are being held

Person Responsible: Shelly Miedona (miedonas@odysseyprepacademy.com)

By When: Each week one member of the leadership team will attend a team lead grade level meeting.

Professional Learning Communities will be held weekly for math, reading and science. Instructional coaches funded from Title I will lead these meetings to ensure, teachers have in depth conversations surrounding FL standards, the curriculum and how to implement the curriculum to ensure student mastery. Instructional coaches will support teachers as they examine student data and discuss formative and summative assessments. Teachers, coaches and administration will model for one another effective teaching strategies.

Person Responsible: Courtney Goodenow (goodenowc@odysseyprepacademy.com)

By When: By August 10, 2023, all PLC meetings will be scheduled for Math, Reading and Science for each grade level. Administration will be invited to each of these meetings.

Leadership team will conduct morning walks checking in with teachers daily. They will be asked what they need and how they are doing professionally and personally. This will show teachers they are supported and cared for. Needs will be met as soon as possible.

Person Responsible: [no one identified]

By When: Beginning the first day teachers return lasting until the last day of school.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA ESE proficiency in grades 3-5 on the 2023 F.A.S.T. assessment was 37% proficient.
Math ESE proficiency in grades 3-5 on the 2023 F.A.S.T. assessment was 57%.

Measurable Outcome:

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

ELA ESE proficiency in grades 3-5 will increase from 37% on 2023 F.A.S.T assessment to 40% on the 2024 F.A.S.T. assessment. Math will increase from 58% to 60%.

Monitoring:

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

Progress monitoring through FAST assessment and data analysis with Green Apple School Management three times a year.

Collaborative Planning discussions on progress monitoring and classroom performance of ESE students at grade level meetings with instructional coaches (T) and administration.

Person responsible for monitoring outcome:

Leslie Guevara (guevaral@odysseyprepacademy.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The high-leverage practices in special education (HLPs) are provided across four intertwined components of teacher practice: collaboration, assessment, social/emotional/behavioral practices, and instruction. Some high leverage practices for students with disabilities: scaffolded support, explicit instruction, teaching cognitive and metacognitive strategies, explicit instruction, adapt curriculum tasks and materials for specific learning goals and Systematically design instruction toward a specific learning goal.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on DuFour's Professional Learning Community Model and results-oriented thinking, "In a PLC the focus is not on what one intends to do but, rather, the results of actions. There must be an ongoing assessment of programs and initiatives in the school, and common formative assessments are vital." (Jessie in The Elements of a Professional Learning Community)
The Counsel for Exceptional Children, "The high-leverage practices in special education (HLPs) are provided across four intertwined components of teacher practice: collaboration, assessment, social/emotional/behavioral practices, and instruction. The 22 HLPs are intended to address the most critical practices that every K–12 special education teacher should master." These practices are evidenced based that when successfully implemented can improve results for struggling learners. They are broadly applicable across all content areas.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Monthly, the ESE coordinator in collaboration with the instructional coaches (T) will teach and model a high leverage instructional practice during the collaborative planning meeting.

Person Responsible: Leslie Guevara (guevaral@odysseyprepacademy.com)

By When: A calendar of strategies to be taught will be created by 8/15 and implemented according to the calendar.

Administration and academic coaches (T) will conduct learning walks to check for fidelity of high leverage practices used in the classroom using the checklists from National Center for Urban School Transformation (NCUST) to collect data and analyze trends. .

Person Responsible: Shelly Miedona (miedonas@odysseyprepacademy.com)

By When: Weekly throughout the year beginning September 1, 2023.

Purchase 5 copies of "High Leverage Practices in Special Education" (T) to be used by those training the staff.

Person Responsible: Shelly Miedona (miedonas@odysseyprepacademy.com)

By When: The books will be purchased by 8/1/2023.

Purchase "Branching Minds" (T) MTSS/RTI platform software and train teachers on using the platform.

Person Responsible: Shelly Miedona (miedonas@odysseyprepacademy.com)

By When: By 8/1/23 the platform will be purchased. By the end of August, teachers will be trained on using the platform.

Gen Ed and ESE teachers will collect and analyze data to ensure student progress and mastery of grade level standards. Instruction will be adjusted based on student data and needs to increase proficiency.

Person Responsible: Leslie Guevara (guevaral@odysseyprepacademy.com)

By When: Data will be collected bi-monthly and analyzed monthly for student progress.

ESE Coordinator will review all IEPs and LEP plans for students in each teacher's homeroom. The teachers will have the opportunity to ask clarifying questions.

Person Responsible: Leslie Guevara (guevaral@odysseyprepacademy.com)

By When: By August 9th, Ms. Guevara will hold a one on one meeting with every teacher to review the IEP or LEP plan with each teacher.

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Although the math proficiency was 63%, learning gains 70% and lowest 25% was 62% on the 2023 F.A.S.T. PM3, ESE proficiency was only 58% and ESOL proficiency was 33%.

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 math proficiency from 63% on the F.A.S.T. Progress Monitoring 2023 PM3 to 66% on the 2024 F.A.S.T. Progress Monitoring PM3. Math learning gains were 70% on the 2023 PM3 assessment and the lowest 25% was 62%. The learning gains and lowest 25% will be maintained on spring 2024 PM3. By May 2024 ESE proficiency in math will increase from 58% to 60%. ESOL proficiency will increase from 33% to 35%.

Monitoring:

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

Students will take the F.A.S.T. Progress Monitoring 1 in September. This data will be 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. In addition, focused classroom walkthroughs will occur during whole group instruction, small group and acceleration(intervention) time to verify fidelity and quality of instruction, implementation of core and intervention curriculum.

Person responsible for monitoring outcome:

Shelly Miedona (miedonas@odysseypreacademy.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategies implemented to increase math proficiency and learning gains will be using the Concrete-Representational-Abstract Model, Problem Based Learning and incorporating Number Talks in grades K-5th grade.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The use of the CRA instructional sequence was paramount for the effective teaching of mathematics. 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 suggest 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. Students work in collaborative groups to identify what they need to learn in order to solve a problem.

The National Council for Teachers of Mathematics states that "Computational fluency refers to having efficient and accurate methods for computing." A Number Talk is a powerful tool for helping students

develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply and divide.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 the Raw Data Spreadsheet, data students in the lowest quartile will be identified from PM 1.

Person Responsible: Marie Cimirro (cimirrom@odysseyprepacademy.com)

By When: Data of PM1 will be analyzed by mid September 2023.

Students will be grouped into intervention groups based on deficiencies.

30 minute Math acceleration (intensive intervention) time will be 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. (T) In addition, students not needing intervention will be accelerated using the Savvas Realize math curriculum and/or iReady Math.

Person Responsible: Courtney Goodenow (goodenowc@odysseyprepacademy.com)

By When: Intervention groups will be created using PM3 2023 data and acceleration will begin 9/11/23. Groups will be adjusted based on PM1 2023 results if needed.

K-5 collaborative planning meetings will be held weekly to discuss implementing Project-based learning using the Savvas core curriculum. These meetings will be lead by administration and/or instructional coaches (T). At these meetings conversations will surround standards based instruction using the core curriculum with fidelity. Formative and summative assessments will be determined and data will be analyzed. The team will also model lessons supporting teacher efficacy.

Person Responsible: Courtney Goodenow (goodenowc@odysseyprepacademy.com)

By When: By August 10, 2023 collaborative planning meetings will be calendared beginning the week of August 14th and ending May 20, 2024.

Focused, weekly walk throughs and Leadership Learning Walks will occur of Tier I and Tier II classroom instruction as well as during Tier III acceleration. The Florida Consortium of Public Charter Schools (FCPCS) classroom walkthrough tool and Focusing on Mastery and Promoting Clarity tools from the National Center for Urban School Transformation (NCUST) checklists will be used to collect data and analyze trends. These tools will be used to focus on quality first instruction looking for daily objectives, checking for student understanding and gatekeeper vocabulary. Additional support and/or training will be provided to teachers who are not implementing quality first instruction.

Person Responsible: Shelly Miedona (miedonas@odysseyprepacademy.com)

By When: Walk throughs will be calendared by administrators and instructional coaches (T) to begin the week of September 11th.

Teachers will read and be trained on Chapters 1-3 from Teaching Practices from America's Best Urban Schools, Johnson, Uline and Perez.

Person Responsible: Shelly Miedona (miedonas@odysseyprepacademy.com)

By When: Training will occur on August 2nd during pre-planning.

Teachers will read and be trained on chapters 4 - 9 from Teaching Practices from America's Best Urban Schools, Johnson, Uline and Perez.

Person Responsible: Shelly Miedona (miedonas@odysseypreacademy.com)

By When: Training will occur by the end of the first semester using early release days.

Analyze student proficiency, learning gains, and lowest quartile after students take the F.A.S.T. Progress Monitoring 2 in January. Growth and proficiency will be analyzed. Intervention groups will be adjusted based on student need. Teachers will receive additional training or support as needed to ensure Math goals are met.

Person Responsible: Marie Cimirro (cimirrom@odysseypreacademy.com)

By When: Data will be analyzed and groups reorganized based on student need by the end of January 2024. Teacher training will begin immediately following classroom walkthrough when needed.

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@odysseypreacademy.com)

By When: All family engagement events will be calendared by the end of August, 2023.

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

Person Responsible: Leslie Guevara (guevaral@odysseypreacademy.com)

By When: MTSS meetings will be scheduled to begin September 8, 2023

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. Classrooms assessments and ESE small group assessments will be used to monitor student growth and mastery.

Person Responsible: Leslie Guevara (guevaral@odysseypreacademy.com)

By When: Schedules will be developed and implemented by August 31, 2023.

Use High Impact ESOL and ESE 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: William Svendsen (svendsenw@odysseypreacademy.com)

By When: Lesson plans are due each Thursday in Plan Book beginning August 10, 2023.

Train all teachers on high leverage instructional practices by ESE coordinator and instructional coaches (T) during collaborative planning.

Person Responsible: Shelly Miedona (miedonas@odysseypreacademy.com)

By When: A calendar of strategies to be taught will be created by 8/15/2023.

(T) Train teachers on the implementation of Interactive notebooks to integrate into their math instruction to increase student understanding and retention of concepts.

Person Responsible: Marie Cimirro (cimirrom@odysseypreacademy.com)

By When: Interactive notebook training will take place during pre-planning on August 9, 2023.

(T) Purchase 25 Number Talks: Whole Number Computation books by Heinemann.

Person Responsible: Marie Cimirro (cimirrom@odysseypreacademy.com)

By When: Books will be ordered by August 15, 2023.

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA proficiency decreased from 61% on 2022 FSA to 57% on F.A.S.T. PM3, learning gains 74% 2022 FSA to 55% on 2023 F.A.S.T. PM3 and lowest 25% decreased from 72% on the 2022 FSA to 29% on 2023 F.A.S.T. PM3 assessment. ESE proficiency was 37% and ESOL proficiency was 42% on 2023 F.A.S.T. PM3.

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 ELA proficiency from 57% on 2023 F.A.S.T. PM3 to 62% on 2024 F.A.S.T. PM3. ELA learning gains of students from 55% on 2023 F.A.S.T. PM3 to 62% on 2024 F.A.S.T. PM3. Increase the learning gains of students in the lowest 25th percentile from 29% on 2023 F.A.S.T. PM3 to 62% on 2024 F.A.S.T. PM3. ELA learning proficiency of ESE students will increase from 37% to 40% and ESOL proficiency will increase from 42% to 44% on 2024 F.A.S.T. PM3. Kindergarten will increase from 50% to 62% on 2024 PM3. 1st grade will increase from 46% to 62% on 2024 F.A.S.T. PM3 and 2nd grade will increase from 67% to 70% proficiency.

Monitoring:

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

Students will take the F.A.S.T. Progress Monitoring 1 in September. This data will be 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. In addition, focused classroom walkthroughs will occur during whole group instruction, small group and acceleration(intervention) time to verify fidelity and quality of instruction, implementation of core and intervention curriculum. We will also progress monitor oral reading fluency probes 3 times a year to ensure grade appropriate fluency and accuracy to increase comprehension.

Monitor: STAR testing

Person responsible for monitoring outcome:

Shelly Miedona (miedonas@odysseyprepacademy.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategies implemented to increase ELA proficiency and learning gains will be using the core principles of the science of reading using the Core Knowledge and Magnetic curriculums. Comprehension, fluency, vocabulary, phonics and phonemic awareness are all address in these curriculums. In addition, reciprocal teaching, gradual release and project-based learning will be used. Individualized learning stations and guided reading groups using Geodes and Primary Phonics and UFLI Foundations materials.

Implementation of a comprehensive intervention plan that includes 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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Amplify CKLA inspires curiosity and empowers all students with rich background knowledge and vocabulary to improve reaching comprehension. Background knowledge and vocabulary are two of the key components to the science of reading and increased comprehension. Language structures, verbal reasoning and literacy knowledge are all supported through CKLA and Magnetic reading.

The University of Florida Literacy Institute Foundations, is an explicit, systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students.

Response to Intervention has a 1.29 effect size (Hattie). When a comprehensive intervention plan is implemented effectively, students have an opportunity to make over a years worth of growth.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 into instructional groups based on the lowest and highest quartiles. These groups will be developed using 2023 PM3 F.A.S.T. data.

Person Responsible: Marie Cimirro (cimirro@odysseypreacademy.com)

By When: Groups will be created and a school wide Walk to Intervention will begin on September 11, 2023 from 8:10 a.m. - 8:40 a.m. Monday - Friday K-5.

Focused, weekly walk throughs and Leadership Learning Walks will occur of Tier I and Tier II classroom instruction as well as during Tier III acceleration. The Florida Consortium of Public Charter Schools (FCPCS) classroom walkthrough tool and Focusing on Mastery and Promoting Clarity tools from the National Center for Urban School Transformation (NCUST) checklists will be used to collect data and analyze trends. These tools will be used to focus on quality first instruction looking for daily objectives, checking for student understanding and gatekeeper vocabulary. Additional support and/or training will be provided to teachers who are not implementing quality first instruction.

Person Responsible: Shelly Miedona (miedonas@odysseypreacademy.com)

By When: Classroom walk throughs will begin the week of September 11, 2023. Teachers will receive feedback within 2 days of the walkthrough.

Teachers will read and be trained on Chapters 1-3 from Teaching Practices from America's Best Urban Schools, Johnson, Uline and Perez.

Person Responsible: Shelly Miedona (miedonas@odysseypreacademy.com)

By When: Teachers will be trained on August 2, 2023 during pre-planning.

Teachers will read and be trained on chapters 4 - 9 from Teaching Practices from America's Best Urban Schools, Johnson, Uline and Perez.

Person Responsible: Shelly Miedona (miedonas@odysseypreacademy.com)

By When: Teachers will read and receive professional development by the end of the first semester.

Based on the analysis of walk through data, instructional changes will be made. This could include changing whole group instructional delivery method or resources, small group delivery method, resources or interventionists. The data will be used to develop action plans to address concerns or issues.

Person Responsible: Shelly Miedona (miedonas@odysseypreacademy.com)

By When: Walk through feedback will be provided to teachers within 2 days of the observation. Action plans will be developed immediately to address quality first instruction.

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

Person Responsible: William Svendsen (svendsenw@odysseypreacademy.com)

By When: All Title I Family Engagement events will be calendared by the end of August.

K-5 collaborative planning meetings will be held weekly to discuss implementing the Amplify CKLA core curriculum. These meetings will be lead by administration and/or instructional coaches (T). At these meetings conversations will surround standards based instruction using the core curriculum with fidelity. Formative and summative assessments will be determined and data will be analyzed. The team will also model lessons supporting teacher efficacy and discuss small group/station activities.

Person Responsible: Courtney Goodenow (goodenowc@odysseypreacademy.com)

By When: By August 10,2023 collaborative planning meetings will be calendared beginning the week of August 14th and ending May 20, 2024.

Analyze student proficiency, learning gains, and lowest quartile after students take the F.A.S.T. Progress Monitoring 2 in January. Growth and proficiency will be analyzed. Intervention groups will be adjusted based on student need. Teachers will receive additional training or support as needed to ensure Math goals are met.

Person Responsible: Marie Cimirro (cimirrom@odysseypreacademy.com)

By When: Data will be analyzed and groups reorganized based on student need by the end of January 2024. Teacher training will begin immediately following classroom walkthrough when needed.

MTSS meetings for Tier 2 and Tier 3 scheduled every Friday beginning in September.

Person Responsible: Leslie Guevara (guevaral@odysseypreacademy.com)

By When: MTSS meetings will be scheduled in September and continued every Friday throughout the year.

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. Classrooms assessments and ESE small group assessments will be used to monitor monitor student growth and mastery.

Person Responsible: Leslie Guevara (guevaral@odysseypreacademy.com)

By When: Starting August 21, 2023

Use High Impact ESOL and ESE 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: William Svendsen (svendsenw@odysseypreacademy.com)

By When: Starting August 9, 2023.

Train all teachers on high leverage instructional practices by ESE coordinator and instructional coaches (T) during collaborative planning.

Person Responsible: Shelly Miedona (miedonas@odysseyprepacademy.com)

By When: A calendar of strategies to be taught will be created by 8/15 and implemented according to the calendar.

Train teachers on the implementation of Interactive notebooks to integrate into their ELA instruction to increase student understanding and retention of concepts.

Person Responsible: Courtney Goodenow (goodenowc@odysseyprepacademy.com)

By When: August 9, 2023

Continued interactive notebook training, implementation, and monitoring at weekly collaborative planning meetings.

Person Responsible: Courtney Goodenow (goodenowc@odysseyprepacademy.com)

By When: Training on August 9th. Continued training and monitoring weekly.

#5. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Although Math proficiency, learning gains and lowest 25% all increased and surpassed the goals set for 2023, ELA proficiency decreased from 61% on 2022 FSA to 57% on F.A.S.T. PM3, learning gains 74% 2022 FSA to 55% on 2023 F.A.S.T. PM3 and lowest 25% decreased from 72% on the 2022 FSA to 68% on 2023 F.A.S.T. PM3 assessment. ELA ESE proficiency was 37% and ESOL proficiency was 42% on 2023 F.A.S.T. PM3. Math ESE proficiency was 58% and ESOL proficiency was 33% on the 2023 F.A.S.T. PM3.

Over all Gifted proficiency in ELA and Math was 100% with the exception of 1 student. However the learning gains of Gifted students in ELA was only 57% and in Math 86%.

The percentage of Students participating in the Gateway Program scoring a Level 4 or 5 in ELA and Math was 90%. The learning gains for these students in ELA was 57% and Math 75%.

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 ELA proficiency from 57% on 2023 F.A.S.T. PM3 to 62% on 2024 F.A.S.T. PM3. ELA learning gains of students from 55% on 2023 F.A.S.T. PM3 to 62% on 2024 F.A.S.T. PM3. Increase the learning gains of students in the lowest 25th percentile from 68% on 2023 F.A.S.T. PM3 to 69% on 2024 F.A.S.T. PM3. ELA learning proficiency of ESE students grades 3-5 will increase from 37% to 40% and ESOL students grades 3-5 proficiency will increase from 42% to 44% on 2024 F.A.S.T. PM3. Math proficiency, learning gains and lowest 25% will be maintained.

Odyssey Prep Academy will increase ELA and Math proficiency and learning gains from 90% to 92% on the 2024 F.A.S.T. PM3.

Monitoring:

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

T - 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 and highest quartile ELA and Math, learning gains in ELA and Math, and science proficiency will be monitored through focused classroom walkthroughs during small group and acceleration(intervention) time to verify fidelity and quality of instruction, implementation and intervention curriculum. Individual student progress will be monitored based on intervention, monthly progress monitoring using i-Ready Growth Monitoring for the bottom quartile, and/or 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 of the lowest and highest quartile students, and make adjustments to action steps based on data analysis and student needs. Tier 2 and Tier 3 data will be monitored and analyzed through the MTSS process.

Person responsible for monitoring outcome:

William Svendsen (svendsenw@odysseyprepacademy.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of a comprehensive intervention plan that includes differentiated and focused classroom small group instruction and an additional 30-minute block of intensive intervention (acceleration) for math and/or reading using researched based materials focused on individual student needs (remediation and

enrichment). Data will be collected at a minimum of every 2 weeks and analyzed by the grade levels for growth and fluidity of the groups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 year's 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)

Maybe add research specific to accelerating students here.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Analyze 2022-2023 PM3 data to determine the lowest and highest quartile students and form intervention/acceleration groups.

Person Responsible: Marie Cimirro (cimirrom@odysseyprepacademy.com)

By When: August 15, 2023

Intervention/Acceleration curriculum will be determined based on student need.

Person Responsible: Courtney Goodenow (goodenowc@odysseyprepacademy.com)

By When: September 1, 2023

After I-Ready BOY and 2023-2024 PM1 are administered, this data will be triangulated to adjust the lowest and highest quartile, if needed, and adjust instructional groups for intervention/acceleration.

Person Responsible: Marie Cimirro (cimirrom@odysseyprepacademy.com)

By When: September 29, 2023

Intervention/Acceleration walk to model will begin September 11, 2023 based on 2022-2023 PM3 data.

Person Responsible: Shelly Miedona (miedonas@odysseyprepacademy.com)

By When: Every 4 weeks, grade levels will meet to analyze acceleration data of the lowest and highest quartiles. The first meeting will be 10/12/23.

Teachers will share acceleration and classroom data to determine next steps. Students will be referred to the MTSS coordinator if needed and groups adjustments of groups will occur based on data analysis.

Person Responsible: William Svendsen (svendsenw@odysseyprepacademy.com)

By When: September 1, 2023

After I-Ready BOY and 2023-2024 PM1 are administered, this data will be triangulated to adjust the lowest and highest quartile, if needed, and adjust instructional groups for intervention/acceleration.

Person Responsible: Marie Cimirro (cimirrom@odysseyprepacademy.com)

By When: September 29, 2023

Intervention/Acceleration walk to model will begin September 11, 2023 based on 2022-2023 PM3 data.

Person Responsible: Shelly Miedona (miedonas@odysseypreacademy.com)

By When: Every 4 weeks, grade levels will meet to analyze acceleration data of the lowest and highest grade levels.

#6. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA ELL proficiency in grades 3-5 on the 2023 F.A.S.T. assessment was 42% proficient. Math ELL proficiency in grades 3-5 on the 2023 F.A.S.T. assessment was 33%.

Measurable Outcome:

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

ELA ELL proficiency in grades 3-5 will increase from 42% on 2023 F.A.S.T assessment to 44% on the 2024 F.A.S.T. assessment. Math ELL proficiency in grades 3-5 will increase from 33% to 35%.

Monitoring:

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

Progress monitoring through F.A.S.T. assessment and data analysis with Green Apple School Management three times a year.

Collaborative Planning discussions on progress monitoring and classroom performance of ELL students at grade level meetings with instructional coaches (T) and administration.

Person responsible for monitoring outcome:

Leslie Guevara (guevaral@odysseyprepacademy.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Innovation Configuration for Evidence-Based Practices for English Learners by CEEDAR Center guides teacher preparation professionals in evidence-based practices for English Learners. We will implement the following evidence-based practices for ELs: provide students the opportunity to develop academic oral language while simultaneously teaching literacy and other content areas, teach vocabulary across content areas, and provide appropriate interventions for ELs who need support beyond Tier 1 instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Evidence-Based Practices for English Learners from CEEDAR Center, there are four main recommendations that are consistently effective for English Learners (ELs). These recommendations "support ELs in developing oral language while they learn academic content."

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Monthly, the ESOL coordinator in collaboration with the instructional coaches will teach and model evidence-based instructional practices for English Learners.

Person Responsible: Leslie Guevara (guevaral@odysseyprepacademy.com)

By When: A calendar of strategies to be taught will be created by 8/15 and implemented according to the calendar.

At the beginning of year, the ESOL coordinator will review and analyze English Learner WIDA scores for students in each teacher's homeroom. The ESOL coordinator will provide WIDA data for classroom teachers and answer any clarifying questions.

Person Responsible: Leslie Guevara (guevaral@odysseyprepacademy.com)

By When: ESOL coordinator meetings with teachers on August 7th.

With the help of instructional coaches (T) during collaborative planning, classroom teachers will utilize the English Language Learner instructional strategies provided by the following curriculum: Envision math, Elevate Science, and Core Knowledge Language Arts.

Person Responsible: Courtney Goodenow (goodenowc@odysseyprepacademy.com)

By When: Collaborative planning meetings, starting the week of August 13th.

#7. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Science is an area of focus because it dropped 14 percentage points from 69% to 55% in 2022-2023.

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 science proficiency from 55% on the NGSSS 2023 to 62% on the 2024 NGSSS.

Monitoring:

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

Science data will be collected and analyzed at the BOY, MOY and EOY using Performance Matters Assessments. Progress will also be monitored using the Savvas topic assessments throughout the year.

Person responsible for monitoring outcome:

Meghan Bigwood (bigwoodm@odysseyprepacademy.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will be exposed to at least once a week, hands on inquiry based experiments using Savvas Realize core curriculum. Teachers will participate in a weekly collaborative planning for science led by an instructional coach. (T)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Carin and Bass, 'there are three major ways for people to learn about the world; discover things about the world from personal observations and experiences with the environment, acquire knowledge transmitted directly from other people or construct personal knowledge by transforming discovered and acquired knowledge in meaningful ways' (2001:74). Kolb agrees to the above statement mentioning that 'knowledge results from the combination of grasping and transforming experience' (1984:41). Worth (2010) affirms that learning Science is more than just gaining the facts and understanding on the particular topic. This is where learning science through hands-on experiments becomes acceptable as an effective option as it encourages students to experience and discover from observation or feelings. This will lead to the development of students' problem solving skills, creativity skills and independent learning skills (Shymansky et al., 1990).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

At least one grade level teacher will participate in professional development and create curriculum maps based on the new Savvas Realize curriculum and Amplify Core Knowledge.

Person Responsible: Meghan Bigwood (bigwoodm@odysseypreacademy.com)

By When: Training will take place in July with key grade level teachers who will be teaching science this year.

Teachers will participate in professional development on the use of interactive notebooks across the curriculum.

Person Responsible: Shelly Miedona (miedonas@odysseypreacademy.com)

By When: Teachers will receive using interactive notebooks across the curriculum professional development on August 9th.

Monthly K-2 and weekly 3rd - 5th grade collaborative planning meetings will be held to discuss implementing hands on inquiry based experiments using Elevate Science Savvas core curriculum. These meetings will be lead by administration and/or instructional coaches (T). At these meetings conversations will surround standards based instruction using the core curriculum with fidelity. Formative and summative assessments will be determined and data will be analyzed. The team will also model lessons supporting teacher efficacy. Teachers will administer end of topic assessments to monitor student progress and reteach as needed.

Person Responsible: Meghan Bigwood (bigwoodm@odysseypreacademy.com)

By When: By August 10, 2023 collaborative planning meetings will be calendared beginning the week of August 14th and ending May 20, 2024.

Focused, weekly walk throughs and Leadership Learning Walks will occur of Tier I and Tier II classroom instruction as well as during Tier III acceleration. The Florida Consortium of Public Charter Schools (FCPCS) classroom walkthrough tool and Focusing on Mastery and Promoting Clarity tools from the National Center for Urban School Transformation (NCUST) checklists will be used to collect data and analyze trends. These tools will be used to focus on quality first instruction looking for daily objectives, checking for student understanding and gatekeeper vocabulary. Additional support and/or training will be provided to teachers who are not implementing quality first instruction.

Person Responsible: Shelly Miedona (miedonas@odysseypreacademy.com)

By When: Walk throughs will be calendared by administrators and instructional coaches (T) to begin the week of September 11th.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Odyssey Preparatory Academy has a school website with several links to help parents understand <https://odysseypreacademy.com/#>. Parents can access the SIP and other documents at "About Us"

and then "School Reports". In addition, the draft SIP is shared with team leads in July, teachers in August and parents in September. At these meetings, the school data is reviewed and analyzed by teachers using a data dive protocol. From there, teachers discuss/share next steps for the new year. Parents are also provided the data and asked for feedback. All feedback collected is added to the SIP making adjustments where necessary in the action steps. The SIP is reviewed again in January after PM2 do determine progress. There will be another data dive with teachers making adjustments to the SIP as needed.

Hard copies of the SIP are available at the front office for parents who do not have access to the internet. In addition, translation in their native language will be available upon request.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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 work 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 rotates through stations to learn school-wide routines and procedures. Finally, as a component of Positive Discipline, we also have a reentry process where the student, family and school work together to promote future positive behavior and decision making.

Odyssey Preparatory Academy has a Parents as Partners group that meets at least quarterly. These meetings are used to share SIP goals, academic performance/school grade, concerns, questions and share ideas to improve parent involvement activities at the school. A calendar of parent activities will be created by the end of August. In that calendar, 2 dates are set aside for parent teacher conferences. Teachers also communicate regularly with parents via email, weekly newsletters, phone calls and the school agenda (grades 2-5). Administration is also available for parents to discuss academic and behavior progress. All phone calls/texts are responded to within 24 hours.

Parents can access information on parent involvement and volunteering opportunities at Odyssey Preparatory Academy website. <https://odysseyprepacademy.com/#>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Beginning in the 2022-2023 school year, faculty and staff participated in a learning community reading the book *Teaching Practices from America's Best Urban Schools* by Johnson, Uline and Perez. Every teacher was given a book and provided professional development on some of the chapters. It is based on research from the National Center for Urban School Transformation. The checklists referenced to in this book are utilized to conduct classroom walk throughs and Learning Walks with leadership from Green Apple and Odyssey Prep. For the 2023-2024 school year, teachers will be trained on chapters 1-3 during pre-planning; *Making Students Feel Valued and Capable*, *Focusing on Understanding and Mastery*, *Promoting Clarity*. These three chapters are paramount to quality first instruction. Classroom walk throughs will centered around the checklists for mastery and clarity. Feedback will be provided within 2 days of the walk through. By the end of the first semester, teachers will read and receive professional development on chapters 4-9. Additional chapters that support quality first instruction are *Checking Understanding*, *Providing Feedback and Adapting*, *Building Fluency with Gatekeeper Vocabulary*, *Promoting Successful Practice* and *Developing Best Teaching Practices Throughout the School*.

In addition, weekly/subject area Collaborative Planning (CP) meetings will occur in all grade levels K-5 for ELA, Reading and Science. These CPs will be led by an instruction coach (T) and/or an administrator. At these meetings, teachers will ensure understanding of the Florida Benchmarks and the curriculum used to teach them. Teachers will ensure they and the students know and understand what is being taught (daily learning goal), how it will be taught and how it will be assessed. Teachers will model lessons for one another and examine formative and summative assessment results. Changes/ adjustments will be made as needed. Teachers struggling with quality first instruction will be placed on a growth plan working with an instructional coach to improve their practice.

Classroom walk through data will be collected and analyzed to ensure teachers are teaching at and above the grade level standard scaffolding and supporting those who are one to two years behind during differentiated small group instruction. During the schoolwide 30 minute acceleration block, based on student need, they will be remediated or accelerated in either math or ELA.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A