

School Name: Odyssey Charter Elementary School					
Inquiry Area 1 - Student Success					
Odyssey Charter Elementary students will demonstrate increased achievement and growth in Mathematics as measured by the Spring 2024 SBAC assessment: 34% of students will be proficient in Math which is an increase of 10% 45% of students will meet their annual growth target (AGP), an increase of 10% 33% of Opportunity Gap students will meet their annual growth target (AGP), an increase of 10%					
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</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>
Utilize Math Strategists to provide Tier II direct instruction for the students and instructional coaching for the teachers. 1) Identify specific students needing support. (achieved and ongoing) 2) Work with teachers of record to set up weekly intervention schedule/tracker. (achieved and ongoing) 3) Have teachers identify what success looks like for students working with a resource teacher. (ongoing) 4) Provide face-to-face support and communication to parents working with their children in need of Tier II intervention. (ongoing)	Students working with a Math Strategist will receive an extra hour of targeted instruction in a small group format every week. These students will show larger than avg. growth on progress monitoring measures.	Strong	The improvement strategies are being implemented on a weekly basis. The Strategist continue to get better utilizing their limited time with their students. Teachers and Strategies are putting time and energy into communicating with the parents about the progress being made and about what to do at home to support the process. We have a weekly drop-in Math Google Meet for parents that want to ask questions. We are also creating videos about how to teach the Math concepts that are being incorporated in the weekly curriculum.	We are going to review what success looks like for intervention students working with Strategists and Grade-level Teachers and tweak our practices accordingly. We continue to develop materials for supporting the parents working with their Tier II students.	Good attendance at intervention classes. Continued conversations with parents providing intervention support. Continue generating support materials for parents working with their children at home.
Inquiry Area 2 - Adult Learning Culture					
By the end of the school year, 95% of teachers will complete professional development opportunities focused on communication skills, empathetic instructional strategies, and relationship building.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Create and facilitate targeted adult learning opportunities centered on communication skills, empathetic instructional strategies, and relationship building. 1) Staff will engage in professional development opportunities including but not limited to crisis intervention training, autism training, and critical conversation skills. (ongoing) 2) Staff and Families will meet on a weekly basis to discuss both Tier I and Tier II instruction. (ongoing) 3) Students' participation, engagement, and academic progress will be monitored throughout the year. (ongoing)	Staff will be able to negotiate critical conversations with adults and students using a variety of techniques while aligned with Odyssey's Core Values of Students First, Unlimited Potential, Nurturing Community, and Readiness for Life.	Strong	Staff are meeting with families on a weekly basis. Staff are getting better at communicating with the families about the urgent nature of meeting the needs of our students while maintaining a non-judgemental, supportive tone. Staff have completed training with the organization Families for Effective Autism Treatment (FEAT) and the Crisis Prevention Institute (CPI), both of which emphasize the importance of an empathetic, student-centered approach to problem solving.	Next steps include meeting with the trainer from FEAT a second time and engaging in a critical conversation professional development activity. Staff will continue to engage with the families on a weekly basis while trying to connect with those families that have not yet established reliable and consistent contact.	Staff is in need of an effective professional development opportunity that addresses critical conversations.
Inquiry Area 3 - Connectedness					
The average of the final grades of the students enrolled in Odyssey Elementary School's grade-level courses will increase by 10% from the Spring of 2023 to the Spring of 2024.					
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 work to improve the effectiveness of the online curriculum by providing the families with more support and/or resources in the areas of: tier I instruction, tier II intervention, computer program competency, time management, and communication. 1) Create a weekly "Ready. Set. Go!" assignment in Moodle to encourage students to begin the weekly work early in the week. (achieved and ongoing) 2) Reserve face-to-face time to provide support to families on a weekly basis. (achieved and ongoing) 3) Hold weekly live meetings online to support parents in Math instruction. (ongoing) 4) Instructional videos for the parents that address various math topics and accessing programs will be included in the online curriculum. (achieved and ongoing) 5) Intervention plans will include a weekly parent participation activity to support the face-to-face intervention instruction. (achieved and ongoing) 6) Families are provided with Math Manipulative Kits and directions for using the materials are included in the weekly lessons online. (achieved and ongoing) 7) Monitor the GPA of students 8 times per year: at progress report time and at the end of the quarter. (ongoing)	Student engagement in the academic curriculum will increase as evidenced by a 10% increase in the average of the final grades of the students enrolled in Odyssey Elementary School's grade-level courses from the Spring of 2023 to the Spring of 2024.	Strong	Students are currently completing a weekly "Ready. Set. Go!" assignment in Moodle on the first day of each week. By monitoring the completion of this activity, the teachers are able to quickly see who is working in the online curriculum and who is getting a late start to the week. Staff are currently meeting with families that need additional support every Monday morning. Google Meets are being held to assist parents with their Math instruction and Math instructional videos are being put in Moodle every week. Intervention plans include a home connection piece each week. Math manipulatives have been provided to all of the families.	Student GPA data from the Spring of 2023 needs to be collected and aggregated. The current gradebooks from the grade level teachers must be checked for proper setup, modified if necessary, and then the GPA data from the current students must be collected. A GPA tracking tool (spreadsheet) needs to be created to monitor the progress of the current students.	Aggregated GPA data from the Spring of 2023, current GPA data of students, a tracking tool (spreadsheet) to monitor the GPA of the current students