

Brevard Public Schools

ODYSSEY CHARTER SCHOOL



APPROVED

NOV 20 2024

OCB, Inc.
Board of Directors

2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 15
 - D. Demographic Data 16
 - E. Early Warning Systems 17
- II. Needs Assessment/Data Review 20
 - A. ESSA School, District, State Comparison 21
 - B. ESSA School-Level Data Review 22
 - C. ESSA Subgroup Data Review 23
 - D. Accountability Components by Subgroup 26
 - E. Grade Level Data Review 29
- III. Planning for Improvement 31
- IV. Positive Culture and Environment 49
- V. Title I Requirements (optional) 54
- VI. ATSI, TSI and CSI Resource Review 58
- VII. Budget to Support Areas of Focus 59

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 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Odyssey Charter School 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 Charter School is to create a school committed to academic excellence and the education of the whole child. We achieve this by providing quality accessible Montessori-based and classical education using research-based 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

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

Wendi Nolder

Position Title

Principal, K-5

Job Duties and Responsibilities

Uphold mission/vision; create, develop, implement curriculum, goals and objectives; manage charter school budget; direct public relations/publicity to recruit/enroll students; prepare registration materials, organize classes, create/maintain student schedules; prepare/monitor summer programs; maintain safe learning environment; arrange critical incident/evacuation drills; manage school policies, including student code of conduct; interview/hire/ discharge faculty and directly supervise instructional and support staff; hold regular faculty meetings; conduct staff observations and teacher evaluations

as required by FL law; ensure compliance with certification, ESOL, ESE and lesson planning; assure professional development takes place; attend charter school events; supervise fundraising and events; work with community to develop partnerships; manage internal accounts; prepare for audit; supervise student evaluations; provide written academic year-end reports on accomplishments and make recommendations

Leadership Team Member #2

Employee's Name

Michael Davis

Position Title

Principal, 6-12

Job Duties and Responsibilities

Uphold mission/vision; create, develop, implement curriculum, goals and objectives; manage charter school budget; direct public relations/publicity to recruit/enroll students; prepare registration materials, organize classes, create/maintain student schedules; prepare/monitor summer programs; maintain safe learning environment; arrange critical incident/evacuation drills; manage school policies, including student code of conduct; interview/hire/ discharge faculty and directly supervise instructional and support staff; hold regular faculty meetings; conduct staff observations and teacher evaluations as required by FL law; ensure compliance with certification, ESOL, ESE and lesson planning; assure professional development takes place; attend charter school events; supervise fundraising and events; work with community to develop partnerships; manage internal accounts; prepare for audit; supervise student evaluations; provide written academic year-end reports on accomplishments and make recommendations

Leadership Team Member #3

Employee's Name

Deb Berg

Position Title

Assistant Principal, K-5

Job Duties and Responsibilities

Supervise students; maintain safe/orderly environment; support mission/vision; implement curriculum; build culture of trust; monitor implementation of Montessori/other unique programs; evaluate teachers; provide assistance with PD; assist teachers in interpreting/implementing curriculum and program; assist teachers in organization of classrooms for effective learning; assist principal in planning/carrying out staff/parent meetings; assist in preparation of reports; complete special assignments; implement and schedule standardized testing; assume responsibility for building in

Principal's absence; coordinate research related to curriculum development; establish/maintain system of school-wide textbook accountability; schedule/plan inservice programs and prepare required reports; serve as advisor/consultant to probationary teachers; coordinate grade placement/grouping of children; maintain high visibility within all areas of facility; supervise students to maintain safe/orderly environment; provide outstanding customer service; use positive interpersonal communication skills; ensure compliance with OCS mission and vision.

Leadership Team Member #4

Employee's Name

Michael Guevara

Position Title

Assistant Principal, 6-12

Job Duties and Responsibilities

Supervise students; maintain safe/orderly environment; support mission/vision; implement curriculum; build culture of trust; monitor implementation of Montessori/other unique programs; evaluate teachers; provide assistance with PD; assist teachers in interpreting/implementing curriculum and program; assist teachers in organization of classrooms for effective learning; assist principal in planning/carrying out staff/parent meetings; assist in preparation of reports; complete special assignments; implement and schedule standardized testing; assume responsibility for building in Principal's absence; coordinate research related to curriculum development; establish/maintain system of school-wide textbook accountability; schedule/plan inservice programs and prepare required reports; serve as advisor/consultant to probationary teachers; coordinate grade placement/grouping of children; maintain high visibility within all areas of facility; supervise students to maintain safe/orderly environment; provide outstanding customer service; use positive interpersonal communication skills; ensure compliance with OCS mission and vision.

Leadership Team Member #5

Employee's Name

Brandy Griswell

Position Title

Assistant Principal, 6-12

Job Duties and Responsibilities

Supervise students; maintain safe/orderly environment; support mission/vision; implement curriculum; build culture of trust; monitor implementation of Montessori/other unique programs; evaluate teachers; provide assistance with PD; assist teachers in interpreting/implementing curriculum and program; assist teachers in organization of classrooms for effective learning; assist principal in

planning/carrying out staff/parent meetings; assist in preparation of reports; complete special assignments; implement and schedule standardized testing; assume responsibility for building in Principal's absence; coordinate research related to curriculum development; establish/maintain system of school-wide textbook accountability; schedule/plan inservice programs and prepare required reports; serve as advisor/consultant to probationary teachers; coordinate grade placement/grouping of children; maintain high visibility within all areas of facility; supervise students to maintain safe/orderly environment; provide outstanding customer service; use positive interpersonal communication skills; ensure compliance with OCS mission and vision.

Leadership Team Member #6

Employee's Name

Rebecca Irving

Position Title

Assistant Principal, 6-12

Job Duties and Responsibilities

Supervise students; maintain safe/orderly environment; support mission/vision; implement curriculum; build culture of trust; monitor implementation of Montessori/other unique programs; evaluate teachers; provide assistance with PD; assist teachers in interpreting/implementing curriculum and program; assist teachers in organization of classrooms for effective learning; assist principal in planning/carrying out staff/parent meetings; assist in preparation of reports; complete special assignments; implement and schedule standardized testing; assume responsibility for building in Principal's absence; coordinate research related to curriculum development; establish/maintain system of school-wide textbook accountability; schedule/plan inservice programs and prepare required reports; serve as advisor/consultant to probationary teachers; coordinate grade placement/grouping of children; maintain high visibility within all areas of facility; supervise students to maintain safe/orderly environment; provide outstanding customer service; use positive interpersonal communication skills; ensure compliance with OCS mission and vision.

Leadership Team Member #7

Employee's Name

Michael Senick

Position Title

Instructional Coach, K-5

Job Duties and Responsibilities

Extensive knowledge of effective teaching practices, curriculum and staff development; demonstrate ability to deliver rigorous and appropriate instructional strategies in the classroom; ability to provide

appropriate educational environment and experiences based on developmental needs of students, behavioral management techniques; current knowledge of educational trends, methods, research and technology; ability to build cohesive teams, work collaboratively and cooperatively with other departments; ability to collect and analyze data from a variety of sources, evaluate and make recommendations; use effective positive interpersonal communication skills; demonstrate self-discipline and initiative; follow state and OCS, Inc. guidelines; committed to fulfilling mission of OCS, Inc. via Montessori and other school-adopted programs, creating a cohesive mission-driven team; mentor colleagues through conferences, modeling, lesson planning, classroom walk-throughs; work closely with school leadership to guide teachers to continuous improvement; maintain awareness of current research and curricular trends & disseminate information to personnel as appropriate; support teachers in implementing action plans based on student data; analyze student performance data and help develop professional development improvement plans/action plans; take a leadership role in staff meetings to educate staff in Odyssey core and curricular programs; participate in long-range planning; observe and provide feedback to teachers; conduct professional development as needed.

Leadership Team Member #8

Employee's Name

Christina Hutchinson

Position Title

Instructional Coach, K-5

Job Duties and Responsibilities

Extensive knowledge of effective teaching practices, curriculum and staff development; demonstrate ability to deliver rigorous and appropriate instructional strategies in the classroom; ability to provide appropriate educational environment and experiences based on developmental needs of students, behavioral management techniques; current knowledge of educational trends, methods, research and technology; ability to build cohesive teams, work collaboratively and cooperatively with other departments; ability to collect and analyze data from a variety of sources, evaluate and make recommendations; use effective positive interpersonal communication skills; demonstrate self-discipline and initiative; follow state and OCS, Inc. guidelines; committed to fulfilling mission of OCS, Inc. via Montessori and other school-adopted programs, creating a cohesive mission-driven team; mentor colleagues through conferences, modeling, lesson planning, classroom walk-throughs; work closely with school leadership to guide teachers to continuous improvement; maintain awareness of current research and curricular trends & disseminate information to personnel as appropriate; support teachers in implementing action plans based on student data; analyze student performance data and help develop professional development improvement plans/action plans; take a leadership role in staff meetings to educate staff in Odyssey core and curricular programs; participate in long-range planning; observe and provide feedback to teachers; conduct professional development as needed.

Leadership Team Member #9

Employee's Name

Maxine White-Powell

Position Title

Dean of Discipline, K-5

Job Duties and Responsibilities

Demonstrate communications skills of listening, oral communication and oral presentation; demonstrate interpersonal skills and abilities; knowledge of human growth and development. Extensive knowledge of curriculum; possess technical knowledge and skills to operate computer, enter data, analyze and process information; evidence of effective decision-making skills and management skills; evidence of enthusiasm, job tolerance, initiative and strong work standards for self and others; supervise students on campus including parking lots, cafeteria, restrooms, athletic events, social activities, programs and assemblies; request teacher assistance as needed to ascertain adequate supervision of students; work as an integral part of the guidance department; maintain liaison with city, state, juvenile, federal and legal authorities and the school resource officer (s) assigned to the school (if applicable) and coordinate contact with School Principal; maintain computer comprehensive files on each student requiring disciplinary action with paperwork file as a backup to the computer file; collect, review and analyze data; implement strategies with parents, students and teachers to facilitate student behavior change; investigate and recommend students for suspension and/or expulsion in coordination with the School Principal; complete investigative and due-process procedures to conclude appropriate disciplinary action; supervise non-instructional employees in maintaining, processing and managing all required records for state and/or district audit in required areas; work closely with students, parents and staff to correct discipline problems when they occur; provide guidance to, and instruction for, teachers in the implementation of discipline policies; enforce OCS, Inc. and School District Code of Conduct; participate in the development and implementation of all school practices as a member of the administrative team; assume full responsibility of the school when the School Principal and the Assistant Principal are absent from the building; direct, schedule and provide employees and students school-site safety programs and appropriate drills; follow up incidents completing appropriate paperwork, and make recommendations for change and/or site areas of concern to the School Principal; make presentations to various groups; assist School Principal in developing and maintaining a philosophy of discipline for the school; provide outstanding customer service, and use positive interpersonal communicational skills; make all decisions and perform all tasks in accordance with the Odyssey Charter School, Inc. Organizational Values; ensure compliance with OCS Board rules and applicable federal laws and regulations.

Leadership Team Member #10

Employee's Name

Laurie Young

Position Title

Instructional Coach, 6-12

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #11

Employee's Name

Kayla Senick

Position Title

Social Worker, K-5

Job Duties and Responsibilities

Provide or obtain counseling services for students and their families; identify special needs of students and families and refer to appropriate resources; prepare and interpret social and developmental histories and assessments; help ensure participation of parents in school conferences affecting their children through home visits, telephone, correspondence, or other means; help ensure parents' understanding of decisions, procedures, and meetings affecting their children; participate in ESE evaluations and staffings as necessary, to help ensure continuity of the educational program, and facilitate parent involvement; provide mediation services to resolve conflicts involving the school and the parents or students; serve as a liaison between the school, parents, and community agencies to coordinate case services; assist in the development of services to address unmet needs of students and their families, when such needs impair students' school adjustment or ability to receive maximum benefit from school experiences; provide consultation to school and community agencies to increase students' benefits from the school program; provide and participate in staff development and in-service training programs; participate in special education placement staffing when appropriate; serve as an advocate for parents to help ensure that their wishes and concerns regarding their children are made known to personnel in schools and community agencies; participate in evaluations of the effectiveness of programs and services; serve as a representative for the schools on community or ESE panels, groups, etc. when requested and appropriate; perform other such social work functions related to the school program as appropriate; secure appropriate services for exceptional students referred by school Child Find teams, Exceptional Education leaders, School Psychologists, school personnel, and others.

Leadership Team Member #12

Employee's Name

Franceska Privette

Position Title

Social Worker, 6-12

Job Duties and Responsibilities

Provide or obtain counseling services for students and their families; identify special needs of students and families and refer to appropriate resources; prepare and interpret social and developmental histories and assessments; help ensure participation of parents in school conferences affecting their children through home visits, telephone, correspondence, or other means; help ensure parents' understanding of decisions, procedures, and meetings affecting their children; participate in ESE evaluations and staffings as necessary, to help ensure continuity of the educational program, and facilitate parent involvement; provide mediation services to resolve conflicts involving the school and the parents or students; serve as a liaison between the school, parents, and community agencies to coordinate case services; assist in the development of services to address unmet needs of students and their families, when such needs impair students' school adjustment or ability to receive maximum benefit from school experiences; provide consultation to school and community agencies to increase students' benefits from the school program; provide and participate in staff development and in-service training programs; participate in special education placement staffing when appropriate; serve as an advocate for parents to help ensure that their wishes and concerns regarding their children are made known to personnel in schools and community agencies; participate in evaluations of the effectiveness of programs and services; serve as a representative for the schools on community or ESE panels, groups, etc. when requested and appropriate; perform other such social work functions related to the school program as appropriate; secure appropriate services for exceptional students referred by school Child Find teams, Exceptional Education leaders, School Psychologists, school personnel, and others.

Leadership Team Member #13

Employee's Name

Beatrice Benjamin

Position Title

Guidance Counselor, K-5

Job Duties and Responsibilities

Provide or obtain counseling services for students and their families; identify special needs of students and families and refer to appropriate resources; prepare and interpret social and

developmental histories and assessments; help ensure participation of parents in school conferences affecting their children through home visits, telephone, correspondence, or other means; help ensure parents' understanding of decisions, procedures, and meetings affecting their children; participate in ESE evaluations and staffings as necessary, to help ensure continuity of the educational program, and facilitate parent involvement; provide mediation services to resolve conflicts involving the school and the parents or students; serve as a liaison between the school, parents, and community agencies to coordinate case services; assist in the development of services to address unmet needs of students and their families, when such needs impair students' school adjustment or ability to receive maximum benefit from school experiences; provide consultation to school and community agencies to increase students' benefits from the school program; provide and participate in staff development and in-service training programs; participate in special education placement staffing when appropriate; serve as an advocate for parents to help ensure that their wishes and concerns regarding their children are made known to personnel in schools and community agencies; participate in evaluations of the effectiveness of programs and services; serve as a representative for the schools on community or ESE panels, groups, etc. when requested and appropriate; perform other such social work functions related to the school program as appropriate; secure appropriate services for exceptional students referred by school Child Find teams, Exceptional Education leaders, School Psychologists, school personnel, and others.

Leadership Team Member #14

Employee's Name

Laurie Young

Position Title

Instructional Coach

Job Duties and Responsibilities

Extensive knowledge of effective teaching practices, curriculum and staff development; demonstrate ability to deliver rigorous and appropriate instructional strategies in the classroom; ability to provide appropriate educational environment and experiences based on developmental needs of students, behavioral management techniques; current knowledge of educational trends, methods, research and technology; ability to build cohesive teams, work collaboratively and cooperatively with other departments; ability to collect and analyze data from a variety of sources, evaluate and make recommendations; use effective positive interpersonal communication skills; demonstrate self-discipline and initiative; follow state and OCS, Inc. guidelines; committed to fulfilling mission of OCS, Inc. via Montessori and other school-adopted programs, creating a cohesive mission-driven team; mentor colleagues through conferences, modeling, lesson planning, classroom walk-throughs; work closely with school leadership to guide teachers to continuous improvement; maintain awareness of current research and curricular trends & disseminate information to personnel as appropriate; support

teachers in implementing action plans based on student data; analyze student performance data and help develop professional development improvement plans/action plans; take a leadership role in staff meetings to educate staff in Odyssey core and curricular programs; participate in long-range planning; observe and provide feedback to teachers; conduct professional development as needed.

Leadership Team Member #15

Employee's Name

Holly Vannoy

Position Title

Instructional Coach

Job Duties and Responsibilities

Extensive knowledge of effective teaching practices, curriculum and staff development; demonstrate ability to deliver rigorous and appropriate instructional strategies in the classroom; ability to provide appropriate educational environment and experiences based on developmental needs of students, behavioral management techniques; current knowledge of educational trends, methods, research and technology; ability to build cohesive teams, work collaboratively and cooperatively with other departments; ability to collect and analyze data from a variety of sources, evaluate and make recommendations; use effective positive interpersonal communication skills; demonstrate self-discipline and initiative; follow state and OCS, Inc. guidelines; committed to fulfilling mission of OCS, Inc. via Montessori and other school-adopted programs, creating a cohesive mission-driven team; mentor colleagues through conferences, modeling, lesson planning, classroom walk-throughs; work closely with school leadership to guide teachers to continuous improvement; maintain awareness of current research and curricular trends & disseminate information to personnel as appropriate; support teachers in implementing action plans based on student data; analyze student performance data and help develop professional development improvement plans/action plans; take a leadership role in staff meetings to educate staff in Odyssey core and curricular programs; participate in long-range planning; observe and provide feedback to teachers; conduct professional development as needed.

Leadership Team Member #16

Employee's Name

Suzette Ventura

Position Title

Gifted Instuctor

Job Duties and Responsibilities

Extensive knowledge of effective teaching practices, curriculum and staff development; demonstrate ability to deliver rigorous and appropriate instructional strategies in the classroom; ability to provide

appropriate educational environment and experiences based on developmental needs of students, behavioral management techniques; current knowledge of educational trends, methods, research and technology; ability to build cohesive teams, work collaboratively and cooperatively with other departments; ability to collect and analyze data from a variety of sources, evaluate and make recommendations; use effective positive interpersonal communication skills; demonstrate self-discipline and initiative; follow state and OCS, Inc. guidelines; committed to fulfilling mission of OCS, Inc. via Montessori and other school-adopted programs, creating a cohesive mission-driven team; mentor colleagues through conferences, modeling, lesson planning, classroom walk-throughs; work closely with school leadership to guide teachers to continuous improvement; maintain awareness of current research and curricular trends & disseminate information to personnel as appropriate; support teachers in implementing action plans based on student data; analyze student performance data and help develop professional development improvement plans/action plans; take a leadership role in staff meetings to educate staff in Odyssey core and curricular programs; participate in long-range planning; observe and provide feedback to teachers; conduct professional development as needed.

Leadership Team Member #17

Employee's Name

Nancy Schuler

Position Title

Discipline Dean

Job Duties and Responsibilities

Demonstrate communications skills of listening, oral communication and oral presentation; demonstrate interpersonal skills and abilities; knowledge of human growth and development. Extensive knowledge of curriculum; possess technical knowledge and skills to operate computer, enter data, analyze and process information; evidence of effective decision-making skills and management skills; evidence of enthusiasm, job tolerance, initiative and strong work standards for self and others; supervise students on campus including parking lots, cafeteria, restrooms, athletic events, social activities, programs and assemblies; request teacher assistance as needed to ascertain adequate supervision of students; work as an integral part of the guidance department; maintain liaison with city, state, juvenile, federal and legal authorities and the school resource officer (s) assigned to the school (if applicable) and coordinate contact with School Principal; maintain computer comprehensive files on each student requiring disciplinary action with paperwork file as a backup to the computer file; collect, review and analyze data; implement strategies with parents, students and teachers to facilitate student behavior change; investigate and recommend students for suspension and/or expulsion in coordination with the School Principal; complete investigative and due-process procedures to conclude appropriate disciplinary action; supervise non-instructional employees in maintaining, processing and managing all required records for state and/or district audit

in required areas; work closely with students, parents and staff to correct discipline problems when they occur; provide guidance to, and instruction for, teachers in the implementation of discipline policies; enforce OCS, Inc. and School District Code of Conduct; participate in the development and implementation of all school practices as a member of the administrative team; assume full responsibility of the school when the School Principal and the Assistant Principal are absent from the building; direct, schedule and provide employees and students school-site safety programs and appropriate drills; follow up incidents completing appropriate paperwork, and make recommendations for change and/or site areas of concern to the School Principal; make presentations to various groups; assist School Principal in developing and maintaining a philosophy of discipline for the school; provide outstanding customer service, and use positive interpersonal communicational skills; make all decisions and perform all tasks in accordance with the Odyssey Charter School, Inc. Organizational Values; ensure compliance with OCS Board rules and applicable federal laws and regulations.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School leaders met with various stakeholders, including teachers, staff, parents, and students, to share student assessment data and seek input from all stakeholders in areas of improvement needed. Stakeholders had the opportunity to share verbal and written feedback to school leaders during the meetings and as a survey follow up. In addition, the school surveys stakeholders during the school year to seek input, and uses that input to assist in developing our School Improvement Plan goals as well as strategies for achieving those goals.

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. (ESEA 1114(b)(3))

The school leadership team creates an action plan based on school academic data, as well as from survey results from stakeholders. The Action Plan drives our School Improvement Plan goals which includes: each goal, strategies for achieving that goal, individuals responsible for monitoring implementation. The leadership teams meet monthly to review progress and update the action plans. Grade level teams create their own action plans based on the school action plan/School Improvement Plan and review and update progress three times per year.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	57.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	77.8%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) ASIAN STUDENTS (ASN) 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>	2023-24: A 2022-23: B* 2021-22: B 2020-21: A 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	5	19	21	16	21	18	11	34	47	192
One or more suspensions	10	9	9	15	12	23	12	35	41	166
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	4	11	16
Course failure in Math	0	0	0	0	0	0	1	5	6	12
Level 1 on statewide ELA assessment	7	2	14	20	9	23	21	31	30	157
Level 1 on statewide Math assessment	5	18	8	14	6	23	27	37	44	182
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	3	3	24						35
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	10	6	5	1	5					27

Current Year 2024-25

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	5	3	3	3	9	23	15	6	5	72

Current Year 2024-25

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	7	7	3	4	0	1	1	1	1	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2023-24) 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	
Absent 10% or more school days	50	33	25	32	30	29	18	19	13	249
One or more suspensions	4	1		2	2	3	95	90	36	233
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment	39	17	10	16	10	16	40	53	31	232
Level 1 on statewide Math assessment	26	8	3	18	20	21	38	47	26	207
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	30	11	8	27						117

Prior Year (2023-24) 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	13	15	6	5	1	50

Prior Year (2023-24) 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	2	3		5			1	1	1	13
Students retained two or more times							1	1	1	3

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	64	63	58	60	58	53	60	63	55
ELA Grade 3 Achievement **	76	66	59	66	63	56			
ELA Learning Gains	58	57	59				52		
ELA Learning Gains Lowest 25%	54	51	54				43		
Math Achievement *	63	64	59	65	62	55	67	40	42
Math Learning Gains	54	59	61				55		
Math Learning Gains Lowest 25%	50	54	56				48		
Science Achievement *	64	61	54	69	61	52	60	64	54
Social Studies Achievement *	75	76	72	80	72	68	81	61	59
Graduation Rate	95	89	71	88	87	74	97	62	50
Middle School Acceleration	63	71	71	62	70	70	48	51	51
College and Career Readiness	58	75	54	41	75	53	43	76	70
ELP Progress	59	58	59	53	47	55	61	68	70

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	833
Total Components for the FPPI	13
Percent Tested	98%
Graduation Rate	95%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
64%	65%	60%	62%		63%	59%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	41%	No		
English Language Learners	56%	No		
Asian Students	78%	No		
Black/African American Students	59%	No		
Hispanic Students	67%	No		
Multiracial Students	59%	No		
White Students	67%	No		
Economically Disadvantaged Students	61%	No		

2022-23 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	53%	No		
Asian Students	77%	No		
Black/African American Students	59%	No		
Hispanic Students	70%	No		
Multiracial Students	67%	No		
White Students	65%	No		
Economically Disadvantaged Students	62%	No		

2021-22 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	36%	Yes	1	
English Language Learners	49%	No		
Native American Students				
Asian Students	76%	No		
Black/African American Students	53%	No		
Hispanic Students	57%	No		
Multiracial Students	57%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	57%	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. (pre-populated)

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	64%	76%	58%	54%	63%	54%	50%	64%	75%	63%	95%	58%	59%
Students With Disabilities	29%	50%	44%	47%	36%	41%	41%	31%	51%				
English Language Learners	55%		60%	55%	57%	55%	53%	53%	58%	58%			59%
Asian Students	89%		76%		93%	54%							
Black/African American Students	56%	75%	55%	52%	53%	52%	55%	48%	63%	54%	93%	50%	
Hispanic Students	70%	77%	61%	57%	66%	55%	46%	67%	76%	69%	100%	56%	67%
Multiracial Students	62%	57%	61%	50%	62%	50%	26%	75%	84%	58%			
White Students	66%	80%	57%	54%	68%	57%	53%	69%	80%	63%	91%	67%	
Economically Disadvantaged Students	58%	72%	53%	50%	55%	50%	50%	56%	72%	57%	98%	59%	67%

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	60%	66%			65%			69%	80%	62%	88%	41%	53%
Students With Disabilities	29%	33%			34%			34%	55%		64%		
English Language Learners	46%				53%			44%	74%	45%			56%
Asian Students	72%				82%								
Black/African American Students	53%	68%			55%			55%	72%	52%	92%	45%	38%
Hispanic Students	63%	65%			65%			67%	79%	73%	100%	52%	67%
Multiracial Students	63%	63%			65%			68%	86%	54%			
White Students	62%	67%			71%			77%	84%	63%	76%	23%	
Economically Disadvantaged Students	54%	55%			58%			67%	77%	56%	88%	43%	57%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	60%		52%	43%	67%	55%	48%	60%	81%	48%	97%	43%	61%
Students With Disabilities	27%		39%	41%	37%	41%	35%	31%	57%	10%			46%
English Language Learners	45%		53%	46%	54%	49%	47%	31%	66%	33%			61%
Native American Students													
Asian Students	92%		60%		92%	60%							
Black/African American Students	50%		51%	43%	58%	52%	55%	47%	77%	54%			43%
Hispanic Students	56%		51%	40%	65%	55%	45%	53%	68%	46%	100%	38%	66%
Multiracial Students	61%		53%	45%	69%	57%	32%	61%	78%				
Pacific Islander Students													
White Students	65%		54%	46%	73%	57%	49%	68%	91%	46%	95%	35%	
Economically Disadvantaged Students	54%		52%	43%	60%	51%	52%	56%	76%	42%	95%	36%	64%

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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	54%	57%	-3%	53%	1%
Ela	3	75%	59%	16%	55%	20%
Ela	4	66%	57%	9%	53%	13%
Ela	5	62%	57%	5%	55%	7%
Ela	6	63%	67%	-4%	54%	9%
Ela	7	63%	58%	5%	50%	13%
Ela	8	59%	55%	4%	51%	8%
Ela	9	70%	58%	12%	53%	17%
Math	3	74%	59%	15%	60%	14%
Math	4	69%	60%	9%	58%	11%
Math	5	53%	56%	-3%	56%	-3%
Math	6	51%	66%	-15%	56%	-5%
Math	7	71%	60%	11%	47%	24%
Math	8	50%	34%	16%	54%	-4%
Science	5	60%	58%	2%	53%	7%
Science	8	55%	47%	8%	45%	10%
Civics		82%	71%	11%	67%	15%
Biology		83%	67%	16%	67%	16%
Algebra		70%	47%	23%	50%	20%
Geometry		73%	52%	21%	52%	21%
History		64%	65%	-1%	67%	-3%

2023-24 WINTER

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
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Algebra		30%	15%	15%	16%	14%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

2023-24 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
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Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Algebra		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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?

OCS Elementary:

3rd grade ELA 75% (66% in 2023)

3rd grade Math 74% (74% in 2023)

Action Steps:

- 2nd year for this teaching team
- Tutoring in ELA and Math
- Small group instruction in ELA and Math
- Acceleration block supporting ELA and Math

OCS Jr/Sr High:

Areas of improvement were as follows:

Algebra 1 and Geometry Pass rate increased from 54% in FY23 to 60% in FY 24.

Biology Pass rate increased from 80% in FY 23 to 84% in FY 24.

Graduation Rate increased from 88% in FY 23 to 95% in FY 24

College and Career Readiness Acceleration increased from 41% in FY23 to 58% in FY24.

Action Steps

1. Increase in tutoring and support programs
2. Interventionist support
3. Attendance and Senior staff committees to review students academics, attendance, and credits earned.

Lowest Performance

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

OCS Elementary:

5th Grade ELA 62%

5th Grade Math 53%

5th Grade Science 60%

Contributing Factors:

- Departmentalized class schedule did not benefit students
- Lack of connection between teachers and students
- Lack of high expectations for students
- New/Inexperienced teachers

OCS Jr/Sr High

1. 8th grade science decreased to 54% in FY24
2. 6th grade ELA and Math decreased to 62% and 50% respectively.
3. US History decreased to 65%

Factors

1. Need for improved progress monitoring.
2. New Staff/Inexperienced teachers.

Greatest Decline

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

OCS Elementary:

5th Grade ELA 62% (72% in 2023)

5th Grade Math 53% (71% in 2023)

5th Grade Science 60% (75% in 2023)

4th Grade ELA 66% (75% in 2023)

4th Grade Math 69% (75% in 2023)

Contributing Factors:

- Departmentalized class schedule did not benefit students
- Lack of connection between teachers and students
- Lack of high expectations for students
- New/Inexperienced teachers

OCS Jr/Sr High

1. 8th grade science decreased to 54% in FY24
2. 6th grade ELA and Math decreased to 62% and 50% respectively.

3. US History decreased to 65%

Factors

1. Need for improved progress monitoring.
2. New Staff/Inexperienced teachers.

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.

5th grade Math proficiency (53%) was below both the district (-3%) and state (-3%).

Math learning and Lowest 25% learning gains were below the state average.

Odyssey scored 54% and 50% respectively compared to 61% and 56% for the state.

Contributing Factors:

- Departmentalized class schedule did not benefit students (5th)
- Lack of connection between teachers and students (5th)
- Lack of high expectations for students (5th)
- New/Inexperienced teachers (5th)

EWS Areas of Concern

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

One area of concern is the number of students who have two or more early warning indicators in all grade levels. Supports need to be in place both academically and behaviorally to help these students be successful.

Highest Priorities

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

OCS Elementary - highest priorities for 2024-2025 school year:

1. Increase 5th grade ELA and Math proficiency to 65% or higher
2. Increase 5th grade Science proficiency to 75% or higher
3. Increase ELA and Math Lowest 25% learning gains to 70% or higher
4. Improve teacher attendance
5. Increase stakeholder connection to our school mission components: wellness, positive discipline, Montessori philosophy/growth mindset

OCS Jr/Sr High priority list for next year is as follows:

1. Increase 6th and 7th grade ELA and Math proficiency to above 65%.
2. Increase 8th grade science proficiency to above 70%.

3. Increase US history proficiency to above 70%.
4. Increase Lowest 25% learning gains to 70% in ELA and Math

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.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

OCS Jr/Sr High

Increase students earning acceleration points in grades 7th and 8th grade along with High school students in grades 9th through 11th to above 70%.

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.

Last year, Odyssey Charter Jr/Sr High had 63% of MS students earn an acceleration point. For FY25, the school will achieve above 70% of MS students who will earn a passing score on a HS EOC or receive a CTE certification.

Last year, Odyssey Charter Jr/Sr High had 58% of HS students earn an acceleration point. For FY25, the school will achieve above 70% of MS students who will earn a passing score on Accelerated courses or receive a CTE certification.

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.

1. Weekly PLC's facilitated by Title I funded Instructional Coaches (T1) to discuss student progress and instructional strategies.
2. Progress monitoring to be completed 3 times a year.
3. intervention support by Title I funded interventionist (T1) and tutoring support through the year.

Person responsible for monitoring outcome

Michael Guevara and Suzette Ventura

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

AP, Dual Enrollment and action steps 1) PLC's Weekly 2) Progress Monitoring sessions on-going throughout the year 3) Tutoring and Success Saturday 4) Data reviews and tracking of students courses 5) Weekly guidance meetings to review students data and progression. Additional Guidance Counselor has been added to support SEL needs and academic performance (T1) 6) Parent and student information events to support in building stakeholders understanding in accelerated programs (T1).

Rationale:

Research consistently demonstrates the positive impact of accelerated programs on student outcomes. 1 For example, a study published in the Journal of Educational Psychology found that students who participated in accelerated math programs were more likely to enroll in college, earn higher grades, and pursue STEM fields (Van Tassel-Baska, 2009). This accelerated learning prepares them for the rigorous demands of college courses and the ever-evolving workforce. Additionally, accelerated programs can provide students with opportunities to explore advanced topics and engage in research projects, fostering a passion for learning and a competitive edge. By accelerating students, we are investing in their future success and ensuring that they are equipped with the knowledge and skills needed to thrive in a rapidly changing world.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Weekly PLC's to discuss student performance and data, Standards based instruction, and instructional strategies for students involved in CTE tracks.

Person Monitoring:

Mike Guevara

By When/Frequency:

On-Going

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

1. Review of progress monitoring data that will be taken throughout the academic year by the leadership team, CTE teachers, and management company. 2. Walkthrough of CTE classes with explicit and immediate feedback on effectiveness of instruction.

Area of Focus #2

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

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

OCS Elementary

5th grade science state assessment proficiency decreased 15 percentile points from 75% in 2023 to 60% in 2024.

OCS Jr/Sr High

Based on our state assessment data, This last year our 8th grade science decreased to 54% from 60% the previous year.

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.

OCS Elementary

By May 2025, 70% of our students in 5th grade will demonstrate proficiency as measured by the spring SSA.

OCS Jr/Sr High

By May 2025, 70% of our students in grades 8 and Biology will demonstrate proficiency in Science as measured by the Spring SSA and Biology EOC.

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.

OCS Elementary

Students in 5th grade will complete a Science BOY assessment to determine proficiency. Students will be assessed following each science unit to ensure they are proficient; students who do not demonstrate proficiency will receive additional instruction (small group/intervention) to help bring them to proficiency. Teachers will implement stations in Science to increase student engagement and proficiency.

OCS Jr/Sr High

Students will complete a science BOY assessment to determine proficiency at the beginning of the school year. Students will be assessed after each science unit and students who are not proficient in the content will participate in Success Saturday School for reteach opportunities in order to reach proficiency

Person responsible for monitoring outcome

OCSE: Christina Hutchinson & Wendi Nolder; OCS Jr/Sr High: Holly Vannoy and Mike Guevara

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teachers will be trained to display and reference clear lesson objectives for each science lesson (throughout their lesson). Teachers will check for understanding throughout their lesson. Teachers will implement focused note-taking strategies for students. Teachers will provide opportunities for students to work together in pairs and small groups for hands-on science labs. Teachers will implement gatekeeper vocabulary strategies from (NCUST).

Rationale:

Based on DuFour's Professional Learning Community Model and results-oriented thinking, "In a PLC the focus is not on what one intends to do but, rather, the results of actions. There must be an ongoing assessment of programs and initiatives in the school, and common formative assessments are vital." (Jessie in The Elements of a Professional Learning Community). Science Interventionist will provide targeted data-driven instruction in small groups.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional Support

Person Monitoring:

Holly Vannoy/Wendy Hammoud/Christina Hutchinson (OCSE)

By When/Frequency:

On-Going

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

Odyssey Charter School - Targeted walkthroughs with NCUST and FCPCS tools and immediate feedback - Weekly Collaborative planning sessions

Action Step #2

Instructional Strategies/Differentiation

Person Monitoring:

Holly Vannoy/Wendy Hammoud/Christina Hutchinson (OCSE)

By When/Frequency:

On-Going

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

step:

1. Implement STEM and environmental science courses with an emphasis on academic vocabulary in grades 4th-12th. 2. Targeted intervention schedules to help support teachers and to meet students at their instructional level. 3. OCS Elementary - 5th grade Science will implement stations to increase student engagement.

Area of Focus #3

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

Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

OCS Elementary

ELA and Math Learning Gains and Lowest 25% Learning Gains were inadequate.

ELA Learning Gains were 58% and ELA L25% were 54%.

Math Learning Gains were 54% and Math L25% were 50%.

OCS Jr/Sr High

Our ELA and Math learning gains and lowest 25% learning gains are not adequate. Our ELA learning gains were 58% and 54% for our lowest 25%. Our Math Learning gains were 54% and our Lowest 25% were 50%.

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.

OCS Elementary

By May 2025, 65% of students in grades 4-5 will demonstrate a Learning Gain in ELA (up from 58%); 65% of students in the Lowest 25% in grades 4-5 will demonstrate a Learning Gain in ELA (up from 54%).

By May 2025, 65% of students in grades 4-5 will demonstrate a Learning Gain in Math (up from 54%); 65% of students in the Lowest 25% in grades 4-5 will demonstrate a Learning Gain in Math (up from 50%).

OCS Jr/Sr High

By May 2025, 65% (58% in 2023) of our students in grades 6th through 10th and 65% of our students in the Lowest 25% will demonstrate a learning gain in Math and ELA as measured by the Spring Math F.A.S.T. PM3.

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.

OCS Elementary

The school will conduct weekly Collaborative Planning sessions (CPs) with instructional staff, academic coaches, and leadership to review student progress, benchmark-based instruction, and intervention support. Data reviews will be conducted following state assessments PM1 and PM2 as well as after progress monitoring to analyze student progress toward proficiency.

OCS Jr/Sr High

Weekly PLC meetings with instructional staff and leadership will occur to discuss and review Student data, Standards based instruction, and intervention support. Data reviews by school leadership will occur after PM 1, PM 2, and progress monitoring sessions to analyze student progress.

Person responsible for monitoring outcome

Brandy Griswell and Rebecca Irving (OCS Jr/Sr High); Deb Berg, Christina Hutchinson, Wendi Nolder (OCSE)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Tiered Interventions: Tier 1: Universal interventions implemented for all students. Tier 2: Targeted interventions for students who require additional support. Tier 3: Intensive interventions for students who do not respond to Tier 2 interventions. Differentiated Instruction: Tailoring instruction to meet the individual needs of students, including providing alternative assessments, flexible grouping, and personalized learning plans. Small Group Instruction: Providing students with individualized attention in small groups can help them develop essential skills and build confidence. Tutoring: One-on-one tutoring can provide students with targeted support in specific areas of need. Technology-Enhanced Learning: Utilizing technology tools can engage students and provide opportunities for personalized learning. Specific and consistent intervention schedules in targeted areas: Interventionist for ELA, Math, Civics, and Science will be given set schedules to support areas of most needed support.

Rationale:

Targeted interventions can significantly improve the academic outcomes of struggling students. By providing individualized attention, differentiated instruction, and support for mental health and social-emotional needs, interventions can help students close achievement gaps, increase engagement, and create a positive school climate. This, in turn, can reduce dropout rates and ensure that all students have the opportunity to succeed.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional Support

Person Monitoring:

Brandy Griswell/Laurie Young/Rebecca Irving and
Christina Hutchinson/Wendi Nolder (OCSE)

By When/Frequency:

On-Going

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

Tracking and monitoring of student performance through ongoing observation of teaching practices by administration and instructional coaches.

Action Step #2

Data analysis/Collaboration

Person Monitoring:

Brandy Griswell/Beth Miller/Laurie Young and
Christina Hutchinson/Wendi Nolder (OCSE)

By When/Frequency:

Monthly

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

1. Progress monitoring assessments taken and reviewed monthly. 2. Collaborative planning sessions occur weekly to review data and discuss student progress.

Action Step #3

Professional Learning to improve instructional practices and content development.

Person Monitoring:

Brandy Griswell and Christina Hutchinson/Wendi
Nolder (OCSE)/Mike Senick (OCSE)

By When/Frequency:

May/On-going

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

Professional Learning opportunities will be offered through out the year to support teachers with Instructional Practices and development in knowledge base aligned with their specific content area (T2). Some Professional Learning will be embedded in Collaborative Planning sessions.

Area of Focus #4

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining

how it was identified as a crucial need from the prior year data reviewed.

OCS Jr/Sr High

Social Studies proficiency was 63% on Civics and U.S History EOC's for FY 24. When looking at previous year overall proficiency, are school was consistently over 80%.

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.

OCS Jr/Sr High

Odyssey Charter School will increase Social Studies proficiency to 80% on 2025 EOC's.

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.

Walkthroughs, Student work samples in PLCs, Instructional coaches (T). Students will take BOY Progress Monitoring 1 in September. This data will be analyzed and entered into a Raw Data Spreadsheet. Student proficiency, learning gains and lowest quartile will be analyzed again in January after students take the Progress Monitoring 2. Curriculum unit/ topic/embedded assessments will also be analyzed throughout the year during subject area collaborative planning sessions. 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 curricula.

Person responsible for monitoring outcome

Laurie Young/Beth Miller

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. PLC's Weekly 2. Classroom walkthrough by administration 3. Progress monitoring sessions at least 3 times a year 4. Intervention support 5. Tutoring sessions offered weekly

Rationale:

Students who consistently underperform academically often face a complex interplay of factors, including: Learning Disabilities: Underlying learning disabilities, such as dyslexia, dysgraphia, or ADHD, can significantly hinder academic progress. Socioeconomic Disadvantage: Students from low-income families may have limited access to resources, including tutoring, technology, and enrichment activities. Lack of Engagement: Students who are disengaged or unmotivated may struggle to

maintain focus and participate actively in class. Emotional or Behavioral Issues: Mental health challenges can interfere with learning and academic performance. Evidence-Based Interventions Research indicates that targeted interventions can significantly improve the academic outcomes of struggling students. Here are some evidence-based strategies: Tiered Interventions: Tier 1: Universal interventions implemented for all students. Tier 2: Targeted interventions for students who require additional support. Tier 3: Intensive interventions for students who do not respond to Tier 2 interventions. Differentiated Instruction: Tailoring instruction to meet the individual needs of students, including providing alternative assessments, flexible grouping, and personalized learning plans. Small Group Instruction: Providing students with individualized attention in small groups can help them develop essential skills and build confidence. Tutoring: One-on-one tutoring can provide students with targeted support in specific areas of need. Technology-Enhanced Learning: Utilizing technology tools can engage students and provide opportunities for personalized learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional and Academic Support

Person Monitoring:

Laurie Young/Beth Miller

By When/Frequency:

April/On-Going

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

1. PLC's Weekly
2. Classroom walkthrough by administration
3. Progress monitoring sessions at least 3 times a year
4. Intervention support
5. Tutoring sessions offered weekly

Area of Focus #5

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

OCS Elementary

5th grade Math Proficiency was 53% in 2024 (down from 71% in 2023). With a nearly 20% deduction in proficiency, instruction and intervention for Math in 5th grade must improve in order to increase proficiency.

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.

OCS Elementary

By May 2025, 65% of students in grade 5 will demonstrate proficiency as measured by the FAST Math assessment.

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.

OCS Elementary

The school will conduct weekly Collaborative Planning sessions (CPs) with instructional staff, academic coaches, and leadership to review benchmarks, plan effective benchmark-based instruction, model instruction, and review student data. Data reviews will be conducted following Topic assessments to monitor student progress toward proficiency and plan for reteach or small group instruction.

Person responsible for monitoring outcome

Christina Hutchinson/Wendi Nolder

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teachers will be trained to display and reference clear lesson objectives for each math lesson (throughout their lesson). Teachers will check for understanding throughout their lesson. Teachers will provide opportunities for students to work collaboratively in pairs and small groups as they work to achieve mastery. Teachers will implement gatekeeper vocabulary strategies from (NCUST).

Rationale:

Based on DuFour's Professional Learning Community Model and results-oriented thinking, "In a PLC the focus is not on what one intends to do but, rather, the results of actions. There must be an ongoing assessment of programs and initiatives in the school, and common formative assessments are vital." (Jessie in The Elements of a Professional Learning Community). Teachers will provide targeted data-driven instruction in small groups and/or during A-Time.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identify students who did not achieve proficiency/learning gain in 2024.

Person Monitoring:
Hutchinson/Nolder

By When/Frequency:
October 2024

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

Teachers will identify specific students who did not achieve proficiency/learning gain in 2024, with coach/administrative support

Action Step #2

Review additional data

Person Monitoring:
Hutchinson/Nolder

By When/Frequency:
October 2024

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

Meet with teachers to review Live Student data (2024 Fast PM3, i-Ready BOY, 2025 FAST PM1); identify students who did not meet proficiency or make a learning gain; plan for whole group, small group, and intervention groups.

Action Step #3

Conduct Walkthroughs

Person Monitoring:
Hutchinson/Nolder

By When/Frequency:
Throughout school year

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

Conduct walkthroughs (weekly or bi-weekly) to monitor fidelity of instruction; provide immediate face-to-face feedback to teachers; make suggestions to teachers on small ways to improve instruction. Repeat action steps 1 through 3 throughout the school year.

Area of Focus #6

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

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

OCS Jr/Sr High

Our gifted student learning gains for 6th- 9th grades ELA were 55%. In addition, our gifted student learning gains for 6th grade Math were 76% . 100% of the gifted students that completed Algebra 1 scored proficient, while 60% of those gifted students, that completed Algebra 1 and Geometry, achieved learning gains.

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.

By May 2025, our gifted student learning gains for 6th- 9th grades ELA will be 80% and 80% of our Level 5 students maintained will Level 5 in ELA. In addition, our gifted student learning gains for 6th grade Math will be 70% and 80% of our 6th and 7th grade students will maintain a Level 5 score in Math. 70% of the gifted students that complete Algebra 1 and Geometry will maintain a level 5 and 70% of gifted students that complete Algebra 1 and Geometry will achieve learning gains.

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.

OCS Jr/Sr High

Tracking and monitoring of student performance, ongoing observation of teaching practices, and the provision of additional training, coaching, and support for teachers to be facilitated by the Assistant Principal, Gifted teacher, and Instructional Coaches.

Person responsible for monitoring outcome

Suzette Ventura and Rebecca Irving/Wendi Nolder and Christine Hutchinson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Based on DuFour's Professional Learning Community Model and results-oriented thinking, "In a PLC the focus is not on what one intends to do but, rather, the results of actions. There must be an ongoing assessment of programs and initiatives in the school, and common formative assessments are vital." (Jessie in The Elements of a Professional Learning Community).

Rationale:

PLCs are particularly beneficial for gifted students as they provide a collaborative environment for teachers to share best practices, differentiate instruction, identify gifted students, and develop enrichment activities. By working together, teachers can ensure that gifted students receive the appropriate support and opportunities to reach their full potential.

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

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Train teachers to implement Project-Based Learning K-10 (from SAVVAS math curriculum, Renzuli

Person Monitoring:

Ventura/Nolder

By When/Frequency:

November/On-going

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

1. Focused PD on differentiation and acceleration. School based leaders will develop and present training to educators throughout the year.

Action Step #2

Walkthroughs/Instructional Coaching

Person Monitoring:

Ventura/Irving

By When/Frequency:

October/On-going

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

Administration and Instructional Coaches (T1) will conduct focused classroom walkthroughs during direct instruction (looking for acceleration and Project-Based Learning) and small group/acceleration to verify fidelity and quality of instruction, implementation, and acceleration curriculum.

Action Step #3

Data analysis on student performance

Person Monitoring:

Rebecca Irving/Wendi Nolder

By When/Frequency:

December/On-going

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

- Train teachers on how to differentiate, accelerate and enrich students that are on grade level and have mastered content and standards. - Develop differentiated groups using 22.23 PM3/BOY data - Monitor instructional periods to ensure differentiation is taking place. - Revisit and analyze PM2 student data.

Area of Focus #7

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

OCS Elementary

ESE ELA and Math Proficiency and Learning Gains were inadequate

ESE ELA Proficiency - 3rd 48%; 4th 9%; 5th 38%

ESE ELA Learning Gains - 4th 38%

ESE Math Proficiency - 4th 22%; 5th 13%

ESE Math Learning Gains - 4th 33%; 5th 25%

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.

OCS Elementary

By May 2025, 50% of ESE students will be proficient on FAST ELA and FAST Math and 50% of ESE students will demonstrate a learning gain on FAST ELA and FAST Math.

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.

The school will conduct weekly Collaborative Planning sessions (CPs) with instructional staff, academic coaches, and leadership to review ESE student progress, benchmark-based instruction, and intervention support. Data reviews will be conducted following state assessments PM1 and PM2 as well as after progress monitoring to analyze student progress toward proficiency and measure their growth. In addition, the ESE department will implement stations during A-Time to differentiate instruction based on student need and the school will review lesson plans, instruction, and progress of students in the ESE room.

Person responsible for monitoring outcome

Flavia Nelson/Deb Berg (OCSE)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Tiered Interventions in the ESE room: Tier 2: Targeted interventions for students needing more targeted support. Tier 3: Intensive interventions for students needing more intensive support.

Rationale:

Targeted and intensive interventions can significantly improve the academic outcomes of struggling students. By providing individualized attention, differentiated instruction, and support for mental health and social-emotional needs, interventions can help students close achievement gaps, increase engagement, and create a positive school climate. This, in turn, can reduce dropout rates and ensure that all students have the opportunity to succeed.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Stations in intervention block

Person Monitoring:

Nelson/Berg (OCSE)

By When/Frequency:

monthly

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

ESE services began on August 14; services are provided in A-Time through a station model with students rotating between stations to receive differentiated instruction. Student progress will be tracked in the ESE room.

Action Step #2

Hire additional ESE Support Personnel

Person Monitoring:

Nolder (OCSE)

By When/Frequency:

September 2024

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

Hire additional ESE Teacher, and additional ESE Instructional Assistants to provide more targeted support for students and reduce the teacher-student ratio. At least one assistant will push into classrooms to support ESE students in the general education classrooms.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Attendance

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.

To increase daily teacher attendance to an average of over 90% in attendance daily as determined by the number of personal days taken by the end of the school year.

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.

Overall Teacher Attendance Rate:

- Track the percentage of days each teacher is present.
- Calculate the overall teacher attendance rate for the school.
- Aim to achieve a 90% overall attendance rate by the end of the year.

OCS Jr/Sr High 2024 attendance rate was 95%

OCS Elementary 2024 attendance rate overall 96%

- K 96%
- 1st 98%
- 2nd 95%
- 3rd 96%
- 4th 92%
- 5th 97%
- Specials 95%
- ESE/ESOL 94%

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.

1. Monitor the number of teacher absences throughout the year.
2. Conduct surveys or interviews to assess teacher satisfaction and morale.
3. Identify factors that contribute to absenteeism and address them through targeted interventions.
4. Recognize teachers with good attendance or improving attendance.

Person responsible for monitoring outcome

Michael Davis/Wendi Nolder

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Collect feedback from teachers on factors that influence their attendance, such as workload, support services, and work-life balance, schools can identify areas for improvement. This data will be used to implement targeted interventions, such as reduce burdens by providing additional support services, or offering flexible work arrangements that can assist them with a work life balance.

Rationale:

Research has consistently shown a positive correlation between teacher presence and positive school climate. When teachers are consistently in the classroom, it creates a sense of stability and reliability for students, fostering a positive and supportive learning environment. Studies have also demonstrated that increased teacher attendance is linked to improved student academic outcomes. Regular teacher presence allows for consistent instruction, reduces disruptions to the learning process, and provides students with the necessary support and guidance to succeed. For instance, a study by the National Education Association found that schools with higher teacher attendance rates had higher student test scores and graduation rates (NEA, 2023).

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Team Lead Meetings to discuss school culture

Person Monitoring:

Mike Davis/Wendi Nolder

By When/Frequency:

on-going/Weekly

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

Weekly team lead meetings to discuss on-going issues and problem solve how we can support the teachers and staff.

Action Step #2

Culture Surveys with Teachers and Staff

Person Monitoring:

Mike Davis/Wendi Nolder

By When/Frequency:

January/ Twice a year

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

Culture survey to determine how things are going through collecting honest feedback from staff to determine areas needed for improvement. Data collected will be examined by the leadership team to determine focus areas for needed improvement.

Area of Focus #2

Other

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.

Staff, students, and families will have a greater familiarity with Mission-related programs such as Positive Discipline in the Classroom, Montessori Philosophy/Growth Mindset, and Wellness, resulting in increased student achievement and staff connection with students/families and a reduction in student misbehaviors.

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.

By May 2025, there will be a reduction in student behavioral referrals by 50%.

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.

Discipline Team will run monthly discipline reports to keep track of the number of referrals by grade level and topic.

Person responsible for monitoring outcome

Maxine White-Powell (OCS ELEM); Jose Padilla (Jr/Sr); Nancy Schuler (Jr/Sr)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Provide ongoing teacher training in Growth Mindset/Montessori Philosophy and Positive Discipline in the classroom with lessons to implement monthly within the classroom. Share Positive Discipline and Growth Mindset tips with families through FOCUS (OCS ELEM).

Rationale:

Research shows that young people do better in environments based on mutually respectful relationships and a sense of belonging. The Positive Discipline in the Classroom model is based on this building of community and belonging.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Provide ongoing training on Health/Wellness to implement monthly within the classroom and at home. Share Health/Wellness tips with families through FOCUS (OCS ELEM).

Rationale:

Research from the National Institutes of Health confirm that healthy habits live up to a decade longer than those without healthy habits.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Provide ongoing training for teachers, students, and families in the Growth Mindset/Montessori Philosophy and Positive Discipline in the Classroom.

Person Monitoring:

Bonnie Dubrow

By When/Frequency:

Ongoing through May 2025

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

Our Positive Discipline in the Classroom team will provide training throughout the school year to teachers and families in Positive Discipline in the Classroom (and include information about the benefits of a Growth Mindset/Montessori Philosophy).

Action Step #2

Provide training/information to students, teachers, and families on healthy habits for a healthy lifestyle.

Person Monitoring:

Wendi Nolder

By When/Frequency:

Ongoing through May 2025

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

Our Health/Wellness team will provide information throughout the school year to teachers and families on how to incorporate healthy habits into their lives to promote a healthy lifestyle (Wellness newsletters; 5K information; Physical Education information, etc.)

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 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. (ESEA 1114(b)(4))

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

<https://odysseycharterschool.com/reports.html>

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

<https://odysseycharterschool.com/reports.html>

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. (ESEA Section 1114(b)(7)ii))

To strengthen our academic program, increase learning time, and provide an enriched curriculum, we plan to align our curriculum, instruction, and assessments with state standards, invest in ongoing professional development for our teachers, and use data to inform our instructional decisions. We will also explore opportunities for extended learning, such as after-school programs or summer school, and work to minimize disruptions to the instructional day. To provide an enriched and accelerated

curriculum, we aim to offer Advanced Placement courses, dual enrollment opportunities, honors courses, and increase involvement in our Gifted and Talented program for high-achieving students. By implementing these strategies, we believe we can enhance student learning, prepare our students for college and careers, and create a more engaging and effective learning environment.

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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

To ensure effective coordination and integration with other Federal, State, and local services, our school will conduct a needs assessment to identify specific student and community needs, establish partnerships with community organizations, leverage federal and state funding, align programs and services, and implement a data-driven approach. By coordinating with programs like Head Start, adult education, career and technical education, and violence prevention, we can provide a more comprehensive and effective approach to addressing student needs. This will help ensure our school improvement plan aligns with broader community efforts to improve educational outcomes and create a more equitable and supportive learning environment.

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. (ESEA 1114(b)(7)(iii)(I))

Odyssey Charter leadership team reviews allocations, schedules and other resources to ensure all students receive high quality instruction. This includes supporting our school community members with supports that involve SEL and Mental Health. Odyssey charter school has licensed social workers and guidance counselors who support stakeholders whenever potential needs arise.

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. (ESEA 1114(b)(7)(iii)(II))

Odyssey Charter School Jr/Sr High offers students the opportunities to participate in various CTE fields along with Dual Enrollment opportunities for those students that qualify. Our opportunities for experience in career and technical education include: engineering, bio medical, business, Digital Information Technology, Digital Art, Gaming, Emergency Medical Responders, and a new ROTC program.

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Odyssey Charter School uses a multi-level approach to preventing and addressing problem behavior. This model involves systematic interventions for all students, along with interventions that target at-risk students with additional support. Collaboration between school administrators, teachers, counselors, and special education teachers is essential to ensure effective implementation and alignment. This coordinated approach can help identify and address student needs early on, preventing escalation of problem behaviors and improving academic and social outcomes for all students.

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. (ESEA section 11149b)(7)(iii)(V)).

Odyssey Charter School provides on going professional development throughout the year. Our school currently provides PD in Positive Discipline, NCUST, and additional instructional strategies that are needed. Professional Development includes strategies on differentiation, relationship building, behavior management, ESOL strategies, and others.

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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