

<b>Odyssey Charter Middle School</b>					
<b>Inquiry Area 1 - Student Success</b>					
Odyssey Charter Middle School students will demonstrate increased achievement and growth in the area of Mathematics and ELA as measured by the Spring 2024 SBAC assessment. Proficiency and AGP should be equal or above the prior year's percentage for achievement. The AGP in ELA should increase to 70% The AGP in Math should increase to 45% Student proficiency in ELA should increase to 57% Student proficiency in Math should increase to 40% Science proficiency will increase from 52%					
Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in implementation exist?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need to be successful in taking action?</i>
Increase participation in school supports through direct contact with students and parents using outreach efforts and program opportunities to accelerate engagement and impact academic growth in the area of mathematics.	Students will demonstrate greater participation and connection to school. On campus study lab will demonstrate an increase for Quarters 2, 3 and 4, and supplemental math strategies classes will demonstrate an increase from the prior year. An increase in contact will impact engagement and student participation in supplemental programs on campus. Increased participation will have an impact on student achievement.	Strong	The number of parent meetings, interventions, and outreach efforts have increased and data reveal excellent participation in supplement supports.	Continue meetings and coaching parents in how best to support their students in this program.	Continuous identification of students requiring lab and supplemental classes in math and literacy.
<b>Inquiry Area 2 - Adult Learning Culture</b>					
100% of teachers will participate in individualized professional learning, implement strategies for students to have independent practice on newly acquired skills, and/or incorporate learning activities in instruction as measured by the professional development department's logs.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Create and facilitate targeted adult learning opportunities supported by coaching and opportunities for reflection/evaluation.	Staff will continue to create effective online and face-to-face lessons with additional opportunities for students to practice and master standards-based skills.	Strong	PD team is overwhelmed with tasks this year, but are still able to connect with staff regularly in an effort to provide support and meet goal.	Administration will attend PD meetings with team.	PD team could be increased to accommodate another staff member's support.
<b>Inquiry Area 3 - Connectedness</b>					
Continue to support meaningful connection of community to school (Accreditation Goal) by increasing individualized communication and feedback between teachers/staff and students/parents, both in face-to-face and online settings.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
All staff (Teachers, Strategists, Social Workers, Counselors, Administrators, and Support Staff) will provide and document a variety of individualized, meaningful communication and feedback, whether in the academic or social/emotional realm.	Increased connectiveness will have a demonstrated positive impact on student learning and can be measured by the Spring SBAC exams 2024.	Strong	A recent survey conducted for our accreditation process revealed excellent results. Students indicated feeling high connectivity to their teachers and the school.	Continue homeroom outreach and school interventionist outreach. Continue scheduled meetings with the principal.	Time.