



- Type of Charter: Diversion Charter STEM School
- Enrollment: 311 Students
- Grade Levels: 5<sup>th</sup>-8<sup>th</sup>
- Principal: Christel Smith
- Superintendent: Mr. Alfred Hogan

## STEM Academy 3 yrs of Teacher Retention Data

2016-2017	After Year 1	After Year 2	Year 3 2019-2020
Fully Staffed	<p>Lost 9/16 Core Teachers= 57%</p> <p style="color: red;">Total 11 / 24 Teachers= 46% of Staff left</p>	<p>Lost 11/16 Core Teachers= 69%</p> <p style="color: red;">Total 12/24 Teachers= 50% of Staff Left</p>	<p>Lost only 2 Teachers</p> <p style="color: green; text-align: center;"><b>RETAINED 92% OF MY STAFF</b></p>
All Teachers were Certified	<p><u>Hired 6 Certified Teachers</u> (Utilized HQT waiver for 3 of 6 teachers to teach out of their certification level)</p> <p><u>Hired 4 Waiver Teachers</u> (2 Core and 2 exploratory)</p> <p><u>Hired 1 Non-Tradition Teacher from ATC</u></p>	<p><u>Hired 3 Certified Teachers</u></p> <p><u>Hired 8 Waiver Teachers</u> (6 of these 8 teachers were teaching in core classrooms)</p> <p><u>Hired 1 more Non-Tradition Teacher from ATC</u></p>	<p><u>Hired 2 Waiver Teacher</u></p> <p><u>Hired 1 Certified Teacher</u></p>
	Moved several teachers around that were strong in content/ classroom management.	I couldn't find certified teachers and had very few applicants. We advertised for college graduates interested in teaching with a desire to pursue a teaching degree or license.	<p>We were able to start the year off with most of the same staff.</p> <p>We focused on specific areas of improvement opposed to starting over at the beginning of the year.</p>

# OSA

## PERCENTAGES OF STUDENTS READING ON GRADE-LEVEL

**2016-17**

**2017-18**

**2018-19**

**16%**

**18%**

**21%**

# How STEM Academy Addressed their Reading Deficiencies (over 3 yrs timespan)

2016-17	2017-18	2018-19
<ul style="list-style-type: none"> <li>❖ Increased external support for PD on Planning and Instructional strategies.</li> <li>❖ Collaborated with Feed School Instructional team Monthly throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>❖ All core teachers were trained on how to utilize the PLD's for instruction and to determine student performance level.</li> <li>❖ All 7-8<sup>th</sup> grade teachers started the Science of Reading Modules through IDEA Portal.</li> </ul>	<ul style="list-style-type: none"> <li>❖ All 5<sup>th</sup>-6<sup>th</sup> Grade and SPED teachers finished Rise Year 1</li> <li>❖ Implemented 60 minute uninterrupted Reading Fundamental Class outside the Literacy Block.</li> </ul>
<ul style="list-style-type: none"> <li>❖ Grade Level PLC's were restructured around student work data and intervention.</li> <li>❖ Increased Literacy Class Period from 45 minutes to 60 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>*Increased time on text and ensured that complexity of text were at Grade Level.</li> <li>❖ Modified Current Curriculum Modules to ensure Reading skills were being emphasized.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Partner with Crowley's Ridge Co-op to train all staff on Reading Foundation Skills, Instructional Strategies aligned with RISE and Science of Reading. (train throughout year)</li> </ul>
	<ul style="list-style-type: none"> <li>* All Literacy and Social Studies Teacher were trained on how to deconstruct the standards and pull the standards and skills out of the Novels or text.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provided Phonics, phonemic awareness and Multi-syllabic intervention for very low level students.</li> <li>❖ Provided Morphology for comprehension strategies for students close to or at grade-level.</li> </ul>

# STEM Academy

## ELA Weighted Achievement (3 yrs of Data)

Category	ELA 2016-17	ELA 2017-18	ELA 2018-19
Need of Support	112	168 (+56)	158
Close	94	86 (-8)	58 (-28)
Reading	57	38 (-19)	48 (+10)
Exceeding	47	20 (-27)	27

## Specific plans currently in place to improve our ELA academic achievement

- Continue to increase time on text with skill specific focus.
- Continue to implement RISE and Science of Reading strategies in all classrooms.
- Implement Wonder's curriculum for grades 5-6<sup>th</sup>.  
*(Vertical Alignment with Elementary School)*
- *Implement Study Sync Curriculum for grades 7-8<sup>th</sup>*
- Continue to Analyze data through various assessments to identify the core Root of the problem. (ex. Fluency, lack of content knowledge, comprehension and etc. )

# STEM Academy

## Math Weighted Achievement (3 yrs of Data)

Category	MATH 2016-17	MATH 2017-18	MATH 2018-19
Need of Support	88	94 (+6)	95 (+1)
Close	137	145 (+8)	115 (-30)
Reading	67	62 (-5)	65 (+3)
Exceeding	18	11 (-7)	16 (+5)



# **Specific plans currently in place to improve our Math academic achievement**

- OSA changed curriculum for Math.
- Implemented a mandatory intervention time span during the math period.
- Continue to have student growth conversations as a huge component of our intervention system.
- Integrate more collaborative planning across all content areas with STEM Focus.
- Provide professional development on best practices in both instruction and engagement.
- Aligned STEM curriculum projects with mathematics and science standards

# **How Does STEM Academy remain innovative while struggling academically**

- **OSA provides a multitude of opportunities for our students through our Engineering Department as well as our Discovery Zone environment.**
- **Our Engineering Department has partnered with local businesses. (Denso, Kiwanis, TSA)**
- **Our Math and Science teachers collaborate with the Discovery Zone Instructor on specific skills and standards for their project based activities.**

# Discovery Zone Class

- *The role of library media center takes on a more integral role as part of the core curriculum and within our Discovery Zone class.*
- *The collaborative environment of the Discovery Zone/Library area serves as a learning center for our students. The focus of this area is to reinforce STEM related hands-on activities while reinforcing literacy skills.*

# How the Waivers help Assist our Charter?

## **Licensure Waiver**

*Osceola STEM Academy will continue to strive to hire the most qualified teachers. We request a waiver in order to hire and/or utilize qualified teachers regardless of licensure status. These teachers may include teachers with extensive education in content matter or grade level experience. For example, we utilized a K-6 ELA teacher in a 7<sup>th</sup> grade ELA course based on our current need for their experience in teaching and content. **This waiver allows us to make the best teacher placement teachers for our students.***

## **Library Media Specialist Waiver**

*\* It is difficult to find a librarian in our area, this waiver helps us integrate library through our discovery zone as well as Social Studies classes one day a week. All Social Studies classes visit the library once a week to choose a title for checkout. This unique scenario provides multiple opportunities for students to access texts.*