

Act 2 - Status Check 2 (Plan of Operation Requirement)

Directions and Resources for Status Check 2

****Only type in the yellow cells.****

Status Tracker Directions: 1. Rate the overall status of each improvement strategy: Strong - on track; At Risk - requires some refinement and/or support; or Needs Immediate Attention - requires immediate support 2. Identify specific Lessons Learned (Now) , Next Steps , and Needs	Note: The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab. ↓
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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%	
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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	55% of students who meet weekly with a Math Strategist met their growth goal on the MAPs benchmark assessment from the Fall 2023 to the Winter 2023 testing windows! Another 17% of intervention students showed tremendous growth, but missed achieving their benchmark goal by 1 RIT point!	Continue to encourage families to engage in the intervention process. Expand this indicator to include the students that are receiving Tier II Intervention from their Grade Level Teachers.	

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.	
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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 completed training from the Families for Effective Autism Treatment (FEAT) center. Staff also completed an 8.5 hour Crisis Intervention Training from the Crisis Prevention Institute (CPI). Staff have been meeting with families needing additional support on a weekly basis. The strength of Odyssey's program is the relationship between the school and the families. Over the past 8 years, Odyssey has moved the delivery of its face-to-face instruction from a one-on-one model in the homes to a small classroom setting (8-15 students) on campus. Although the benefits of this change are many, one downside is that the Odyssey staff and families must work harder to communicate thoroughly and productively. Odyssey must continue to invest in its relationships with its families to ensure student success.	1) Continue offering weekly support to families in need. 2) Proactively develop tools to assist families in the delivery of Tier I instruction and Tier II intervention to their students such as the weekly Math videos that are currently being created by the Math Strategists. Another example of a family instructional tool is to create exemplars of what reading out loud sounds like for students on various grade levels at several different percentiles. (2nd grader at the 50th percentile, 2nd grader at the 90th percentile, etc.) 3) Develop scripts and a list of strategies to encourage family engagement.	

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
<p>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.</p> <p>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)</p> <p>2) Reserve face-to-face time to provide support to families on a weekly basis. (achieved and ongoing)</p> <p>3) Hold weekly live meetings online to support parents in Math instruction. (ongoing)</p> <p>4) Instructional videos for the parents that address various math topics and accessing programs will be included in the online curriculum. (achieved and ongoing)</p> <p>5) Intervention plans will include a weekly parent participation activity to support the face-to-face intervention instruction. (achieved and ongoing)</p> <p>6) Families are provided with Math Manipulative Kits and directions for using the materials are included in the weekly lessons online. (achieved and ongoing)</p> <p>7) Monitor the GPA of students 8 times per year: at progress report time and at the end of the quarter. (ongoing)</p>	<p>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.</p>	<p>Strong</p>	<p>1) The weekly, online curriculum begins with a "Ready, Set, Go!" assignment to encourage students/families to begin their academic work early in the week. 2) Parent support meetings occur weekly on Monday mornings. 3) An online parent support session for Math instruction is held weekly. 4) Instructional Math videos are created weekly in 4th and 5th grade to help the parents teach the weekly Math lessons. 5) All intervention plans have a weekly parent participation activity included. 6) Math Manipulative kits have been distributed to all families. The online instruction encourages the use of these kits. 7) The grades of students in Moodle has increased in grades 1st through 5th in the subjects of Reading, Writing, Language, Math, Science, and Social Studies for the 1st and 2nd Quarters when compared to the 1st and 2nd Quarters of last year. There are more A's in 55% of the sections. There are fewer F's in 67% of the sections.</p>	<p>Continue to engage Odyssey's families in the academic process through: 1) Monitoring the weekly progress of students in Moodle, 2) Communicating with families through electronic means, the telephone, and via face-to-face meetings, 3) Providing opportunities for families to attend additional support sessions such as weekly Math drop in sessions via Google Meet, 4) Continue to provide weekly instructional videos for families, especially in the area of Mathematics. Expand these videos to include more grade levels and additional subject matter. 5) Emphasize the importance of families participating in the intervention plans for those students that need additional support, 6) Continue to use Math manipulatives in the Tier I and Tier II instruction, 7) Continue to encourage students and families to complete their Tier I instruction in Moodle and monitor their progress through the Moodle gradebooks.</p>	<p>Weekly instructional videos for families in Math and in other subject areas.</p>