

Brevard Public Schools

ODYSSEY PREPARATORY CHARTER ACADEMY



APPROVED

NOV 20 2024

OCB, Inc.
Board of Directors

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Shelly Miedona

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Marie Cimirro

Position Title

Assistant Principal

Job Duties and Responsibilities

Duty stations, specials schedule, support with discipline, SBTMT chairperson, Title I contact, classroom walkthroughs and feedback, evaluations, social media, testing coordinator, roster verification, attends ESOL meetings, attends weekly Math, ELA and Science PLCs, summer school, MTSS team member.

Leadership Team Member #3

Employee's Name

Kimberly Cappelen

Position Title

Behavior Technician

Job Duties and Responsibilities

Crisis management, student transitions, student behavioral support, and MTSS behavior.

Leadership Team Member #4

Employee's Name

Michelle Formoso

Position Title

Guidance Counselor

Job Duties and Responsibilities

Crisis management, student transitions, 504s, social groups, social emotional lessons.

Leadership Team Member #5

Employee's Name

Carol Coppola

Position Title

Academic Coach

Job Duties and Responsibilities

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.

Leadership Team Member #6

Employee's Name

Leslie Guevara

Position Title

ESE Coordinator

Job Duties and Responsibilities

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.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 July 23rd, 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. During preplanning, this data dive protocol was presented to the entire faculty with team leaders leading their grade level in the data discussion. Input from this meeting was added, revised into the school improvement plan. A parent meeting was held in September 12, 2024 to review the 2023 school data families requesting input and feedback from them in a survey. This feedback was 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	61.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	91.6%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	1	4	15	13	19	15	0	0	0	67
One or more suspensions	2	2	4	3	14	13	0	0	0	38
Course failure in English Language Arts (ELA)	0	0	0	1	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	7	13	11	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	3	15	20	0	0	0	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	16	7	0						26
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	2	3	0	0					9

Current Year 2024-25

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	3	2	5	4	16	16	0	0	0	46

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	4	0	1	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2023-24) As Last 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 school days	17	17	14	16	19	7				90
One or more suspensions	11	8	11	3	6	11				50
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment		24	10	13	12	14				73
Level 1 on statewide Math assessment				10	9	20				39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				13						39

Prior Year (2023-24) As Last Reported (pre-populated)

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	4		1	1	3	7				16

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	3	3	5						15
Students retained two or more times			1							1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	62	61	57	55	58	53	61	61	56
ELA Grade 3 Achievement **	69	59	58	56	57	53			
ELA Learning Gains	61	64	60				74		
ELA Learning Gains Lowest 25%	64	60	57				72		
Math Achievement *	62	62	62	60	58	59	60	49	50
Math Learning Gains	50	68	62				52		
Math Learning Gains Lowest 25%	34	59	52				44		
Science Achievement *	56	60	57	56	58	54	69	60	59
Social Studies Achievement *								64	64
Graduation Rate								56	50
Middle School Acceleration								51	52
College and Career Readiness									80
ELP Progress	57	57	61	45	54	59	40		

*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 (FPP) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	515
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
57%	57%	59%	46%		60%	59%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	48%	No		
English Language Learners	37%	Yes	1	
Black/African American Students	49%	No		
Hispanic Students	56%	No		
Multiracial Students	69%	No		
White Students	66%	No		
Economically Disadvantaged Students	52%	No		

2022-23 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%
Students With Disabilities	35%	Yes	1	
English Language Learners	45%	No		
Black/African American Students	44%	No		
Hispanic Students	58%	No		
Multiracial Students	66%	No		
White Students	62%	No		
Economically Disadvantaged Students	50%	No		

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%
Students With Disabilities	46%	No		

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%
English Language Learners	62%	No		
Native American Students				
Asian Students				
Black/African American Students	64%	No		
Hispanic Students	66%	No		
Multiracial Students	61%	No		
Pacific Islander Students				
White Students	63%	No		
Economically Disadvantaged Students	60%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	62%	69%	61%	64%	62%	50%	34%	56%					57%
Students With Disabilities	42%	60%	54%	56%	60%	40%	17%	53%					
English Language Learners	25%		36%		31%	36%							57%
Black/African American Students	47%	45%	58%	60%	57%	54%	35%	35%					
Hispanic Students	63%	71%	51%		55%	43%	45%	63%					58%
Multiracial Students	73%		74%		65%	63%		70%					
White Students	69%	83%	64%	64%	68%	48%		63%					
Economically Disadvantaged Students	56%	63%	56%	63%	59%	46%	29%	53%					47%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	55%	56%			60%			56%					45%
Students With Disabilities	33%	36%			50%			21%					
English Language Learners	38%				38%								60%
Black/African American Students	43%	59%			39%			36%					
Hispanic Students	63%	43%			67%			58%					
Multiracial Students	61%	70%			70%			62%					
White Students	57%	58%			66%			68%					
Economically Disadvantaged Students	50%	49%			52%			50%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	32%		64%	88%	38%	36%	20%	46%					
English Language Learners	38%		90%		53%	90%							40%
Native American Students													
Asian Students													
Black/African American Students	57%		89%	82%	55%	54%	50%	64%					
Hispanic Students	58%		73%		72%	64%		64%					
Multiracial Students	69%		73%		56%	47%							
Pacific Islander Students													
White Students	64%		66%		59%	46%		79%					
Economically Disadvantaged Students	56%		77%	63%	55%	48%	56%	62%					

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	68%	59%	9%	55%	13%
Ela	4	55%	57%	-2%	53%	2%
Ela	5	58%	57%	1%	55%	3%
Math	3	78%	59%	19%	60%	18%
Math	4	64%	60%	4%	58%	6%
Math	5	43%	56%	-13%	56%	-13%
Science	5	56%	58%	-2%	53%	3%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

ELA proficiency was 62% in 2024 with 3rd grade proficiency at 69%. Prior year over all ELA was only 55% and 3rd grade 56%. The evidence-based strategies implemented to increase ELA proficiency and learning gains was that we used the core principles of the science of reading using the Core Knowledge and Magnetic curriculums.

Comprehension, fluency, vocabulary, phonics and phonemic awareness are all addressed in these curriculums. In addition, reciprocal teaching, gradual release and project-based learning was used. Individualized learning stations and guided reading groups were implemented using Geodes and Primary Phonics and UFLI Foundations materials.

Implementation of a comprehensive intervention plan that included 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 was collected every 2 weeks and analyzed

by the grade levels for growth and fluidity of the groups.

3rd grade math proficiency was 79% and 4th grade math proficiency was 67%.

The evidence-based strategies implemented to increase math proficiency and learning gains was using

the Concrete-Representational-Abstract Model, and Problem Based Learning. In addition, the Savvas Realize Math curriculum and all it's components were used with fidelity. and incorporating Number Talks

in grades K-5th grade.

Lowest Performance

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

5th grade Math proficiency was 43% and Learning Gains were 31%. Science proficiency was 56%. There were 2 new teachers to this grade level. They were learning a new curriculum for both math and science and they fell behind with their pacing. In addition, they spent too much time on whole group instruction with little time in small group, differentiated instruction. In addition, more students

were placed in a reading intervention group and not a math intervention group.

Greatest Decline

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

In 2023 5th math proficiency was 58%. In 2024 Math proficiency was only 34%. In addition, 4th grade ELA decreased from 65% in 2023 to 55% in 2024.

There were 2 new teachers to 5th grade teaching both math and science. They were learning a new curriculum for both math and science and they fell behind with their pacing. In addition, they spent too much time on whole group instruction with little time in small group, differentiated instruction.

The decline in 4th grade ELA was due to a new teacher not only to the grade level but also new to teaching FL standards.

Greatest Gap

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 in math learning gains and lowest 25%. School learning gains were 50% and the state was 62%. School lowest 25% was 34% and the state was 52%. The two teachers at this grade level were new to the school, grade level and the curriculum. They did not consistently provide small group differentiated instruction to their students. Our walk to acceleration block focused mainly on reading. Students needing additional small group differentiated instruction did not receive it during the acceleration block or in the classroom.

EWS Areas of Concern

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

Absenteeism, suspensions and the number of students scoring a level 1 in either Math or ELA.

Highest Priorities

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

1. Math Learning gains
2. Math Lowest 25%
3. ESOL proficiency and Learning Gains
4. Science Proficiency

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation, Math, Small-group Instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus is in Math, small group and differentiated instruction. This area was chosen because in 2023 Math proficiency was 60% and in 2024 the proficiency increased to 62%. However, the math learning gains were only 50% which is 12 percentage points less than the state. Math lowest 25% was only 34% and the state was 52% which is 18 percentage points less.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2024 overall math proficiency was 62%, Learning Gains were 50% and lowest 25% were 34%. In 2025 overall math proficiency will be 65%, Learning Gains will be 62% and lowest 25% will be 62%. 3rd grade math proficiency will increase from 78% in 2024 to 79% in 2025. 4th grade math proficiency will increase from 64% in 2024 to 65% in 2025. 5th grade math proficiency will increase from 43% in 2024 to 62% in 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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. During the PLC process, data from Topic Assessments will be analyzed by grade level to determine areas of reteaching and areas of support the teacher may have in implementing the curriculum. This monitoring should have a positive impact on student growth and proficiency.

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

Shelly Miedona, principal and Laura Lane, director of curriculum and assessment

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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. In addition, the Envision Savvas MDIS Intervention will be used for Tier 2 intervention. Do The Math will be used for Tier 3 intervention.

Rationale:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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. The Renzuli Profiler will be used to enrich students during acceleration and small group.

Rationale:

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)

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

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

Person Monitoring:

Cimirro/Miedona/Coppola

By When/Frequency:

In September

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #2

Walk to Acceleration

Person Monitoring:
Cimirro/Miedona/Coppola

By When/Frequency:
Every 6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #3

Collaborative Planning

Person Monitoring:
Miedona/Cimirro/Coppola

By When/Frequency:
weekly per subject area

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #4

Focused weekly Walkthroughs for Tier 1, Tier and Tier 3 instruction

Person Monitoring:
Miedona

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #5

PM2 Data Analysis

Person Monitoring:
Miedona/Cimirro/Coppola

By When/Frequency:
January

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #6

Family Engagement Events

Person Monitoring:

Copolla

By When/Frequency:

All family engagements events will be calendared by the end of September.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #7

MTSS meetings for T2 and T3

Person Monitoring:

Guevara/Cimirro

By When/Frequency:

Every Friday beginning in September

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

MTSS meetings will be held each Friday to monitor student progress in the MTSS process.

Action Step #8

Intensive Intervention Team Meetings

Person Monitoring:

Guevara/Miedona

By When/Frequency:

every 4-6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Intensive Intervention Team will meet every 4-6 weeks to analyze the data of the lowest and highest quartile students and adjust groups based on data analysis and student needs

Action Step #9

Use high impact ESOL and ESE strategies during instruction.

Person Monitoring:

Cimirro/Miedona/Coppola

By When/Frequency:

Weekly during collaborative planning and lesson plan checks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

English Language Learners were only 37% proficient in 2024 in ELA, Math and Science assessments. 45% were proficient in 2023.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

English Language Learners were only 37% proficient in 2024. For 2025, 42% or more students will be proficient on their grade level assessments in ELA, Math and Science.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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 unit and 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. During the PLC process, data from Unit and Topic Assessments will be analyzed by grade level to determine areas of reteaching and areas of support the teacher may have in implementing the curriculum. This monitoring should have a positive impact on student growth and proficiency. Students will also compete 3 weekly 30 minutes sessions in the Imagine Learning online program. ESE/ESOL coordinator will monitor student usage and progress through the program.

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

Shelly Miedona - Principal, Marie Cimirro - Asst. Principal, Leslie Guevara - ESOL coordinator

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Students will use the Imagine Learning computer program 3 days a week for 30 minute sessions.

Rationale:

Imagine Learning is a researched based program that advances proficiency for all English learners in grades K-8, whether they're newcomers or long-term ELs. With adaptive instruction and strategic scaffolding intentionally designed for ELs, Imagine Learning amplifies student confidence not only for English language development, but for reading complex, grade-level texts and participating in classroom discourse

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identify lowest 25% in Math and ELA which includes ESE and ESOL students

Person Monitoring:

Miedona/Cimirro/Copolla

By When/Frequency:

By the end of September

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Identify students in the lowest 25%, which includes ESE and ESOL students. Ensure they are in an intervention group during walk to acceleration as well as in an intervention group outside of acceleration time. Create a spreadsheet that includes student's F.A.S.T. scores from previous year if

applicable, PM1, PM2, iReady BOY, iReady MOY and iReady EOY. The spreadsheet will include the homeroom teacher's name, interventionists, ESE teacher, ESOL teacher and the intervention provided to the students. The chart will also include a column for walk through data.

Action Step #2

Use of Imagine Learning for ESOL students

Person Monitoring:

Guevara

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will complete 30 minutes of Imagine Learning 3 days a week. The ESOL contact will monitor student progress to ensure students are making growth and using the computer program with fidelity.

Action Step #3

Monthly meetings with Interventionist and grade level teachers Sept and throughout the year to analyze data and track progress

Person Monitoring:

Miedona/Guevara

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly grade level teachers, interventionists, administration and ESOL coordinator will meet to discuss student progress on Imagine Learning, classroom assessments, state assessments and intervention progress monitoring.

Action Step #4

Focused Tier 2 and Tier 3 walkthroughs

Person Monitoring:

Miedona

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Spreadsheet was created to help ensure Tier 2 and Tier 3 walk throughs will occur using the Florida Consortium of Public Charter Schools (FCPCS) walk through tool that incorporates the NCUST Teaching Practices from America's Best Urban Schools effective teaching strategies practice guides.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of Focus is Tier I and II Science. This was identified as an area of need because in 2024 Science proficiency was 56% and in 2023 it was also 56%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2024 Science proficiency was 56%. In 2024 Science proficiency will be 62%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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 unit and 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. During the PLC process, data from Unit Assessments will be analyzed by grade level to determine areas of reteaching and areas of support the teacher may have in implementing the curriculum. This monitoring should have a positive impact on student growth and proficiency.

Body of Knowledge assessments will be created and administered to all students in grades 3-5. This data will be analyzed and reteaching will occur as needed to ensure proficiency.

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

Shelly Miedona and Wendy Hammoud

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Students will participate in at least once a week, hands on inquiry based experiments using the McGraw Hill curriculum. In addition, students will participate in weekly station rotations practicing the science content they are learning. Teachers will participate in weekly collaborative planning for science.

Rationale:

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:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Students will take a BOY, MOY and EOY assessment as well as Body of Knowledge assessments throughout the year.

Person Monitoring:

Miedona

By When/Frequency:

Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will take the BOY Science assessment. The data will be analyzed and next steps will be determined based on the data. 3rd and 4th grade standards not mastered will be addressed in small

group, whole group and station activities.

Action Step #2

Science Collaborative Planning

Person Monitoring:

Shelly Miedona and Wendy Hammoud

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

K-5 collaborative planning meetings will be held weekly to discuss implementing hands on inquiry based learning using the McGraw Hill core curriculum. These meetings will be lead by administration and/or instructional coach to discuss the curriculum and understanding of standards with fidelity. Formative and summative assessments will be determined and data will be analyzed. The team will also model lessons supporting teacher efficacy. In addition, results from unit assessments and Body of Knowledge assessments will be analyzed to determine next steps to promote mastery.

Action Step #3

Focused weekly walkthroughs using the FCPSC walkthrough tool and the NCUST Practices Guides to improve instruction.

Person Monitoring:

Miedona/Hammoud

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

17 out of 40 (43%) instructional personnel left at some point during the 23/24 school year. Teachers left for

various reasons. However, one common reason was due to high expectations of student achievement and not being able to afford living in the area.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

At the July 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 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.

A teacher on staff will lead the New Teacher Academy. This should help the new teachers feel more connected and supported because they can seek support daily if need from this staff member.

Person responsible for monitoring outcome

Miedona and Cimirro

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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 CPs 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. Regular check ins with all teachers from administration asking what they need and how we can support them. The Collaborative Planning

process will encourage teacher engagement.

Rationale:

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. According to Hanover Research Company, "When teachers are engaged, the entire school district—and community—benefits. Teachers who are engaged with their work report high levels of satisfaction in working with school stakeholders. In addition, positive educator engagement leads to high-quality education, innovative idea sharing, instruction tailored to student needs, and more."

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Weekly Team Lead Meetings

Person Monitoring:

Miedona/Cimirro

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action 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.

Action Step #2

Collaborative Planning Meetings

Person Monitoring:

Carol Coppola

By When/Frequency:

three times weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Learning Communities will be held weekly for math, reading and science. Instructional coaches funded from Title I and Title II 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 coach will support teachers as they examine student data and discuss formative and summative assessments. Teachers, coach and administration will model for one another effective teaching strategies.

Action Step #3

Daily check ins with faculty and staff

Person Monitoring:

Miedona and Cimirro

By When/Frequency:

daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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://odysseyprepacademy.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

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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 selfdiscipline,

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 3-5). 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/#>

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 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 were 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*. For the 2024-2025 school year, all teachers reread chapters 1 -3 and will have the opportunity to choose an in-depth training on the chapters during the self-selected professional development day in October.

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 (TI) and (TII) 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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

As our own LEA, we collaborate with all federal programs, Title I, Title II, Title III, Title IV, IDEA, and Perkins. We also have system collaboration to support McKinney-Vento. All students are served through the federal school lunch program (NSLP) and we regularly collaborate with both our city and county on numerous issues including safety and security, expansion, and student services.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

The school takes a comprehensive approach to ensure that students receive a variety of support services aimed at improving their skills beyond academics. The school employs a licensed counselor, behavior technician and social worker who provide individual and group counseling sessions. These sessions address emotional well-being, social skills, and coping strategies. Regular professional learning opportunities for faculty and staff are also conducted to promote mental health awareness and resilience.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

ESSA subgroup of Students with Disabilities that have IEPs and will reach the age of 12 will be given transition instruments to help determine postsecondary goals and opportunities. During the IEP meetings for these students, the options for graduation and diploma designations are discussed, including deferral of diploma. Also, families are given community and educational resources to help in determining the best postsecondary outcome for their student.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

The school implements a schoolwide tiered model, referred to as a Multi-Tiered System of Support (MTSS), to effectively prevent and address problem behavior while coordinating early intervening services.

In Tier 1, the school establishes clear behavioral expectations and norms for all students. This includes:

- **Positive Discipline:** A schoolwide system that incorporates five criteria. Being Kind and firm at the same time to foster respect and encouragement. It helps children feel a sense of belonging and significance. Students feel connected. It has effective long-term results. It teaches valuable social and life skills for good character. It invites children to discover their capabilities.
- **Social-Emotional Learning (SEL) Curriculum:** Lessons integrated into instruction that teach students skills like self-regulation, empathy, and conflict resolution.
- **Regular Training for Staff:** Professional learning sessions to equip teachers and staff with strategies to manage classroom behavior effectively while implementing Positive Discipline.

The school also provides tailored support for students with unique needs, including special education services and accommodations. This includes access to resource rooms, therapy sessions, and behavior intervention plans, ensuring that all students receive the necessary support to thrive.

For students who need additional support beyond Tier 1, targeted interventions are implemented in Tier II. This includes:

- **Small Group Interventions:** Focused sessions for students exhibiting specific behavioral challenges, addressing issues like anger management or social skills.
- **Behavioral Contracts/Point Sheets:** Agreements between students and staff outlining expected behaviors that providing structured accountability.
- **Mentorship Programs:** Pairing students with mentors who can provide guidance and support, helping them develop better coping strategies.
- **Check ins with Behavior Technician:** This helps students to process through emotions and situations as they occur during the day.

Students who continue to struggle despite Tier 1 and Tier 2 supports receive more intensive, individualized interventions. This may involve:

- **Functional Behavioral Assessments (FBAs):** Assessments conducted to identify the root causes of a student's behavior, leading to tailored intervention plans.
- **Individualized Behavior Plans:** Customized strategies that outline specific goals, interventions, and supports for students needing significant assistance.
- **Collaboration with Specialists:** Involvement of school psychologists, social workers, and special education professionals to address complex needs.

To align with the Individuals with Disabilities Education Act (IDEA), the school coordinates early intervening services that provide support before students qualify for special education. This includes:

- **Data Collection and Monitoring:** Continuous assessment of student progress to identify those needing additional support early on.
- **Collaborative Problem-Solving Teams:** The MTSS team meets every 6 weeks with teachers, counselors, and special education staff to discuss student progress and intervention strategies.
- **Access to Resources:** Providing students and families with information about community

resources, counseling, and specialized services.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

The school prioritizes professional learning and support activities aimed at improving instruction, enhancing data utilization from academic assessments, and effectively recruiting and retaining high-quality teachers.

Professional Learning Opportunities

Ongoing Professional Learning Opportunities

1. Monthly professional development focuses on evidence-based instructional strategies, differentiated instruction, and classroom management techniques.
2. **Collaborative Learning Communities**
 - Established professional learning communities (PLCs) where teachers can collaborate, share best practices, and engage in peer observations.
 - PLCs focus on specific subjects, Math, ELA and Science, allowing educators to deepen their expertise and support each other in high-need areas.
3. **Data-Driven Instruction Training**
 - Professional learning dedicated to interpreting academic assessment data and using it to inform instruction. Teachers learn how to set measurable goals based on data analysis and adjust their teaching accordingly. Teachers create action plans in the fall based on their data from the previous year and PM 1. They then adjust their plan based on PM 2 data.
 - Regular training on using data management systems to track student progress and make data-driven decisions. This occurs during a PLC as teachers are analyzing classroom data to drive instruction.
4. **Mentoring and Coaching Programs**
 - Pairing new teachers with experienced mentors who provide guidance on instructional practices and classroom management.
 - Instructional coaches work alongside teachers, offering personalized support and feedback based on classroom observations.

Recruitment Strategies

1. **Targeted Recruitment Campaigns**
 - Actively recruiting through partnerships with universities, job fairs, and educational conferences, especially for high-need subjects such as STEM and special education.
 - Offering incentives such as signing bonuses, relocation assistance, and loan forgiveness programs for teachers in critical shortage areas.

2. **Fostering a Positive School Culture**

- Creating a supportive environment that values collaboration, professional growth, and work-life balance to attract prospective teachers.
- Highlighting success stories and showcasing the school's commitment to student achievement and teacher development.

Retention Strategies

1. **Supportive Induction Programs**

- Comprehensive New Teacher Induction programs for new teachers that include orientation, ongoing support, and professional development tailored to their needs.
- Providing resources and support networks to help new teachers acclimate to the school culture and community.

2. **Wellness and Support Services**

- Offering wellness programs and mental health resources to support teachers' well-being and reduce burnout.

Evaluation and Feedback

1. **Continuous Feedback Mechanisms**

- Regularly gathering feedback from staff regarding professional development effectiveness and areas for improvement.
- Utilizing surveys and focus groups to assess teachers' needs and adapt training accordingly.

2. **Impact Assessment**

- Evaluating the impact of professional development and recruitment efforts on student outcomes and teacher retention rates, using data to drive continuous improvement.

By implementing these comprehensive strategies, the school enhances the effectiveness of its instructional practices, ensures that teachers are well-equipped to use data meaningfully, and creates a supportive environment that attracts and retains high-quality educators, particularly in high-need subjects.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

OPA/Odyssey Charter School LEA does not implement preschool educational programs through its Public School Charter. However, the LEA offers a Montessori Pre-Kindergarten and Voluntary Pre-Kindergarten program for children ages 3-5. Students enrolled in the Voluntary Pre-Kindergarten program will have the option to articulate into Odyssey Charter School's Kindergarten program.

Families who are interested in enrolling in the Montessori Village Green Preschool may fill out pre-registration forms. Registration packets are available at the Odyssey Charter School office beginning

in January.

Our classroom offers a prepared environment, multi-age groupings, independent learning, hands-on discovery-based learning, and a warm and comfortable positive learning environment. Each child is treated with respect and kindness.

Our Montessori preschool is committed to the whole child using the Montessori educational philosophy. Montessori teaches the children values of self-respect, appreciation of uniqueness and the recognition of dignity within each person. Our teachers give lessons on treating everyone with kindness, peacefulness, compassion, empathy, responsibility, and courage. Montessori Preschool Program (not funded through federal funds). The Montessori Preschool and Kindergarten classrooms are "living rooms" for children. Children choose their work from materials on open shelves and work in specific work areas. The surrounding environment and materials help them to achieve concentration, independence, and self-mastery. In a Montessori preschool and kindergarten, materials are viewed as an aid to development, enticing the child to explore and learn while developing inner motivation. Using the parent engagement set-aside Literacy materials will be purchased for PK students who transition to kindergarten. A parent/family night will be held to train parents on the use of the use of the literacy materials. At the end of the summer program, PK to K parents will complete a parent survey regarding the literacy materials/books initiative,

The LEA's preschool program staff work closely with Brevard Public Schools and local preschool programs.

To aid in the transition from early childhood education programs into Apollo, a Kindergarten Roundup is scheduled in the spring. Flyers advertising this event are delivered to the area day care centers and churches. The event is also advertised on the school's marquee, a flyer sent home with students, and an email and phone call to families. Apollo will send a representative to all "roll up" meetings for pre-k students who have an Individualized Family Service Plan to aid in the transition from pre-k to elementary school.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Please edit and add additional details...

To review the use of resources at Odyssey this process was undertaken.

1. **Needs Assessment:** Administration analyzed data during the summer and created plans based on identified areas of need. The team began by conducting a needs assessment to identify the specific challenges faced by the students, such as academic gaps, and attendance issues.
2. **Resource Evaluation:** The leadership team examined the current allocation and utilization of resources, including teaching staff, technology, instructional materials, support services, and funding. The team evaluated whether these resources are effectively addressing the identified needs and if they aligned with the school's goals.
3. **Gap Analysis:** The team compared the existing resources and their impact on student outcomes against the identified needs. Next the team identified any gaps or inefficiencies where resources may be lacking or underutilized. Resources included time/schedules, teachers/talent, training/professional learning.
4. **Action Plan Development:** Administration identified areas of focus based on multiple sources of data. Once the areas of focus had been determined, the principal identifies appropriate research-based interventions.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

1. **Identify lowest 25% which include ESOL and ESE students, in Math and ELA and ensure each student is in an intervention group during the school-wide, 30-minute walk to acceleration block (Cimirro, Guevara, Coppola)**
2. **During weekly 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. (Coppola, Cimirro, Miedona,)**
3. **Teachers will learn strategies to meet the needs of ESE and ELL students during weekly collaborative plannings (Guevara)**
4. **Use High Impact ESOL strategies during whole group and small group instruction (Guevara, Miedona, Cimirro)**
5. **ESE schedules were created in June with leadership and teachers**

(Guevara)

6. MTSS meetings for T2 and T3 scheduled every Monday beginning in Sept. (Guevara)

7. Monthly data chats with ESE and ESOL students and Interventionists creating goals and building relationships (interventionist, Guevara)

8. 4-week progress monitoring checks beginning the first week of Oct tracking ESE and ESOL student progress (Guevara)

9. Monthly meetings with ESE/ESOL Interventionists and grade level teachers Sept and throughout the year to analyze data, track progress, and problem solve (Guevara, Miedona)

10. Weekly focused walk throughs (Miedona, Cimirro)

11. Utilize the data entered into the lowest 25% spreadsheet to analyze student progress in F.A.S.T., iReady, walk through data. (Miedona, Cimirro)

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00