

Brevard Public Schools

ODYSSEY PREPARATORY CHARTER ACADEMY

APPROVED

JUL 23 2026

OCS, Inc.
Board of Directors



2026-27 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Miedonas@odysseyprepacademy.com

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

John Haddan

Haddanj@odysseyprepacademy.com

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 weekly Math, ELA and Science PLCs, summer school, MTSS team member.

Leadership Team Member #3

Employee's Name

Tia Whiteman

Whitemant@Odysseyprepacademy.com

Position Title

Academic Coach

Job Duties and Responsibilities

To support the successful implementation of the Florida School Improvement Plan (SIP), the following leadership responsibilities are carried out:

- Coordinate and monitor school-based assessments, including i-Ready, to inform instructional decisions and measure student progress.
- Oversee curriculum and instructional material ordering to ensure alignment with state standards and school improvement goals.
- Lead and support Professional Learning Communities (PLCs) to enhance instructional planning, data analysis, and collaborative problem-solving.
- Conduct regular classroom and acceleration walk-throughs to monitor instruction, provide feedback, and support targeted learning interventions.
- Serve as the professional development (PD) liaison, coordinating teacher PD opportunities in alignment with district systems and SIP priorities.
- Organize and lead Title I parent and family engagement events to strengthen school community partnerships and support student achievement.
- Facilitate teacher training and workshops within the district PD system to promote effective instructional strategies and student-centered practices.
- Lead after-school tutoring programs and provide support for summer school initiatives to address learning gaps and extend instructional time.
- Mentor new and early-career teachers, fostering instructional growth and professional confidence.
- Assist the assistant principal with planning and logistics for state testing,

ensuring fidelity and compliance with testing protocols. • Participate in schoolwide data analysis to identify instructional needs, monitor progress, and guide strategic decision-making. Brevard ODYSSEY PREPARATORY CHARTER ACADEMY 2025-26 SIP Printed: 07/16/2025 Page 3 of 64 • Serve as an active member of the Multi-Tiered System of Supports (MTSS) team, contributing to data-based interventions and student support planning.

Leadership Team Member #4

Employee's Name

Carmean Matthews

Matthewsc@odysseyprepacademy.com

Position Title

Academic Coach

Job Duties and Responsibilities

To support the successful implementation of the Florida School Improvement Plan (SIP), the following leadership responsibilities are carried out: • Coordinate and monitor school-based assessments, including i-Ready, to inform instructional decisions and measure student progress. • Oversee curriculum and instructional material ordering to ensure alignment with state standards and school improvement goals. • Lead and support Professional Learning Communities (PLCs) to enhance instructional planning, data analysis, and collaborative problem-solving. • Conduct regular classroom and acceleration walk-throughs to monitor instruction, provide feedback, and support targeted learning interventions. • Serve as the professional development (PD) liaison, coordinating teacher PD opportunities in alignment with district systems and SIP priorities. • Organize and lead Title I parent and family engagement events to strengthen school community partnerships and support student achievement. • Facilitate teacher training and workshops within the district PD system to promote effective instructional strategies and student-centered practices. • Lead after-school tutoring programs and provide support for summer school initiatives to address learning gaps and extend instructional time. • Mentor new and early-career teachers, fostering instructional growth and professional confidence. • Assist the assistant principal with planning and logistics for state testing, ensuring fidelity and compliance with testing protocols. • Participate in schoolwide data analysis to identify instructional needs, monitor progress, and guide strategic decision-making. Brevard ODYSSEY PREPARATORY CHARTER ACADEMY 2025-26 SIP Printed: 07/16/2025 Page 3 of 64 • Serve as an active member of the Multi-Tiered System of Supports (MTSS) team, contributing to data-based interventions and student support planning.

Leadership Team Member #5

Employee's Name

Jose Padilla

Padillaj@odysseyprepacademy.com

Position Title

Discipline Dean

Job Duties and Responsibilities

As a key member of the leadership team, the Discipline Dean plays a vital role in supporting the goals of the Florida School Improvement Plan (SIP) by fostering a safe, respectful, and orderly learning environment. Responsibilities include:

- Implementing and monitoring school-wide behavior expectations and discipline procedures aligned with SIP objectives and the district's Code of Conduct.
- Analyzing discipline and behavior data to identify trends, root causes, and areas for improvement; using this data to inform intervention strategies and reduce disproportionality.
- Collaborating with teachers, counselors, and support staff to implement positive behavior interventions using Positive Discipline strategies.
- Providing leadership in the development and delivery of staff training related to classroom management, behavior de-escalation, and equity in discipline.
- Engaging with students, families, and community partners to promote consistent behavior expectations and support student success.
- Supporting the SIP's school climate and culture goals through active participation in leadership meetings and progress monitoring activities.

Leadership Team Member #6**Employee's Name**

Veronica Stevens

Stevensv@odysseyprepacademy.com

Position Title

ESE/ESOL Coordinator

Job Duties and Responsibilities

To ensure equitable access to high-quality instruction and full compliance with federal and state mandates, the following responsibilities are carried out in alignment with the Florida School Improvement Plan (SIP):

- Monitor compliance with Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) requirements, ensuring all services and supports are delivered according to state and district guidelines.
- Track implementation of ESE accommodations to support individualized student learning and promote academic success.
- Support ESE teachers in applying effective instructional strategies that align with students' Individualized Education Plans (IEPs) and promote inclusive classroom practices.
- Schedule and coordinate all required meetings, including IEPs, Hospital/Homebound (HH), Section 504, and Gifted Services Plans (GSP), in collaboration with families and support staff.
- Oversee the administration of WIDA ACCESS testing

for English Language Learners, ensuring accuracy and compliance with testing protocols. • Coordinate interventionist schedules and support services to ensure timely, targeted interventions for students in need of academic or behavioral assistance. • Member of the MTSS (Multi-Tiered System of Supports) team, guiding data-based decision making, intervention planning, and progress monitoring to support the success of all learners.

Leadership Team Member #7

Employee's Name

Monica Knight

knightm@odysseycharterschool.com

Position Title

Executive Director of Quality Schools and Special Projects

Job Duties and Responsibilities

Accountability and Federal Programs

Leadership Team Member #8

Employee's Name

Charlotte Chase

chasec@odysseycharterschool.com

Position Title

Director of Student Services

Job Duties and Responsibilities

Staffing Specialist for the LEA and all duties that pertain to that role.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 initiated the development of the School Improvement Plan by analyzing key academic and behavioral data in June of 2026. The team conducted a comprehensive

data dive with grade-level team leaders to identify trends, gaps, and areas of focus during the July team lead training. Team leaders provided "next steps" feedback based on this analysis, which was incorporated into the SIP. During pre-planning, the leadership team will present the data dive protocol to the full faculty. Grade level team leaders will facilitate data discussions within their teams, allowing all instructional staff to engage in collaborative analysis and provide additional input. This feedback will be used to revise and strengthen the plan as needed. To ensure family and community involvement, the annual Title I parent meeting will be held in September 2026, to review the 2025/2026 school data and gather input on priorities. Families will be invited to provide feedback through a structured survey. Their suggestions and concerns will be reviewed and integrated into the School Improvement Plan to reflect shared priorities and promote school-wide ownership of improvement efforts.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) will be actively monitored throughout the year to ensure effective implementation and alignment with student achievement goals. As assessment data becomes available, it will be reviewed to evaluate progress toward proficiency, learning gains, and performance of students in the lowest quartile. The Intensive Intervention Team will meet at least twice per quarter to review student progress, adjust instructional groups, and modify curriculum and intervention strategies as needed. Following Progress Monitoring Assessment 2 (PM2), the SIP will be formally reviewed and revised if data indicates insufficient progress. Any necessary revisions will result from collaborative, data-driven problem-solving sessions involving Green Apple School Management, the Administrative Leadership Team, grade-level team leads, and classroom teachers. These revisions will ensure the SIP remains responsive to student needs and instructional effectiveness. Parent and family feedback will be collected through surveys following at least two parent engagement events during the year. This input will be considered in any plan revisions, reinforcing the importance of stakeholder voice in the school improvement process. The SIP will guide all instructional planning, professional development, and leadership discussions to support continuous student growth and schoolwide improvement.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	76.4%
CHARTER SCHOOL	YES
RAISE SCHOOL	
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: B 2024-25: B 2023-24: B 2022-23: B 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	58	71	78	77	84	91				459
Absent 10% or more school days	22	16	15	12	18	19				102
One or more suspensions	4	18	17	7	14	20				80
Course failure in English Language Arts (ELA)	0	0	0	1	0	1				2
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	0	0	14	10	11				35
Level 1 on statewide Math assessment	0	0	0	9	10	19				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)	2	16	37	16						71
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					0

Current Year 2026-27

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	8	20	11	17	16				75

Current Year 2026-27

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	1	0	0	9	0	0				10
Students retained two or more times	0	0	0	1	0	0				1

Prior Year (2025-26) 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	
School Enrollment	72	72	72	72	88	88				464
Absent 10% or more school days		22	13	13	13	22				83
One or more suspensions		14	8	4	21	17				64
Course failure in English Language Arts (ELA)										0
Course failure in Math					1	1				2
Level 1 on statewide ELA assessment		13	19	11	9	15				67
Level 1 on statewide Math assessment		11	11	8	9	14				53
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	3	20	14				40
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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		10	10	3	17	12				52

Prior Year (2025-26) 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	4			1					9
Students retained two or more times				2	1					3

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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	64	65	62	65	62	59	62	61	57
Grade 3 ELA Achievement	62	63	61	69	58	59	69	59	58
ELA Learning Gains	62	67	63	60	62	60	61	64	60
ELA Lowest 25th Percentile	60	61	58	56	57	56	64	60	57
Math Achievement*	61	66	66	55	63	64	62	62	62
Math Learning Gains	67	68	64	53	67	63	50	68	62
Math Lowest 25th Percentile	48	55	50	37	54	51	34	59	52
Science Achievement	64	66	62	62	62	58	56	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				62	62	63	57	57	61

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

**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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	488
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
61%	58%	57%	57%	59%	46%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	42%	No		
English Language Learners	58%	No		
Black/African American Students	61%	No		
Hispanic Students	61%	No		
Multiracial Students	67%	No		
White Students	61%	No		
Economically Disadvantaged Students	54%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	64%	62%	62%	60%	61%	67%	48%	64%					
Students With Disabilities	38%	25%	45%	38%	41%	59%	41%	50%					
English Language Learners	44%		68%	58%	44%	74%							
Black/African American Students	59%	60%	69%	71%	54%	69%	50%	54%					
Hispanic Students	71%	58%	68%	60%	60%	68%	50%	53%					
Multiracial Students	72%		63%		59%	63%		80%					
White Students	63%	62%	50%	45%	68%	67%		73%					
Economically Disadvantaged Students	57%	54%	62%	59%	49%	58%	41%	50%					

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	65%	69%	60%	56%	55%	53%	37%	62%					62%
Students With Disabilities	46%	43%	44%	36%	40%	44%	27%	41%					
English Language Learners	29%		46%	40%	53%	54%							62%
Black/African American Students	58%	76%	49%	45%	48%	49%	35%	65%					
Hispanic Students	64%	75%	66%		50%	41%		42%					50%
Multiracial Students	74%		67%		65%	60%							
White Students	66%	57%	63%		59%	57%	40%	67%					
Economically Disadvantaged Students	63%	64%	58%	54%	49%	44%	27%	56%					58%

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%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	62%	63%	-1%	60%	2%
ELA	4	68%	61%	7%	60%	8%
ELA	5	59%	62%	-3%	61%	-2%
Math	3	61%	66%	-5%	66%	-5%
Math	4	60%	62%	-2%	65%	-5%
Math	5	59%	58%	1%	62%	-3%
Science	5	64%	64%	0%	60%	4%

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?

Odyssey Preparatory Academy demonstrated measurable academic growth during the 2025–2026 school year, with several student groups and content areas showing notable gains in proficiency.

Mathematics

- **Grade 3 Mathematics:** Increased from **47% proficient** to **61% proficient**, representing a **14 percentage-point gain**.
- **Grade 4 Mathematics:** Increased from **47% proficient** to **59% proficient**, representing a **12 percentage-point gain**.

These improvements reflect the effectiveness of targeted mathematics instruction, data-driven interventions, and increased instructional support for students.

Science

- **Grade 5 Science:** Improved from **61% proficient** to **64% proficient**, demonstrating continued progress in science achievement and sustained instructional focus.

English for Speakers of Other Languages (ESOL)

- **ESOL Student Achievement:** Increased from **47% proficient** to **58% proficient**, representing an **11 percentage-point gain**. This growth highlights the positive impact of differentiated instruction, language supports, and targeted interventions for multilingual learners.

Summary

The 2025–2026 school year reflected meaningful academic progress across multiple areas at Odyssey Preparatory Academy. Significant gains in Grades 3 and 4 mathematics, continued improvement in Grade 5 science, and increased achievement among ESOL students demonstrate the school's commitment to high-quality instruction, strategic intervention, and continuous improvement. These successes provide a strong foundation for continued academic growth while informing future instructional priorities and school improvement efforts.

Lowest Performance

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

Analysis of the 2025–2026 student achievement data identifies several priority areas requiring focused instructional support.

Mathematics Proficiency (Grades 3–5)

Although overall mathematics proficiency improved across all tested grade levels, proficiency rates remain below the school's desired performance goals.

- **Grade 3 Mathematics:** Increased from **47% proficient** to **61% proficient**, demonstrating significant growth; however, nearly four out of every ten students are still not meeting grade-level expectations.
- **Grade 4 Mathematics:** Increased from **47% proficient** to **59% proficient**, indicating progress but remaining below the state benchmark and school improvement targets.
- **Grade 5 Mathematics:** While math achievement continues to require attention, student performance indicates a need for stronger intervention to ensure sustained growth and readiness for middle school mathematics.

Lowest 25% in Mathematics (Grades 3–5)

Performance among the lowest-performing quartile of students remains a significant concern across Grades 3–5. These students continue to require:

- Targeted small-group intervention
- Increased instructional time focused on foundational skills
- Frequent progress monitoring
- Data-driven differentiated instruction
- Intensive intervention through MTSS and intervention programs

Improving outcomes for the lowest-performing students will be essential to increasing overall school proficiency.

Grade 5 English Language Arts (ELA)

Fifth-grade ELA remains a priority area. Student performance indicates a continued need to strengthen:

- Reading comprehension
- Vocabulary development
- Written response to text
- Evidence-based writing
- Instruction with complex grade-level texts

Focused literacy instruction, intervention, and consistent progress monitoring will be critical to improving Grade 5 ELA achievement.

Priority Areas for School Improvement

Based on the data, Odyssey Preparatory Academy will prioritize:

- Increasing mathematics proficiency in Grades 3, 4, and 5.
- Accelerating achievement for the lowest 25% of mathematics students through targeted intervention and progress monitoring.
- Improving Grade 5 ELA proficiency through evidence-based literacy instruction and intervention.

- Strengthening Tier I instruction through data-driven planning, collaborative professional learning communities (PLCs), and instructional coaching.
- Utilizing formative assessment data to identify learning gaps quickly and provide timely instructional support.
- Providing ongoing professional development focused on rigorous mathematics instruction, differentiated teaching strategies, and literacy best practices.

By maintaining a strong focus on these identified areas, Odyssey Preparatory Academy will continue to build on recent academic gains while accelerating achievement for students who require the greatest level of support.

Greatest Decline

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

Analysis of the 2025–2026 assessment data identified several areas where student proficiency declined compared to the previous school year:

- **3rd Grade ELA** declined from **68% proficient** in 2024–2025 to **62% proficient** in 2025–2026.
- **5th Grade ELA** declined slightly from **60% proficient** in 2024–2025 to **59% proficient** in 2025–2026.
- **4th Grade Mathematics** declined from **67% proficient** in 2024–2025 to **60% proficient** in 2025–2026.

The decline in ELA performance appears to have been influenced by two primary factors. First, several classrooms were staffed by **new ELA teachers** who were in their first year implementing the curriculum and developing familiarity with the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) standards. As a result, instructional consistency and pacing were impacted during the school year. Second, a higher teacher absenteeism rate among 3rd and 5th grade teachers resulted in reduced high quality instructional time for students in 3rd and 5th grade.

The decline in 4th grade mathematics proficiency is directly correlated to the significant decline in the previous year's 3rd grade mathematics performance. During the 2024–2025 school year, 3rd grade mathematics proficiency decreased by more than 30 percentage points, resulting in a cohort entering 4th grade with substantial foundational skill gaps. These unfinished learning needs contributed to lower 4th grade proficiency during the 2025–2026 school year and highlight the importance of targeted intervention, accelerated learning opportunities, and strong Tier 1 mathematics instruction to rebuild essential mathematical concepts and improve future achievement.

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.

Odyssey Preparatory Academy's mathematics proficiency remains below the state average across grades 3–5, indicating a need for continued instructional focus and targeted intervention.

- **3rd Grade Math:** 5 percentage points below the state average.
- **4th Grade Math:** 5 percentage points below the state average.
- **5th Grade Math:** 3 percentage points below the state average.

While the achievement gap is evident in each tested grade, the largest gaps occur in **3rd and 4th grade mathematics**, highlighting the need to strengthen foundational math instruction, provide targeted interventions for struggling students, and ensure consistent implementation of high-quality, standards-aligned instructional practices. Closing these gaps will be a priority as the school works to increase overall mathematics proficiency and better align student performance with state expectations.

EWS Areas of Concern

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

Attendance: Chronic absenteeism remains a concern across all grade levels. Improving student attendance is essential to increasing instructional time, academic achievement, and overall student engagement.

Suspensions: Suspension rates continue to impact students across all grade levels. Reducing suspensions through proactive behavior supports, restorative practices, and consistent implementation of Positive Discipline will be a priority.

Highest Priorities

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

1. Math proficiency, learning gains L25%
2. ELA proficiency, learning gains L25%
3. ESSA subgroups proficiency, learning gains
4. Science proficiency, learning gains
5. Instructional practice, professional learning Math/ELA

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, Intervention, Math, Professional Learning Communities

Area of Focus Description and Rationale

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.

Although mathematics achievement improved across all accountability measures, this area remains a priority for school improvement because overall proficiency and the performance of the Lowest 25% of students continue to fall below the school's target of 62%.

Overall mathematics proficiency increased from 55% in 2025 to 61% in 2026, reflecting a 6-percentage-point increase. Mathematics learning gains demonstrated significant improvement, increasing from 53% to 67%, a gain of 14 percentage points. Additionally, the Lowest 25% subgroup improved from 37% to 48%, representing an 11-percentage-point increase.

Despite these positive trends, overall proficiency remains below the established goal, indicating the need to strengthen Tier 1 core instruction. The school will prioritize high-quality, standards-aligned instructional practices through targeted professional learning, instructional modeling, collaborative lesson planning, and data-driven discussions during Professional Learning Community (PLC) meetings. Ongoing coaching and monitoring will support consistent implementation of evidence-based instructional strategies to increase student achievement and ensure continued growth in mathematics proficiency for all students, with an emphasis on accelerating learning for the Lowest 25% subgroup.

Measurable Outcome

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 2026 overall math proficiency was 61%, Learning Gains were 67% and lowest 25% were 48%. In 2027 overall math proficiency will be 65%, Learning Gains will be 68% and lowest 25% will be 65%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Assessment and Data Analysis Timeline

- **August:** Students will participate in F.A.S.T. Progress Monitoring 1 (PM1). Results will be analyzed and recorded in the school's data tracker to establish baseline performance for mathematics proficiency, learning gains, and the Lowest 25% subgroup.
- **December:** Following F.A.S.T. Progress Monitoring 2 (PM2), grade-level teams will analyze student performance to evaluate mid-year growth, identify standards requiring reteaching, and adjust instructional supports.
- **Ongoing:** Curriculum Topic Assessment data will be reviewed during weekly Professional Learning Community (PLC) meetings to monitor student mastery of standards and inform instructional planning.

Instructional Monitoring

School administrators, instructional coaches, and teacher leaders will conduct regular classroom walkthroughs during whole-group instruction, small-group instruction, and acceleration/intervention blocks to monitor the implementation of Tier 1 instruction and intervention supports. Walkthroughs will focus on:

- Fidelity of implementation of the adopted curriculum
- Standards-aligned instruction
- Student engagement and rigorous learning tasks
- Effective differentiation during core and intervention instruction
- Consistent implementation of the school's Six Core Learning Strategies: Vocabulary, Data Analysis, Checks for Understanding, Clarity, Think, and Explain

During PLC meetings, grade-level teams will:

- Analyze Curriculum Topic Assessment and F.A.S.T. Progress Monitoring data.
- Identify standards requiring reteaching or enrichment.
- Collaboratively plan evidence-based instructional strategies aligned to student needs.
- Share effective instructional practices and examine student work.
- Determine professional learning and coaching support needed to improve instructional effectiveness.

Support and Monitoring Through Title I Resources

Title I-funded instructional coaches and interventionists in mathematics, reading, and science will provide ongoing support by:

- Identifying students for intervention and enrichment based on assessment data, with emphasis on the Lowest 25% subgroup while also extending learning opportunities for high-performing students.
- Providing instructional coaching, modeling, and feedback to teachers to strengthen Tier 1 instruction.

- Monitoring the implementation of intervention programs and instructional fidelity through classroom observations and collaborative planning.

Student progress will be monitored through:

- Monthly i-Ready Growth Monitoring for students receiving intervention.
- Curriculum Topic Assessments.
- F.A.S.T. Progress Monitoring assessments.
- Ongoing classroom formative assessments.

Data-Based Decision Making

The Intensive Intervention Team will meet every four to six weeks to review student performance data and evaluate the effectiveness of instructional and intervention supports. The team will:

- Monitor the progress of students in the Lowest 25% subgroup and students requiring acceleration.
- Adjust instructional groupings and intervention plans based on current data.
- Identify students requiring additional Tier 2 or Tier 3 supports through the school's Multi-Tiered System of Supports (MTSS).
- Monitor intervention effectiveness and modify action steps to ensure continuous student growth.

Expected Outcomes

Implementation of this monitoring process will ensure that instructional decisions are driven by timely and relevant student data. Through ongoing progress monitoring, collaborative planning, targeted coaching, and consistent implementation of evidence-based instructional practices, the school expects to:

- Increase overall mathematics proficiency.
- Increase mathematics learning gains.
- Improve achievement for students in the Lowest 25%.
- Strengthen Tier 1 instruction across all classrooms.
- Build teacher capacity through continuous professional learning and instructional coaching.
- Improve student engagement and mastery of grade-level mathematics standards.

Person responsible for monitoring outcome

Shelly Miedona, Tia Whiteman and Carmean Matthews

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To support math proficiency and improve learning gains, the following evidence-based strategies will be implemented schoolwide: 1. Core Instructional Strategies: Concrete-Representational-Abstract

(CRA) Model A structured approach that builds conceptual understanding through hands-on materials (concrete), visual representations (representational), and symbolic notation (abstract). Applied across all grade levels to support deep understanding of mathematical concepts. 2. Problem-Based Learning (PBL) Encourages students to solve real-world, meaningful math problems through inquiry and collaboration. Builds critical thinking, student engagement, and application of skills in context. Math Discourse & Academic Vocabulary Development Teachers will facilitate regular opportunities for math talk and structured student discourse. Emphasis on using precise academic vocabulary to explain reasoning and deepen understanding. 3. Use of Manipulatives and Visual Models Age-appropriate math manipulatives (e.g., base-ten blocks, number lines, fraction bars) will be used to support concept development in early grades and abstract reasoning in upper grades. 4. Intervention Strategies: Savvas enVision MDIS (Math Diagnosis and Intervention System) Targeted Tier 2 support aligned to core content, used to address skill gaps and reinforce grade-level instruction. 5. Do The Math (Marilyn Burns) Tier 3 intervention for students significantly below grade level. Emphasizes number sense, fluency, and foundational skills through scaffolded, structured instruction. 6. Small Group Differentiated Instruction Instructional groups based on student data (FAST, i-Ready, classroom assessments). Provides targeted reteaching, enrichment, and strategy-based instruction aligned to individual student needs. 7. Math Fact Fluency Programs (Optional but Recommended) Incorporate programs like Reflex Math, XtraMath, or Rocket Math to build fluency in basic operations, reducing cognitive load for multi-step problem solving. 8. Formative Assessment & Feedback Loops Regular use of exit tickets, quick checks, and student self-assessments. Immediate feedback and flexible grouping based on student performance. Integration & Monitoring: All strategies will be integrated into core instruction, small groups, and intervention blocks. Classroom walkthroughs, PLC discussions, and intervention team meetings will monitor implementation fidelity and student impact. Data from FAST, i-Ready, and Topic Assessments will drive instructional adjustments and support decisions.

Rationale:

The selected instructional and intervention strategies are grounded in research and aligned with the specific needs of our students, particularly in the areas of proficiency, learning gains, and support for the lowest quartile. These strategies are designed to improve conceptual understanding, problem-solving ability, and student engagement across all tiers of instruction. 1. Concrete-Representational-Abstract (CRA) Model Why it works: CRA is a well-established, evidence-based instructional framework that helps students build deep conceptual understanding by moving from hands-on experiences (concrete), to visual models (representational), to abstract symbols. Research support: Studies have shown that CRA significantly improves performance for students with learning difficulties and supports long-term retention and transfer of mathematical concepts (Witzel, Riccomini, & Schneider, 2008). 2. Problem-Based Learning (PBL) Why it works: PBL engages students in meaningful, real-world problems that require higher-order thinking, collaboration, and the application of multiple skills. Research support: PBL has been shown to increase student engagement, improve problem-solving abilities, and deepen content understanding, especially when implemented with consistent teacher support and scaffolding (Hmelo-Silver, 2004). 3. Savvas enVision MDIS (Tier 2 Intervention) Why it works: MDIS is designed to diagnose specific student learning gaps and provide targeted interventions aligned with the core curriculum. Research support: As a research-based, publisher-designed intervention, MDIS follows best practices in RTI/MTSS models, offering diagnostic tools and scaffolded instruction proven to support students at risk of not meeting grade-level standards. 4. Do The Math (Tier 3 Intervention) Why it works: This intervention program focuses on developing number sense and computational fluency for students significantly below grade level. It breaks math down into small, manageable chunks and uses visual models and repeated practice. Research support: Developed by Marilyn Burns, a recognized leader in math education, “Do The Math” is widely used in Tier 3 settings and supported by data showing gains in foundational math skills. 5. Small Group Differentiated Instruction Why it works: Small group instruction allows for more

personalized support, immediate feedback, and targeted instruction based on real-time assessment data. Research support: Differentiated instruction improves outcomes for diverse learners and is a critical element of effective RTI/MTSS frameworks (Tomlinson, 2001). 6. Use of Manipulatives and Visual Models Why it works: Hands-on tools and visual representations support comprehension of abstract math concepts and are especially effective in early grades or for struggling learners. Research support: National Council of Teachers of Mathematics (NCTM) recommends the use of manipulatives and models to support conceptual development. 7. Math Discourse and Academic Vocabulary Development Why it works: When students verbalize their reasoning, they clarify their thinking, build metacognition, and develop mathematical language. Research support: Incorporating discourse and vocabulary into math lessons supports language development and improves understanding and retention, particularly for English learners (Zwiers, 2008). 8. Frequent Progress Monitoring and Formative Assessments Why it works: Ongoing assessment ensures instruction remains aligned to student needs, allowing for timely intervention and support. Research support: The What Works Clearinghouse identifies frequent formative assessment and progress monitoring as key practices for improving outcomes in mathematics. Summary These strategies were selected not only for their evidence base but also because they directly address the root causes of recent declines in math proficiency and learning gains. Together, they provide a balanced instructional approach that supports all learners—particularly those in the lowest quartile—through targeted

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

Action Step #1

Collaborative Planning

Person Monitoring:

Shelly Miedona, Tia Whiteman and Carmean Matthews

By When/Frequency:

September

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

Weekly K–5 Professional Learning Community (PLC) collaborative planning meetings will be facilitated by school administrators and Title I-funded instructional coaches to strengthen Tier 1 mathematics instruction. During these meetings, teachers will engage in collaborative planning focused on implementing project-based learning experiences using the Savvas core curriculum with fidelity while ensuring alignment to grade-level standards.

PLC discussions will emphasize the intentional integration of the school's Six Core Learning Strategies (Vocabulary, Data, Checks for Understanding, Clarity, Think, and Explain) and the effective implementation of the Concrete-Representational-Abstract (CRA) instructional model to deepen conceptual understanding. Teams will collaboratively identify formative and summative assessments, analyze student performance data, and use the results to inform instructional decisions, reteaching opportunities, and differentiation.

Administrators and instructional coaches will provide ongoing modeling of high-impact instructional practices, facilitate data-driven conversations, and support teachers through lesson modeling, collaborative lesson design, and instructional feedback. These supports are intended to strengthen

teacher efficacy, ensure consistent implementation of standards-based instruction, and increase student achievement in mathematics.

Action Step #2

Focused Classroom Walkthroughs

Person Monitoring:

Shelly Miedona and John Haddan

By When/Frequency:

Weekly beginning in September

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

Focused weekly classroom walkthroughs and Leadership Learning Walks will be conducted to monitor the implementation of high-quality Tier I instruction, Tier II interventions, and Tier III acceleration. School administrators and instructional coaches will use the Florida Consortium of Public Charter Schools (FCPCS) Classroom Walkthrough Tool and the National Center for Urban School Transformation (NCUST) Focusing on Mastery and Promoting Clarity observation tools to collect instructional data, identify schoolwide trends, and monitor the fidelity of instructional practices. Walkthrough observations will focus on the implementation of standards-based, high-quality Tier I instruction, including clearly communicated learning objectives and success criteria, effective use of the school's Six Core Learning Strategies (Vocabulary, Data, Checks for Understanding, Clarity, Think, and Explain), student engagement, rigorous learning tasks, and alignment to the adopted core curriculum.

Walkthrough data will be reviewed regularly by the leadership team to identify instructional strengths, determine professional learning needs, and guide coaching priorities. Teachers requiring additional support will receive differentiated professional development, instructional coaching, classroom modeling, and timely feedback to strengthen instructional practices and ensure consistent implementation of evidence-based strategies that improve student achievement.

Action Step #3

Inclusive goals from BPIE, co-teaching model for ESE teacher and Gen Ed Teacher

Person Monitoring:

Shelly Miedona and Charlotte Chase

By When/Frequency:

quarterly

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

(Title II) Florida Inclusion Network (FIN) will provide a 4 hour training on the co-teaching model in August during pre-planning. At least quarterly, a FIN representative will provide training to staff members on the co-teaching model as well as Universal Design for Learning (UDL).

Action Step #4

Midyear data analysis and next steps

Person Monitoring:

Shelly Miedona, Tia Whiteman, and Carmean Matthews

By When/Frequency:

December/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 #5

Parent Engagement and Family Nights

Person Monitoring:

Tia Whiteman

By When/Frequency:

every other month

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

Using Title I funds, the school will provide family engagement opportunities through Literacy, Mathematics, and Science Family Nights designed to strengthen students' mastery of the Florida B.E.S.T. Standards. These interactive events will equip families with grade-level instructional strategies, hands-on learning activities, and resources that can be used at home to reinforce classroom instruction. Teachers and instructional staff will model effective learning strategies, explain academic expectations, and provide families with tools to support student achievement. The goal of these events is to strengthen the home-school partnership, increase family engagement in student learning, and improve student proficiency and learning gains across all content areas.

Parents are communicated with in multiple languages including the use of Language Line during parent meetings. (Title III)

Action Step #6

MTSS Progress Monitoring

Person Monitoring:

Shelly Miedona, Veronica Stevens, Charlotte Chase

By When/Frequency:

Weekly beginning in August

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

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

Action Step #7

Intensive Intervention Grade Level Data Analysis

Person Monitoring:

Shelly Miedona and Veronica Stevens

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:

The Intensive Intervention Team will meet every four to six weeks to review and analyze academic data for students in the lowest and highest quartiles. Using multiple sources of data, including progress monitoring, classroom assessments, and benchmark assessments, the team will evaluate student growth, identify instructional needs, and adjust intervention and enrichment groups accordingly. Data-based decisions will guide the refinement of instructional supports, acceleration opportunities, and targeted interventions to ensure that all students continue to make progress toward grade-level proficiency.

Action Step #8

Use of High Impact ESOL and ESE strategies

Person Monitoring:

Tanya Espinosa and Veronica Stevens

By When/Frequency:

monthly

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.

Action Step #9

Student Planners

Person Monitoring:

Carmean Matthews and Tia Whiteman

By When/Frequency:

summer 2026

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

Student planners (using Title I funds) will be provided for all students in grades 3–5 to strengthen organization, communication, and academic responsibility. Planners will serve as a consistent communication tool between school and home, allowing teachers and families to monitor homework assignments, upcoming assessments, and important school events. Students will use the planners daily to record assignments, set academic goals, and develop organizational and time-management skills that support academic success. Teachers will incorporate planner use into classroom routines to promote student accountability and increase family engagement in supporting student learning.

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation, ELA, Intervention, Professional Learning Communities

Area of Focus Description and Rationale

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.

Although ELA learning gains and the performance of the Lowest 25% subgroup improved during the 2025–2026 school year, ELA remains a school improvement priority because overall proficiency declined and achievement for the Lowest 25% of students continues to fall below the school's target of 62%.

Overall ELA proficiency decreased from 65% in 2025 to 64% in 2026, a decline of 1 percentage point. At the same time, ELA learning gains increased from 60% to 62%, representing a 2-percentage-point improvement. Performance for the Lowest 25% subgroup also improved from 56% to 60%, an increase of 4 percentage points. While these gains demonstrate progress in student growth, overall proficiency declined and the Lowest 25% subgroup remains below the school's performance goal, indicating a continued need to strengthen Tier 1 instruction and targeted interventions.

During the 2026–2027 school year, the school will focus on increasing overall ELA proficiency while accelerating achievement for the Lowest 25% of students. This will be accomplished through the consistent implementation of high-quality, standards-aligned Tier 1 instruction, intentional

differentiation, and evidence-based literacy practices. Teachers will engage in ongoing professional learning, instructional coaching, collaborative lesson planning, classroom modeling, and data-driven PLC discussions to monitor student progress and adjust instruction based on formative and benchmark assessment data. School leaders will conduct regular classroom observations and provide actionable feedback to ensure instructional fidelity. These efforts are designed to increase overall ELA proficiency, improve learning gains, and ensure the Lowest 25% subgroup meets or exceeds the school's established performance target.

Measurable Outcome

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 2026 overall ELA proficiency was 64%, Learning Gains were 62% and lowest 25% were 60%. In 2027 overall ELA proficiency will be 65%, Learning Gains will be 65% and lowest 25% will be 65%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring

Assessment and Data Analysis Timeline

- **August:** Students will participate in F.A.S.T. Progress Monitoring 1 (PM1). Results will be analyzed and recorded in the school's data tracker to establish baseline performance for ELA proficiency, learning gains, and the Lowest 25% subgroup.
- **December:** Following F.A.S.T. Progress Monitoring 2 (PM2), grade-level teams will analyze student performance to evaluate mid-year growth, identify standards requiring reteaching, and adjust instructional supports.
- **Ongoing:** Curriculum Unit Assessment data will be reviewed during weekly Professional Learning Community (PLC) meetings to monitor student mastery of standards and inform instructional planning.

Instructional Monitoring

School administrators, instructional coaches, and teacher leaders will conduct regular classroom walkthroughs during whole-group instruction, small-group instruction, and acceleration/intervention blocks to monitor the implementation of Tier 1 instruction and intervention supports. Walkthroughs will focus on:

- Fidelity of implementation of the adopted curriculum
- Standards-aligned instruction
- Student engagement and rigorous learning tasks
- Effective differentiation during core and intervention instruction
- Consistent implementation of the school's Six Core Learning Strategies: Vocabulary, Data

Analysis, Checks for Understanding, Clarity, Think, and Explain

During PLC meetings, grade-level teams will:

- Analyze Curriculum Topic Assessment and F.A.S.T. Progress Monitoring data.
- Identify standards requiring reteaching or enrichment.
- Collaboratively plan evidence-based instructional strategies aligned to student needs.
- Share effective instructional practices and examine student work.
- Determine professional learning and coaching support needed to improve instructional effectiveness.

Support and Monitoring Through Title I Resources

Title I-funded instructional coaches and interventionists in ELA will provide ongoing support by:

- Identifying students for intervention and enrichment based on assessment data, with emphasis on the Lowest 25% subgroup while also extending learning opportunities for high-performing students.
- Providing instructional coaching, modeling, and feedback to teachers to strengthen Tier 1 instruction.
- Monitoring the implementation of intervention programs and instructional fidelity through classroom observations and collaborative planning.

Student progress will be monitored through:

- Monthly i-Ready Growth Monitoring for students receiving intervention.
- Curriculum Unit Assessments.
- F.A.S.T. Progress Monitoring assessments.
- Ongoing classroom formative assessments.

Data-Based Decision Making

The Intensive Intervention Team will meet every four to six weeks to review student performance data and evaluate the effectiveness of instructional and intervention supports. The team will:

- Monitor the progress of students in the Lowest 25% subgroup and students requiring acceleration.
- Adjust instructional groupings and intervention plans based on current data.
- Identify students requiring additional Tier 2 or Tier 3 supports through the school's Multi-Tiered System of Supports (MTSS).
- Monitor intervention effectiveness and modify action steps to ensure continuous student growth.

Expected Outcomes

Implementation of this monitoring process will ensure that instructional decisions are driven by timely

and relevant student data. Through ongoing progress monitoring, collaborative planning, targeted coaching, and consistent implementation of evidence-based instructional practices, the school expects to:

- Increase overall ELA proficiency.
- Increase ELA learning gains.
- Improve achievement for students in the Lowest 25%.
- Strengthen Tier 1 instruction across all classrooms.
- Build teacher capacity through continuous professional learning and instructional coaching.
- Improve student engagement and mastery of grade-level ELA standards.

Person responsible for monitoring outcome

John Haddan, Carmean Matthews, Tia Whiteman

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-Based ELA Instructional Strategies To increase overall ELA proficiency and accelerate achievement for all students, with a specific focus on the Lowest 25% subgroup, teachers will consistently implement the following evidence-based instructional practices during Tier 1 instruction, small-group intervention, and acceleration blocks. 1. Fluency Goal: Increase students' reading accuracy, rate, and prosody to improve overall comprehension. Implementation Strategies: • Utilize guided repeated reading with immediate teacher feedback to build accuracy and automaticity. • Incorporate choral reading to develop confidence, fluency, and expressive reading. • Engage students in performance-based reading activities, such as reader's theater and poetry readings, to strengthen prosody and oral reading fluency. Evidence: Guided repeated reading has been shown to significantly improve reading fluency and comprehension (Therrien, 2004). 2. Vocabulary Development Goal: Expand students' academic vocabulary to strengthen reading comprehension and language development. Implementation Strategies: • Provide explicit instruction in high-utility Tier 2 academic vocabulary across all content areas. • Utilize semantic mapping and other graphic organizers to build conceptual understanding and word relationships. • Integrate morphology instruction by teaching roots, prefixes, and suffixes to support decoding and vocabulary acquisition. Evidence: Strong vocabulary knowledge is highly correlated with improved reading comprehension (Beck, McKeown, & Kucan, 2002). 3. Reading Comprehension Goal: Strengthen students' ability to analyze, interpret, and make meaning from increasingly complex texts. Implementation Strategies: • Implement reciprocal teaching strategies, including summarizing, questioning, clarifying, and predicting. • Model metacognitive thinking through teacher think-alouds to demonstrate effective comprehension strategies. • Explicitly teach text structures across literary and informational texts (e.g., cause and effect, compare and contrast, problem and solution) to improve comprehension and text analysis. Evidence: Explicit comprehension strategy instruction significantly improves students' understanding and retention of text (National Reading Panel, 2000). 4. Writing to Strengthen Reading Goal: Reinforce reading comprehension through purposeful writing aligned to grade-level texts. Implementation Strategies: • Provide frequent opportunities for students to respond to reading

through written analysis and evidence-based responses. • Teach summarization strategies that require students to synthesize key ideas using their own words. • Incorporate sentence-combining activities to strengthen syntax, language development, and text-level comprehension. Evidence: Writing about reading improves comprehension, critical thinking, and retention of content (Graham & Hebert, 2010). 5. Differentiation, Assessment, and Progress Monitoring Goal: Ensure instruction is responsive to student needs through continuous data analysis and targeted intervention. Implementation Strategies: • Use ongoing formative assessments, including DIBELS, FAST progress monitoring, classroom assessments, and running records, to identify student needs and inform instructional decisions. • Provide targeted small-group instruction based on assessment data and identified skill deficits. • Implement scaffolded instructional supports that gradually release responsibility as students demonstrate mastery and independence. • Review student progress during Professional Learning Community (PLC) meetings to adjust intervention groups, monitor growth, and evaluate instructional effectiveness. Evidence: Assessment-driven, differentiated instruction produces stronger student outcomes and is particularly effective for students requiring early intervention and intensive support (Foorman et al., 2016).

Rationale:

Rationale for Evidence-Based ELA Instructional Practices 1. Fluency Rationale: Developing reading fluency enables students to read with increased accuracy, automaticity, and appropriate expression, allowing them to focus on understanding the text rather than decoding individual words. Consistent implementation of guided repeated reading, choral reading, and performance reading strengthens oral reading fluency, builds reading confidence, and improves overall comprehension of grade-level texts. Therrien (2004); Rasinski (2003) 2. Vocabulary Development Rationale: Vocabulary instruction is essential for improving students' comprehension of increasingly complex literary and informational texts. Explicit instruction in Tier 2 academic vocabulary, semantic mapping, and morphology helps students determine word meaning, develop academic language, and access grade-level content across all subject areas. Expanding students' vocabulary directly supports stronger reading comprehension and overall academic achievement. Beck, McKeown, & Kucan (2002); Biemiller (2005) 3. Reading Comprehension Rationale: Explicit instruction in reading comprehension strategies enables students to actively construct meaning from text and apply higher-order thinking skills. Through reciprocal teaching, think-alouds, and direct instruction in text structures, students learn to summarize, question, clarify, predict, analyze, and synthesize information across a variety of text types. These evidence-based practices promote deeper comprehension, critical thinking, and independent application of reading strategies. National Reading Panel (2000); Duffy et al. (1987) 4. Writing to Strengthen Reading Rationale: Integrating writing with reading reinforces comprehension by requiring students to analyze, organize, and communicate their understanding of text. Frequent opportunities for written responses, summarization, and evidence-based writing strengthen students' ability to synthesize information, develop academic language, and demonstrate comprehension of increasingly complex texts. Writing also supports students' understanding of text structure, grammar, and critical thinking skills. Graham & Hebert (2010); Shanahan (2006) 5. Differentiation, Assessment, and Progress Monitoring Rationale: Continuous assessment and differentiated instruction ensure instructional decisions are responsive to individual student needs. Using formative assessments and ongoing progress monitoring to guide flexible grouping, targeted interventions, and scaffolded instruction allows teachers to address learning gaps while providing appropriate support and acceleration. Regular analysis of student data enables timely instructional adjustments and improves outcomes for all students, particularly struggling readers, English learners, students with disabilities, and students in the Lowest 25%. Foorman et al. (2016); Fuchs & Fuchs (2006)

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

Action Step #1

Collaborative Planning

Person Monitoring:

John Haddan, Carmean Matthews, Tia Whiteman

By When/Frequency:

August, Weekly

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

Weekly K–5 Professional Learning Community (PLC) collaborative planning meetings will be facilitated by school administrators and Title I-funded instructional coaches to strengthen Tier 1 ELA instruction and improve student achievement. During PLC meetings teachers will focus effective implementation of the CKLA ELA curriculum while ensuring alignment to grade-level standards, rigorous text-based instruction, and evidence-based literacy practices.

PLC discussions will emphasize the intentional integration of the school's Six Core Learning Strategies (Vocabulary, Data, Checks for Understanding, Clarity, Think, and Explain) to support student engagement, academic discourse, and deeper comprehension of complex texts. Teachers will collaborate to plan explicit instruction in key literacy areas, including fluency, vocabulary development, reading comprehension, and writing integration. Teams will identify opportunities to incorporate guided reading practices, text-dependent questioning, written responses, and evidence-based discussion strategies to strengthen students' ability to analyze and communicate understanding of grade-level texts.

During PLC meetings, teachers will analyze formative and summative assessment data, including FAST progress monitoring results and classroom-based assessments, to identify student strengths, skill gaps, and instructional priorities. Collaborative teams will use data to adjust small-group instruction, create targeted intervention groups, plan reteaching opportunities, and provide enrichment for students demonstrating mastery.

Administrators and instructional coaches will provide ongoing support through lesson modeling, collaborative lesson planning, classroom observations, and actionable feedback focused on strengthening Tier 1 ELA instruction. These supports will ensure consistent implementation of standards-aligned instructional practices, improve teacher capacity to differentiate instruction, and accelerate student growth, with a specific focus on increasing overall ELA proficiency and improving outcomes for students in the Lowest 25% subgroup.

Action Step #2

Differentiated Instruction and Intervention

Person Monitoring:

John Haddan, Carmean Matthews, Tia Whiteman

By When/Frequency:

September/Weekly

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

Students will be strategically placed into targeted intervention groups based on identified skill deficiencies from the FY26 FAST PM3 ELA assessment data. A dedicated 30-minute daily ELA acceleration/intervention block will be embedded within the master schedule to provide differentiated, data-driven instruction for students performing in the Lowest 25% and those requiring additional support.

Intervention instruction will be tailored to individual student needs using analysis of FAST PM3 data

and ongoing progress-monitoring results. Evidence-based instructional resources, including Measuring Up and **Magnetic Reading, will be utilized to address identified skill gaps. The Title I Interventionist, in collaboration with the Academic Coach, will implement, monitor, and adjust intervention groups throughout the school year based on student progress and formative assessment data.

Students who demonstrate grade-level proficiency or above will participate in enrichment opportunities designed to extend learning and increase achievement through CKLA enrichment lessons, novel studies, and individualized pathways in i-Ready Reading. Student growth will be monitored through regular progress-monitoring assessments, PLC data discussions, classroom observations, and instructional coaching cycles to ensure interventions remain responsive and effective in increasing overall ELA proficiency and accelerating achievement for the Lowest 25% subgroup.

Action Step #3

Focused Classroom Walkthroughs

Person Monitoring:

Shelly Miedona, John Haddan

By When/Frequency:

September/Weekly

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

Focused weekly classroom walkthroughs and Leadership Learning Walks will be conducted to monitor the implementation of high-quality Tier I instruction, Tier II interventions, and Tier III acceleration. School administrators and instructional coaches will use the Florida Consortium of Public Charter Schools (FCPCS) Classroom Walkthrough Tool and the National Center for Urban School Transformation (NCUST) Focusing on Mastery and Promoting Clarity observation tools to collect instructional data, identify schoolwide trends, and monitor the fidelity of instructional practices. Walkthrough observations will focus on the implementation of standards-based, high-quality Tier I instruction, including clearly communicated learning objectives and success criteria, effective use of the school's Six Core Learning Strategies (Vocabulary, Data, Checks for Understanding, Clarity, Think, and Explain), student engagement, rigorous learning tasks, and alignment to the adopted core curriculum.

Walkthrough data will be reviewed regularly by the leadership team to identify instructional strengths, determine professional learning needs, and guide coaching priorities. Teachers requiring additional support will receive differentiated professional development, instructional coaching, classroom modeling, and timely feedback to strengthen instructional practices and ensure consistent implementation of evidence-based strategies that improve student achievement.

Action Step #4

Inclusive Goals from BPIE, Co-teaching Model for ESE Teacher and Gen Ed Teacher

Person Monitoring:

Shelly Miedona and Charlotte Chase

By When/Frequency:

Quarterly

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

(Title II) Florida Inclusion Network (FIN) will provide a 4 hour training on the co-teaching model in August during pre-planning. At least quarterly, a FIN representative will provide training to staff members on the co-teaching model as well as Universal Design for Learning (UDL).

Action Step #5

Midyear Data Analysis and Next Steps

Person Monitoring:

By When/Frequency:

Shelly Miedona, Tia Whiteman, and Carmean Matthews

December/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 ELA goals are met.

Action Step #6

Parent Engagement, Student Planners and Family Nights

Person Monitoring:

Tia Whiteman, Carmean Matthews

By When/Frequency:

Every Other Month

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

Using Title I funds, the school will provide family engagement opportunities through Literacy, Mathematics, and Science Family Nights designed to strengthen students' mastery of the Florida B.E.S.T. Standards. These interactive events will equip families with grade-level instructional strategies, hands-on learning activities, and resources that can be used at home to reinforce classroom instruction. Teachers and instructional staff will model effective learning strategies, explain academic expectations, and provide families with tools to support student achievement. The goal of these events is to strengthen the home-school partnership, increase family engagement in student learning, and improve student proficiency and learning gains across all content areas.

Student planners (using Title I funds) will be provided for all students in grades 3–5 to strengthen organization, communication, and academic responsibility. Planners will serve as a consistent communication tool between school and home, allowing teachers and families to monitor homework assignments, upcoming assessments, and important school events. Students will use the planners daily to record assignments, set academic goals, and develop organizational and time-management skills that support academic success. Teachers will incorporate planner use into classroom routines to promote student accountability and increase family engagement in supporting student learning. Parents are communicated with in multiple languages including the use of Language Line during parent meetings. (Title III)

Action Step #7

MTSS Progress Monitoring

Person Monitoring:

Shelly Miedona, Veronica Stevens, Charlotte Chase

By When/Frequency:

August/Weekly

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

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

Action Step #8

Intensive Intervention Grade Level Data Analysis

Person Monitoring:

Shelly Miedona, Veronica Stevens

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:

The Intensive Intervention Team will meet every four to six weeks to review and analyze academic data for students in the lowest and highest quartiles. Using multiple sources of data, including progress monitoring, classroom assessments, and benchmark assessments, the team will evaluate student growth, identify instructional needs, and adjust intervention and enrichment groups accordingly. Data-based decisions will guide the refinement of instructional supports, acceleration opportunities, and targeted interventions to ensure that all students continue to make progress toward grade-level proficiency.

Action Step #9

High Impact ESOL and ESE Strategies

Person Monitoring:

Shelly Miedona, Veronica Stevens, Charlotte Chase

By When/Frequency:

August/Weekly

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 #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)

Area of Focus Description and Rationale

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.

Improving academic achievement for English Language Learners (ELLs) and Students with Disabilities (ESE) is a continued area of focus to ensure equitable access to rigorous, standards-aligned instruction and to close achievement gaps across English Language Arts (ELA), Mathematics, and Science.

In 2026, English Language Learners achieved a combined proficiency rate of 58% on ELA, Mathematics, and Science state assessments, representing an 11-percentage-point increase from 2025. While this growth demonstrates that current instructional supports are having a positive impact, proficiency remains below the school's desired performance level, indicating the need for continued targeted instruction, language development strategies, and differentiated supports within Tier I instruction.

Students with Disabilities (ESE) achieved a combined proficiency rate of 42% in 2026, reflecting only a 2-percentage-point increase from 2025. Although progress was made, the limited rate of

improvement indicates that this subgroup continues to require intensified instructional support, consistent implementation of evidence-based instructional practices, and strategic intervention to accelerate learning and improve academic outcomes.

This area of focus was identified through an analysis of state assessment data, subgroup performance trends, and schoolwide achievement results. To address these needs, the school will strengthen Tier I instruction through standards-aligned, differentiated teaching practices; targeted interventions; collaborative data analysis; and ongoing professional learning. These efforts will ensure that both ELL and ESE students receive the instructional supports necessary to increase proficiency, improve learning gains, and achieve grade-level expectations.

Measurable Outcome

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 58% proficient in 2026. For 2027, 60% or more students will be proficient on their grade level assessments in ELA, Math and Science.

ESE students were 42% proficient in 2026. For 2027, 50% or more students will be proficient on their grade level assessments in ELA, Math and Science.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Students will take the F.A.S.T. Progress Monitoring 1 in August. This data will be analyzed and put into a Raw Data Spreadsheet. Student proficiency, learning gains and lowest quartile will be analyzed again in December/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 (Title I). ESE/ESOL coordinator will monitor student usage and progress through the program.

T - Using Title I 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, Veronica Stevens, Charlotte Chase and Tanya Espinosa

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Students will utilize the Imagine Learning computer program (Title I) three days per week for 30-minute sessions to provide targeted, individualized instruction aligned to student learning needs. The program will support skill development, reinforce grade-level standards, and provide additional practice opportunities based on student performance data. Progress monitoring data from Imagine Learning will be reviewed regularly by teachers to evaluate student growth, adjust instructional supports, and ensure students receive appropriate intervention and enrichment. All ESE staff will utilize Playground IEP as a platform to write IEP's, ensure compliance, and progress monitoring for Students with Disabilities. (IDEA) In addition we will create a resource room called The Launchpad to provide intensive supports to students as needed based on their least restrictive environment. (IDEA)

Rationale:

Imagine Learning (Title III) 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. In addition, ESE and ESOL strategies will be implemented in daily instruction.

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

Action Step #1

Identify the lowest 25% in Math and ELA which include ESE and ESOL students.

Person Monitoring:

Shelly Miedona, Veronica Stevens, Tanya Espinosa

By When/Frequency:

August

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

Person Monitoring:

Tanya Espinosa

By When/Frequency:

Weekly

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

Using Title III funds, students will complete 30 minutes of Imagine Learning three days per week to provide targeted language development and academic support aligned to English Language Learner (ELL) needs. The ESOL contact will monitor student participation, usage data, and progress-monitoring reports to ensure students are consistently engaging with the program and demonstrating growth. Data will be used to evaluate the effectiveness of the intervention, provide additional support when needed, and ensure fidelity of implementation to improve student language acquisition and academic achievement.

Action Step #3

Imagine Learning and other Classroom Data Analysis

Person Monitoring:

Shelly Miedona, Tanya Espinosa and Veronica Stevens

By When/Frequency:

monthly

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

Using Title III funds, monthly data meetings will be conducted with grade-level teachers, interventionists, administration, and the ESOL coordinator to monitor the academic progress of English Language Learners. The team will review multiple data sources, including Imagine Learning usage and progress reports, classroom assessments, state assessment data, and intervention progress monitoring results. These collaborative discussions will identify student strengths, areas of need, and appropriate instructional adjustments to ensure students receive targeted support. The team will use data-driven decision-making to monitor growth, adjust interventions, and ensure effective implementation of supports designed to increase language development and academic achievement.

Action Step #4

Focused Classroom Walkthroughs

Person Monitoring:

John Haddan and Shelly Miedona

By When/Frequency:**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. Observers will be looking for the use of effective ESE and ESOL strategies in Tier I and Tier II instruction.

Area of Focus #4

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**

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.

The focus area for improvement is strengthening Tier I, II, and III Science instruction. This priority was identified because, while science proficiency increased from 62% in 2025 to 64% in 2026, additional support is needed to accelerate student growth and increase mastery of grade-level standards. The goal is to build on this progress by strengthening instructional practices, providing targeted interventions, and continuing to improve science achievement in 2027 and beyond.

Measurable Outcome

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.

Science proficiency was 64% in 2026. Science proficiency will be 65% in 2027.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student achievement data will be monitored through FAST Progress Monitoring assessments, curriculum-based assessments, Body of Knowledge assessments, and ongoing formative

assessments. FAST PM1 data will be analyzed in September and documented in a Raw Data Spreadsheet to identify proficiency levels, learning gains, and instructional priorities. FAST PM2 data will be reviewed in January to measure progress and adjust supports as needed.

Grade-level PLC teams will analyze assessment data throughout the year to identify standards requiring reteaching, areas of student need, and instructional adjustments. Focused classroom walkthroughs during whole-group, small-group, and acceleration/intervention blocks will be conducted to monitor instructional fidelity, curriculum implementation, and the effectiveness of Tier I, Tier II, and Tier III supports.

Using Title I funds, instructional coaches and interventionists will support targeted student placement, intervention delivery, and progress monitoring for students requiring additional support, including the Lowest 25% subgroup. Student growth will be monitored through i-Ready Growth Monitoring, intervention assessments, and classroom data. The Intensive Intervention Team will meet every 4–6 weeks to analyze progress, evaluate intervention effectiveness, and adjust instructional action steps through the MTSS process.

Person responsible for monitoring outcome

Meghan Bigwood, Tia Whiteman

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To strengthen Science instruction and increase student proficiency, students will engage in weekly hands-on, inquiry-based lab activities aligned to the McGraw Hill Science curriculum and upcoming grade-level standards. These experiences will provide opportunities for students to build background knowledge, apply scientific concepts, and develop the skills needed to access and master future content. Teachers will participate in weekly collaborative planning focused on unpacking grade-level standards, identifying learning targets, and designing rigorous, standards-aligned lessons. To improve access to complex scientific content, teachers will integrate evidence-based literacy strategies within Science instruction, with an emphasis on supporting students receiving Tier II and Tier III interventions. Instruction will focus on: - Vocabulary Development: Explicitly teach Tier II and Tier III science vocabulary using visuals, morphology, context clues, Frayer Models, and repeated exposure to strengthen academic language. - Reading Comprehension: Teach students to analyze science texts using text structures (cause/effect, compare/contrast, and sequencing) while providing scaffolds to support access to grade-level content. - Writing in Science: Implement Claim-Evidence-Reasoning (CER) responses to strengthen scientific explanations, supported by sentence frames and guided writing as needed. - Reading Fluency: Incorporate partner reading, choral reading, and repeated

reading of science texts and procedures to improve accuracy and comprehension. - Questioning and Discussion: Utilize reciprocal teaching strategies, including predicting, questioning, clarifying, and summarizing, to deepen understanding of scientific concepts. - Assessment-Driven Support: Use formative assessments, exit tickets, and quick writes to identify misconceptions, address literacy barriers, and provide targeted reteaching. These instructional practices will support consistent implementation of high-quality Science instruction, strengthen student engagement, and increase mastery of grade-level science standards.

Rationale:

Rationale for Hands-On Science Learning and Literacy Integration Research indicates that students develop deeper scientific understanding when they actively engage in observation, exploration, and hands-on experiences. Carin and Bass (2001) explain that learners construct knowledge through personal experiences, direct instruction, and meaningful connections between new and existing knowledge. Similarly, Kolb (1984) emphasizes that learning occurs through the process of experiencing, reflecting, and applying knowledge. Hands-on, inquiry-based science experiences allow students to investigate concepts, develop problem-solving skills, and build a deeper understanding of scientific content (Shymansky et al., 1990). In addition to experiential learning, strong literacy skills are essential for success in Science. Scientific content requires students to comprehend complex informational texts, understand academic vocabulary, analyze data, and communicate explanations using evidence. Integrating evidence-based literacy practices, including explicit vocabulary instruction, text analysis, and Claim-Evidence-Reasoning (CER) writing, supports students in accessing and retaining scientific concepts while strengthening critical thinking skills. These strategies provide targeted support for students receiving Tier I, Tier II, and Tier III instruction and ensure all students have the tools needed to achieve mastery of grade-level science standards.

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

Action Step #1

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

Person Monitoring:

Deanna Bernardo, Tia Whiteman

By When/Frequency:

3x Per Year and Quarterly

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. (Title I)

Action Step #2

Collaborative Planning

Person Monitoring:

Deanna Bernardo, Tia Whiteman

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 (Title I) 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 Walk Throughs

Person Monitoring:

Shelly Miedona, Tia Whiteman, Deanna Bernardo

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 #4

Field Trips

Person Monitoring:

Tia Whiteman

By When/Frequency:

September

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

Students will attend at least one STEAM-based field trip funded through Title IV. These field experiences will provide students—particularly in 5th grade—with hands-on, real-world applications of the science concepts they are learning in the classroom. By connecting academic content to engaging, tangible experiences, students are more likely to deepen their conceptual understanding, retain key information, and make meaningful connections across science domains. For 5th grade students, who are assessed in science at the state level, this exposure can strengthen comprehension of key standards in life, physical, and earth sciences, ultimately supporting improved proficiency and performance on end-of-year assessments.

Action Step #5

Orlando Science Center School Visit

Person Monitoring:

Tia Whiteman

By When/Frequency:

Semester 1

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

Bringing the Orlando Science Center to the school for a day of hands-on science activities (Title IV), followed by a Parent Evening event, provides a dynamic opportunity to support student achievement in science. During the school day, students will engage in interactive, standards-aligned experiments

and demonstrations that reinforce key scientific concepts through experiential learning. These hands-on experiences make abstract ideas more tangible, promoting deeper understanding and retention. The Parent Evening event extends this learning by involving families in the science process, fostering a home-school connection that encourages curiosity and support for science learning beyond the classroom. This initiative not only enhances student engagement and comprehension but also helps build a stronger foundation for future success in STEM fields, especially for Title I students who may have limited access to enrichment opportunities outside of school.

Action Step #6

Weekly Hands on Lab Activities

Person Monitoring:

Tia Whiteman

By When/Frequency:

September/Weekly

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

Students will participate in weekly hands-on lab activities aligned to the upcoming grade-level science standard/s of the week. These inquiry-based experiences will activate prior knowledge, introduce key scientific concepts, and encourage students to develop questions and hypotheses that will guide their learning throughout the instructional week. By the end of each week, students will use evidence and scientific reasoning to answer the questions generated during the investigation and demonstrate a deeper understanding of the standard.

Action Step #7

Consistent Implementation of Interactive Notebook

Person Monitoring:

Deanna Bernardo, Tia Whiteman

By When/Frequency:

Weekly

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

Teachers will explicitly instruct students on the consistent use of interactive science notebooks as a tool to organize and build scientific knowledge. Students will record key vocabulary, grade-level standards, visual models, and standards-aligned content to support understanding of scientific concepts. Interactive notebooks will be utilized daily during Science instruction to activate prior knowledge, document learning, and provide students with a reference tool to strengthen retention and application of science concepts.

Area of Focus #5

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

Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale

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.

Strengthening Tier I instructional practices in Mathematics and English Language Arts (ELA) has been identified as a critical area of focus to improve student achievement across all grade levels. This focus will emphasize high-quality, standards-aligned instruction through targeted professional

learning, collaborative planning, instructional modeling, and implementation of evidence-based teaching strategies.

Analysis of prior-year student achievement data identified the need to increase consistency and effectiveness of core instruction. While student performance demonstrated growth, achievement data indicates a continued need to strengthen daily instructional practices to ensure all students have access to rigorous, differentiated, and engaging learning experiences. Effective Tier I instruction serves as the foundation for student success by providing grade-level content, addressing learning gaps, and reducing the need for intensive interventions.

Professional learning will focus on strengthening teacher capacity in areas such as standards-based lesson design, use of the adopted core curriculum with fidelity, integration of the Six Core Learning Strategies (Vocabulary, Data, Checks for Understanding, Clarity, Think, and Explain), implementation of the Concrete-Representational-Abstract (CRA) model in mathematics, effective questioning, formative assessment practices, and data-driven instructional decision-making.

This area of focus was identified as a crucial need through analysis of state assessment data, classroom assessment results, walkthrough trends, and instructional observations. To address this need, the school will provide ongoing professional learning through Professional Learning Communities (PLCs), instructional coaching, classroom modeling, and collaborative lesson planning. These supports will ensure consistent implementation of high-quality Tier I instruction, increase teacher efficacy, and improve student proficiency, learning gains, and achievement outcomes in ELA and mathematics.

In addition, the implementation of the new PE curriculum, *Fitness 4 Life*, (Title IV) based on the 5E instructional model (Engage, Explore, Explain, Elaborate, and Evaluate), is designed to improve student achievement by promoting both physical health and academic success. This curriculum goes beyond traditional physical education by integrating critical thinking, goal-setting, and personal fitness planning into daily activities. Students are actively engaged in learning about their bodies, health-related fitness components, and lifelong wellness strategies. The 5E model encourages students to explore concepts through movement, reflect on their experiences, and apply what they learn to real-life health decisions. By building self-awareness, discipline, and resilience, *Fitness 4 Life* supports improved focus, behavior, and classroom performance. Research consistently shows that students who are physically active demonstrate better cognitive function, attendance, and academic outcomes—making this curriculum a key lever in supporting the whole child and closing achievement gaps, particularly for Title I populations.

Measurable Outcome

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 2026 overall math proficiency was 61%, Learning Gains were 67% and lowest 25% were 48%. In 2027 overall math proficiency will be 65%, Learning Gains will be 68% and lowest 25% will be 65%.

In 2026 overall ELA proficiency was 64%, Learning Gains were 62% and lowest 25% were 60%. In 2027 overall ELA proficiency will be 65%, Learning Gains will be 65% and lowest 25% will be 65%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Assessment and Data Analysis Timeline

- **August:** Students will participate in F.A.S.T. Progress Monitoring 1 (PM1). Results will be analyzed and recorded in the school's data tracker to establish baseline performance for mathematics proficiency, learning gains, and the Lowest 25% subgroup.
- **December:** Following F.A.S.T. Progress Monitoring 2 (PM2), grade-level teams will analyze student performance to evaluate mid-year growth, identify standards requiring reteaching, and adjust instructional supports.
- **Ongoing:** Curriculum Topic Assessment data will be reviewed during weekly Professional Learning Community (PLC) meetings to monitor student mastery of standards and inform instructional planning.

Instructional Monitoring

School administrators, instructional coaches, and teacher leaders will conduct regular classroom walkthroughs during whole-group instruction, small-group instruction, and acceleration/intervention blocks to monitor the implementation of Tier 1 instruction and intervention supports. Walkthroughs will focus on:

- Fidelity of implementation of the adopted curriculum
- Standards-aligned instruction
- Student engagement and rigorous learning tasks
- Effective differentiation during core and intervention instruction
- Consistent implementation of the school's Six Core Learning Strategies: Vocabulary, Data Analysis, Checks for Understanding, Clarity, Think, and Explain

During PLC meetings, grade-level teams will:

- Analyze Curriculum Topic Assessment and F.A.S.T. Progress Monitoring data.
- Identify standards requiring reteaching or enrichment.
- Collaboratively plan evidence-based instructional strategies aligned to student needs.
- Share effective instructional practices and examine student work.
- Determine professional learning and coaching support needed to improve instructional

effectiveness.

Support and Monitoring Through Title I Resources

Title I-funded instructional coaches and interventionists in mathematics, reading, and science will provide ongoing support by:

- Identifying students for intervention and enrichment based on assessment data, with emphasis on the Lowest 25% subgroup while also extending learning opportunities for high-performing students.
- Providing instructional coaching, modeling, and feedback to teachers to strengthen Tier 1 instruction.
- Monitoring the implementation of intervention programs and instructional fidelity through classroom observations and collaborative planning.

Student progress will be monitored through:

- Monthly i-Ready Growth Monitoring for students receiving intervention.
- Curriculum Topic Assessments.
- F.A.S.T. Progress Monitoring assessments.
- Ongoing classroom formative assessments.

Data-Based Decision Making

The Intensive Intervention Team will meet every four to six weeks to review student performance data and evaluate the effectiveness of instructional and intervention supports. The team will:

- Monitor the progress of students in the Lowest 25% subgroup and students requiring acceleration.
- Adjust instructional groupings and intervention plans based on current data.
- Identify students requiring additional Tier 2 or Tier 3 supports through the school's Multi-Tiered System of Supports (MTSS).
- Monitor intervention effectiveness and modify action steps to ensure continuous student growth.

Expected Outcomes

Implementation of this monitoring process will ensure that instructional decisions are driven by timely and relevant student data. Through ongoing progress monitoring, collaborative planning, targeted coaching, and consistent implementation of evidence-based instructional practices, the school expects to:

- Increase overall mathematics proficiency.
- Increase mathematics learning gains.
- Improve achievement for students in the Lowest 25%.
- Strengthen Tier 1 instruction across all classrooms.
- Build teacher capacity through continuous professional learning and instructional coaching.
- Improve student engagement and mastery of grade-level mathematics standards.

Person responsible for monitoring outcome

John Hadda and Wendi Nolder

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Professional Learning to Strengthen Tier I Instructional Practices With the support of our Director of Professional Learning (Title II and IV) the school will implement a comprehensive, evidence-based professional learning plan focused on strengthening Tier I instructional practices in English Language Arts (ELA) and Mathematics across all grade levels. This intervention will build teacher capacity through ongoing professional development, collaborative planning, instructional coaching, and job-embedded support to ensure consistent implementation of high-quality, standards-aligned instruction. Professional learning will focus on evidence-based instructional practices, including effective lesson planning aligned to grade-level standards, implementation of the adopted core curriculum with fidelity, differentiation to meet diverse student needs, formative assessment practices, student engagement strategies, and the intentional use of the Six Core Learning Strategies (Vocabulary, Data, Checks for Understanding, Clarity, Think, and Explain). Mathematics instruction will also emphasize the use of the Concrete-Representational-Abstract (CRA) model to support conceptual understanding and mathematical reasoning. The intervention will be monitored through multiple data sources, including classroom walkthroughs, Leadership Learning Walks, PLC documentation, teacher feedback, student assessment data, and instructional coaching records. Administrators and instructional coaches will conduct regular observations to monitor implementation of professional learning strategies, provide feedback, and identify additional support needs. PLC teams will analyze student performance data from state assessments, benchmark assessments, and classroom formative assessments to determine the effectiveness of instructional practices and make adjustments as needed. Additional support will be provided through differentiated coaching, lesson modeling, collaborative lesson design, and targeted professional learning for teachers requiring further assistance. The impact of this intervention will be measured through increased fidelity of Tier I instructional practices, improved student engagement, and growth in student achievement outcomes in ELA and Mathematics.

Rationale:

The rationale for implementing professional learning focused on strengthening Tier I instructional practices is based on the need to ensure all students receive consistent, high-quality, standards-aligned instruction in every classroom. Analysis of prior-year student achievement data, classroom assessment results, instructional walkthrough trends, and teacher support needs identified an opportunity to improve the consistency and effectiveness of core instruction in English Language Arts (ELA) and Mathematics. Research indicates that effective Tier I instruction is the foundation for improving student outcomes by providing access to rigorous grade-level content, reducing learning gaps, and preventing the need for more intensive interventions. By increasing teacher expertise in evidence-based instructional strategies, formative assessment practices, differentiation, and intentional use of instructional frameworks such as the Six Core Learning Strategies and the Concrete-Representational-Abstract (CRA) model, teachers will be better equipped to meet the diverse learning needs of all students. This professional learning approach was selected because improving instructional practice directly impacts student achievement, engagement, and academic growth. Ongoing job-embedded support through Professional Learning Communities (PLCs), instructional coaching, lesson modeling, and data-driven collaboration will ensure that teachers receive the support needed to implement effective practices with fidelity. Strengthening Tier I

instruction will increase student proficiency, accelerate learning gains, and support closing achievement gaps across all student subgroups.

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

Action Step #1

Establish a Consistent Professional Learning Structure Focused on Tier I Instruction

Person Monitoring:

John Haddan and Wendi Noder

By When/Frequency:

weekly

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

Administration and instructional coaches will develop and facilitate a schoolwide professional learning plan focused on improving Tier I instruction in English Language Arts (ELA) and Mathematics. Weekly grade-level Professional Learning Community (PLC) meetings will be conducted to support collaborative planning, instructional decision-making, and implementation of evidence-based teaching practices.

PLC agendas will include review of standards, lesson planning using the adopted core curriculum, analysis of student data, identification of instructional gaps, and planning for reteaching and enrichment opportunities.

Teachers will identify instructional strategies that support student mastery of grade-level standards and develop common expectations for effective classroom practices.

Action Step #2

Provide Professional Learning on High-Quality, Standards-Aligned Instruction

Person Monitoring:

John Haddan

By When/Frequency:

weekly

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

Teachers will participate in targeted professional learning focused on effective Tier I instructional practices with a focus on the 6 core learning strategies, including:

Standards-based lesson planning and alignment to Florida B.E.S.T. Standards.

Implementation of the adopted ELA and Mathematics curriculum with fidelity.

Use of learning objectives and success criteria to promote clarity for students.

Differentiation strategies to address the needs of all learners.

Effective questioning techniques and checks for understanding.

Student discourse, reasoning, and opportunities for students to explain their thinking.

Professional learning will include modeling, demonstration lessons, collaborative planning, and opportunities for teachers to apply strategies within their classrooms.

Action Step #3

Implement the Six Core Learning Strategies Across Classrooms

Person Monitoring:

By When/Frequency:

John Haddan and Wendi Nolder

weekly

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

Teachers will receive ongoing support in the implementation of the Six Core Learning Strategies:

Vocabulary

Data Analysis

Checks for Understanding

Clarity

Think

Explain

Instructional coaches and administrators will model these strategies during professional learning sessions and classroom visits.

Teachers will intentionally incorporate these strategies into daily instruction to increase student engagement, academic language, and ownership of learning.

Walkthrough data will be used to monitor implementation and identify areas for additional support.

Action Step #4

Strengthen Mathematics Instruction Through CRA Implementation

Person Monitoring:

John Haddan

By When/Frequency:

weekly

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

Mathematics teachers will receive professional learning and coaching on the Concrete-Representational-Abstract (CRA) model to support conceptual understanding and mathematical reasoning.

Teachers will plan lessons that include opportunities for students to:

Develop understanding using concrete manipulatives.

Represent mathematical thinking through models, drawings, and visual strategies.

Apply understanding using abstract representations and problem-solving methods.

Instructional coaches will provide lesson modeling and feedback to ensure effective CRA implementation.

Action Step #5

Utilize Instructional Coaching and Classroom Modeling

Person Monitoring:

John Haddan and Shelly Miedona

By When/Frequency:

monthly

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

Title I-funded instructional coaches will provide job-embedded support through:

Collaborative lesson planning.

Modeling of effective instructional practices.

Co-teaching opportunities.

Classroom observations and feedback cycles.

Support with analyzing student work and assessment data.

Coaching support will be differentiated based on teacher needs identified through walkthrough data, PLC discussions, and student achievement trends.

Action Step #6

Conduct Regular Instructional Walkthroughs and Monitor Implementation

Person Monitoring:

Shelly Miedona and John Haddan

By When/Frequency:

weekly

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

Administration and instructional coaches will conduct weekly focused walkthroughs and Leadership Learning Walks in Tier I classrooms.

Walkthroughs will monitor:

Alignment to grade-level standards.

Use of the adopted curriculum.

Clear learning objectives and success criteria.

Implementation of the Six Core Learning Strategies.

Student engagement and academic rigor.

Differentiation and checks for understanding.

Data collected from walkthrough tools will be analyzed to identify trends, celebrate successes, and determine additional professional learning needs.

Action Step #7

Use Data-Driven Decision Making to Adjust Instruction

Person Monitoring:

John Haddan, Shelly Miedona, Tia Whiteman and Carmean Matthews

By When/Frequency:

weekly

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

PLC teams will regularly analyze multiple data sources, including:

F.A.S.T. Progress Monitoring assessments.

Benchmark assessments.

Curriculum Topic Assessments.

Student work samples.

Classroom formative assessments.

Teachers will use data to identify standards requiring reteaching, determine student intervention needs, and provide enrichment opportunities.

Instructional strategies and lesson plans will be adjusted based on student performance trends.

Action Step #8

Monitor Impact on Teacher Practice and Student Achievement

Person Monitoring:

Shelly Miedona and John Haddan

By When/Frequency:

monthly

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

The leadership team will review instructional implementation data, coaching records, PLC artifacts, and student achievement data throughout the year.

Progress will be monitored through:

Improved walkthrough trends.

Increased fidelity of Tier I instructional practices.

Teacher participation and implementation of professional learning strategies.

Student proficiency and learning gains in ELA and Mathematics.

Adjustments to professional learning and instructional supports will be made based on data findings to ensure continuous improvement.

Action Step #9

Curriculum Training and Planning

Person Monitoring:

Monica Knight and John Haddan

By When/Frequency:

monthly

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

Provide professional development for PE teachers and support staff on the Fitness 4 Life curriculum and the 5E instructional model.

Area of Focus #6

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

specifically relating to**Area of Focus Description and Rationale**

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.

No Answer Entered**Measurable Outcome**

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.

No Answer Entered**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

No Answer Entered**Person responsible for monitoring outcome****Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

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

IV. Positive Learning Environment

Area of Focus #1

Other: Discipline

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.

Discipline Referral Trends and Strategic Response

Over the past four school years, Odyssey Preparatory Academy has monitored student discipline referral data to identify trends and inform school improvement efforts. While overall referrals increased from 461 in 2022–2023 to a peak of 662 in 2024–2025, the 2025–2026 school year showed a substantial decline to 390 referrals, reflecting early progress in addressing student behavior.

Total Discipline Referrals

- **2022–2023:** 461
- **2023–2024:** 540
- **2024–2025:** 662
- **2025–2026:** 390

When bus-related referrals are excluded, the data provides a clearer picture of behavior occurring within the instructional environment.

Non-Bus Discipline Referrals

- **2022–2023:** 452
- **2023–2024:** 444
- **2024–2025:** 563
- **2025–2026:** 352

Although discipline referrals declined significantly during the 2025–2026 school year, the data continues to indicate that classroom behavior remains an area requiring focused attention. Third and fifth grades recorded the highest number of discipline referrals while also demonstrating the lowest mathematics achievement. This pattern suggests a relationship between behavioral challenges and

academic performance, reinforcing the need for targeted instructional and behavioral supports. A review of schoolwide practices identified inconsistent implementation of classroom management strategies and varying levels of staff training in Positive Discipline practices as contributing factors. Research consistently demonstrates that effective classroom management, positive teacher-student relationships, and a supportive school climate contribute to improved student behavior, increased engagement, and stronger academic outcomes.

Strategic Response

To address these needs, Odyssey Preparatory Academy will implement the following actions:

- Provide targeted professional development focused on Positive Discipline practices and evidence-based classroom management strategies.
- Deliver grade-level coaching and instructional support, with an emphasis on third and fifth grades, where behavioral and academic needs are most pronounced.
- Establish consistent schoolwide expectations and behavior management practices across all classrooms to create a predictable, supportive learning environment.
- Monitor discipline and academic data throughout the school year to evaluate implementation and guide continuous improvement.

These initiatives are designed to reduce classroom behavior referrals, strengthen instructional practices, and improve student academic achievement by equipping teachers with effective strategies that foster positive relationships, increase student engagement, and promote productive learning environments.

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.

Maintain low level of student referrals achieved during 2025-2026 school year.

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.

Weekly, monthly, quarterly, and yearly monitoring of discipline data will be conducted by the discipline dean and shared with the administrative team and staff. Discipline data will be shared with team leads weekly and will be shared with the entire staff monthly.

Person responsible for monitoring outcome

Jose Padilla and John Haddan

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Positive Discipline

Rationale:

Positive Discipline in the Classroom is an evidence-based program designed to improve classroom environments by addressing student behavior through a positive, proactive approach. This program not only supports teachers and instructional staff but also empowers students to develop essential skills like problem-solving, self-regulation, and other social-emotional competencies. By fostering these abilities, Positive Discipline helps create well-rounded, resilient students who can navigate challenges both inside and outside the classroom. In addition Positive Discipline is a great tool for aiding teachers in classroom management.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Positive Discipline Training

Person Monitoring:

Jose Padilla and John Haddan

By When/Frequency:

Ongoing

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

Administrators and staff will be trained in Positive Discipline (Title II). Positive Discipline training will enable faculty and staff to create a more positive climate in their classrooms and reduce discipline problems in the classroom. New teachers as well as returning teachers will be encouraged to complete formal Positive Discipline training.

Action Step #2

Weekly Positive Discipline Reminders

Person Monitoring:

Shelly Miedona

By When/Frequency:

Weekly

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

Positive Discipline reminders will be included in weekly updates from the Principal to the staff.

Action Step #3

Monthly Positive Discipline refresher

Person Monitoring:

Jose Padilla and John Haddan

By When/Frequency:

Monthly

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

The administrative team will conduct monthly refreshers on positive discipline techniques during monthly staff meetings and/or team lead meetings.

Action Step #4

Weekly classroom walkthroughs

Person Monitoring:

Shelly Miedona and John Haddan

By When/Frequency:

Weekly

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

Administrative team will conduct weekly classroom walkthroughs to determine level of implementation of positive discipline techniques as well as effectiveness of morning meetings.

Action Step #5

Collaboration on students with high risk behavior

Person Monitoring:

Shelly Miedona, John Haddan, Franchesca Privette, Jose Padilla

By When/Frequency:

Weekly Monthly Quarterly

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

The administrative team, Social Worker, and Dean of Discipline will collaborate closely to monitor and respond to high-risk student behaviors.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Odyssey Preparatory Academy is committed to fostering strong, positive relationships with parents, families, and the broader school community. To ensure transparency and encourage active participation, the school maintains a comprehensive website <https://odysseyprepacademy.com/#> with resources designed to help families stay informed and engaged. Parents can access key documents—including the School Improvement Plan (SIP)—under the "About Us" section, specifically within "School Reports."

The school takes a multi-step approach to engaging families in the development and review of the SIP. The draft SIP is first shared with team leads in July, then presented to teachers in August and parents in September. During these meetings, school performance data is reviewed and analyzed using a structured data dive protocol. Teachers collaborate to identify trends and determine next steps for instructional improvement. Parents are also provided access to the same data and invited to offer feedback. Their input is collected, reviewed, and incorporated into the SIP, with adjustments made to action steps as necessary.

The SIP is reviewed again in January following PM2 assessments to evaluate progress. At that time, another data dive is conducted with staff, and updates to the SIP are made accordingly. This continuous cycle of review, reflection, and adjustment ensures that the SIP remains relevant and responsive to student needs.

To ensure equitable access, hard copies of the SIP are available in the front office for families who may not have internet access. Additionally, translation services are available upon request to support families who speak languages other than English.

Through ongoing communication, inclusive decision-making processes, and a commitment to transparency, Odyssey Preparatory Academy strives to build meaningful, lasting partnerships with

parents, families, and all stakeholders in the educational community.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

At Odyssey Preparatory Academy, our mission is grounded in the belief that education is a shared responsibility between the school, families, and the community. We are committed to helping each child reach their full potential in all areas of life by educating the whole child—intellectually, physically, emotionally, spiritually, and socially.

We promote a collaborative environment through weekly Collaborative Planning (CP) sessions between teachers and leadership, ongoing family engagement events, and Title I activities. These opportunities create consistent dialogue and alignment between school staff and families.

To foster a positive and inclusive school culture, Odyssey Prep implements the **Positive Discipline in the Classroom** framework. This approach emphasizes self-discipline, responsibility, problem-solving, and resilience. It operates on principles of connection before correction, kindness and firmness, and mutual respect. At the beginning of each school year, teachers work with students to co-create classroom agreements, promoting ownership and accountability.

Morning meetings are held in every classroom to build trust, respect, and a sense of belonging among students and between students and teachers. To ensure all students understand school-wide expectations, each grade level participates in rotating stations that teach routines and procedures at the start of the year. As part of our Positive Discipline practices, we also have a **reentry process** for students, where families and school staff collaborate to support future positive behavior and sound decision-making.

Odyssey Preparatory Academy values parent involvement through our **Parents as Partners** group, which meets at least quarterly. These meetings provide a platform to discuss the School Improvement Plan (SIP), academic progress, school grades, concerns, and ideas to enhance parent engagement. By the end of August, a **calendar of parent activities** is released, which includes designated **parent-teacher conference dates**.

We prioritize ongoing communication between school and home. Teachers maintain regular contact with families via email, phone calls, weekly newsletters, and school agendas (grades 3–5).

Additionally, school administrators are available to meet with parents regarding student academic and behavioral progress. All parent inquiries via phone or text are responded to within 24 hours.

Information on parent involvement opportunities, volunteering, and school updates is available on our website: <https://odysseyprepacademy.com/#>. We believe that by working together in partnership, we

can create a nurturing, high-achieving environment where every student thrives.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Beginning in the 2022–2023 school year, Odyssey Preparatory Academy launched a faculty-wide professional learning initiative centered on the book *Teaching Practices from America's Best Urban Schools* by Johnson, Uline, and Perez. Grounded in research from the National Center for Urban School Transformation, this text offers evidence-based strategies for high-impact teaching. Each teacher received a copy of the book and participated in targeted professional development sessions focused on select chapters.

Classroom walk-throughs and Learning Walks—conducted in partnership with Green Apple and Odyssey Prep leadership—utilize checklists from the book to guide observations and instructional feedback. During the 2023–2024 school year, teachers received training on Chapters 1–3 during pre-planning:

- **Making Students Feel Valued and Capable**
- **Focusing on Understanding and Mastery**
- **Promoting Clarity**

These areas were prioritized for their critical role in fostering quality first instruction. Classroom walk-throughs emphasized mastery and clarity, with feedback provided within 48 hours to ensure timely support. By the end of the first semester, teachers engaged in professional development on Chapters 4–9, which include:

- **Checking for Understanding**
- **Providing Feedback and Adapting Instruction**
- **Building Fluency with Gatekeeper Vocabulary**
- **Promoting Successful Practice**
- **Developing Best Teaching Practices Schoolwide**

For the 2024–2025 school year, teachers revisited Chapters 1–3 and were offered the opportunity to select an in-depth training session on one or more chapters during a self-selected professional development day in October, allowing for differentiated growth aligned with teacher needs.

In support of high-quality instruction, weekly Collaborative Planning (CP) meetings are held for ELA, Reading, and Science across all K–5 grade levels. These sessions are facilitated by an instructional coach (Title I and Title II-funded) and/or a school administrator. During CP, teachers:

- Deepen understanding of the Florida B.E.S.T. Standards
- Align instruction to standards and curriculum
- Clarify daily learning goals and success criteria

- Model lessons and instructional strategies for one another
- Analyze formative and summative assessment data to inform instruction

For the **2025-2026** school year, the NCUST best teaching practices will continue during the weekly PLC process with evidence in the lesson plans and look fors during walk throughs. Additional training will be provided to the staff (Title II) in the Odyssey's Core Set of Learning Strategies: This training began with the leaders at the summer retreat and teachers will be trained by leaders throughout the year. These strategies support the NCUST strategies and will be discussed during the PLC process in all content areas.

- Vocabulary
- Clarity
- Data
- Checking for Understanding
- Explain
- Thinking

Instructional adjustments are made based on student performance data. Teachers who require additional support with quality first instruction are placed on individualized growth plans and paired with an instructional coach for targeted coaching and development.

Walk-through data is systematically collected and reviewed to ensure instruction is aligned to or exceeds grade-level standards. Emphasis is placed on differentiated small group instruction to support students who are performing one to two years below grade level.

Additionally, the school implements a 30-minute daily acceleration block, where students receive targeted remediation or enrichment in math or ELA based on their identified needs. This block ensures that every student receives personalized support to progress academically.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

As our own Local Educational Agency (LEA), Odyssey Preparatory Academy actively collaborates with all major federal programs to ensure comprehensive support for our students and staff. This includes coordinated efforts across **Title I, Title II, Title III, Title IV, IDEA, and Perkins** programs. We also maintain a strong system of collaboration to support students experiencing homelessness through the **McKinney-Vento Homeless Assistance Act**.

In addition to federal program integration, all students are served through the **National School**

Lunch Program (NSLP) to ensure access to nutritious meals that support academic success. Our commitment to student well-being and success extends beyond our school walls. We work closely with both **city and county agencies** on a range of initiatives, including **school safety and security, facility expansion, and enhanced student services**. These partnerships allow us to provide a more robust and responsive educational environment that meets the diverse needs of our school community.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 social worker who provides 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 Leadership:** 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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 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 (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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) and rationale (i.e., data) you have determined will be used this year 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 (Miedona, Whiteman, Matthews, Stevens, Espinosa)**
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. (Miedona, Haddan, Whiteman, Matthews)**
3. **Teachers will learn strategies to meet the needs of ESE and ELL students during weekly collaborative plannings (Stevens, Espinosa, Chase)**
4. **Use High Impact ESOL/ESE strategies during whole group and small group instruction (Stevens, Espinosa, Chase)**

- 5. ESE schedules were created in June with leadership, ESE coordinator and FIN support. (Stevens, Chase)**
- 6. MTSS meetings for T2 and T3 scheduled every Monday beginning in Sept. (Miedona, Stevens)**
- 7. Monthly data chats with ESE and ESOL students and Interventionists creating goals and building relationships (interventionists, Stevens)**
- 8. 4-week progress monitoring checks beginning the first week of Oct tracking ESE and ESOL student progress (Stevens, Miedona)**
- 9. Monthly meetings with ESE/ESOL Interventionists and grade level teachers Sept and throughout the year to analyze data, track progress, and problem solve (Stevens, Espinosa, Miedona)**
- 10. Weekly focused walk throughs (Miedona, Haddan)**
- 11. Utilize the data entered into the lowest 25% spreadsheet to analyze student progress in F.A.S.T., iReady, walk through data. (Miedona, Haddan)**

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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