

Brevard Public Schools

Odyssey Charter School



APPROVED

AUG 28 2019

OCS, Inc.
Board of Directors

2019-20 School Improvement Plan

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Odyssey Charter School

1755 ELDRON BLVD SE, Palm Bay, FL 32909

www.odysseycharterschool.com

Demographics

Principal: Wendi Nolder

Start Date for this Principal: 7/29/2010

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: B 2016-17: B 2015-16: A 2014-15: A 2013-14: C
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N
Year	A

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

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 accessible quality Montessori education and programs that develop healthy classroom and school communities. The school's aim is to prepare children to reach their full potential while playing a responsible role in protecting the global environment and fostering peace and harmony within our school and community.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Nolder, Wendi	Principal
Principal	
Knight, Monica	Principal
Principal	
Bernardo, DeAnna	Instructional Coach
Instructional Coach	
Jewell, Suzette	Other
Other	
Moore, Marisa	Guidance Counselor
Guidance Counselor	
Young, Laurie	Instructional Coach
Instructional Coach	
Campbell, Janee	Assistant Principal
Assistant Principal	
Moo, Licelia	Guidance Counselor
Guidance Counselor	
Berg, Deb	Assistant Principal
Assistant Principal	
Young, Carrie	Dean
Dean	
Senick, Michael	Instructional Coach
Instructional Coach	
Guevara, Michael	Dean
Dean	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	124	133	126	130	118	102	136	206	183	87	78	72	46	1541
Attendance below 90 percent	57	53	59	33	31	43	46	57	57	24	28	27	22	537
One or more suspensions	2	5	3	1	2	2	1	5	3	4	3	1	3	35
Course failure in ELA or Math	0	0	0	13	15	4	0	8	37	21	19	15	11	143
Level 1 on statewide assessment	0	0	0	4	10	31	20	44	26	26	12	7	8	188

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators								12	27	35	18	8	15	12	127

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year		4	2	7	6	2	2	0	3	2	6	0	0	2	36
Students retained two or more times		0	0	0	0	0	1	1	4	3	2	2	1	1	15

FTE units allocated to school (total number of teacher units)

1,535

Date this data was collected or last updated

Friday 8/23/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	65%	61%	61%	68%	60%
ELA Learning Gains	59%	58%	59%	56%	59%	57%
ELA Lowest 25th Percentile	56%	54%	54%	48%	54%	52%
Math Achievement	72%	67%	62%	66%	67%	61%
Math Learning Gains	66%	62%	59%	55%	61%	58%
Math Lowest 25th Percentile	57%	59%	52%	48%	56%	52%
Science Achievement	66%	62%	56%	60%	63%	57%
Social Studies Achievement	88%	80%	78%	80%	81%	77%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	124 (0)	133 (0)	126 (0)	130 (0)	118 (0)	102 (0)	136 (0)	206 (0)	183 (0)	87 (0)	78 (0)	72 (0)	46 (0)	1541 (0)
Attendance below 90 percent	57 ()	53 ()	59 ()	33 ()	31 ()	43 ()	46 ()	57 ()	57 ()	24 ()	28 ()	27 ()	22 ()	537 (0)
One or more suspensions	2 ()	5 ()	3 ()	1 ()	2 ()	2 ()	1 ()	5 ()	3 ()	4 ()	3 ()	1 ()	3 ()	35 (0)
Course failure in ELA or Math	0 ()	0 ()	0 ()	13 ()	15 ()	4 ()	0 ()	8 ()	37 ()	21 ()	19 ()	15 ()	11 ()	143 (0)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Level 1 on statewide assessment	0 ()	0 ()	0 ()	4 ()	10 ()	31 ()	20 ()	44 ()	26 ()	26 ()	12 ()	7 ()	8 ()	188 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	64%	1%	58%	7%
	2018	88%	63%	25%	57%	31%
Same Grade Comparison		-23%				
Cohort Comparison						
04	2019	71%	61%	10%	58%	13%
	2018	58%	57%	1%	56%	2%
Same Grade Comparison		13%				
Cohort Comparison		-17%				
05	2019	61%	60%	1%	56%	5%
	2018	56%	54%	2%	55%	1%
Same Grade Comparison		5%				
Cohort Comparison		3%				
06	2019	59%	60%	-1%	54%	5%
	2018	57%	63%	-6%	52%	5%
Same Grade Comparison		2%				
Cohort Comparison		3%				
07	2019	58%	58%	0%	52%	6%
	2018	51%	56%	-5%	51%	0%
Same Grade Comparison		7%				
Cohort Comparison		1%				
08	2019	61%	63%	-2%	56%	5%
	2018	64%	65%	-1%	58%	6%
Same Grade Comparison		-3%				
Cohort Comparison		10%				
09	2019	63%	62%	1%	55%	8%
	2018	56%	60%	-4%	53%	3%
Same Grade Comparison		7%				
Cohort Comparison		-1%				
10	2019	55%	59%	-4%	53%	2%
	2018	61%	61%	0%	53%	8%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	86%	61%	25%	62%	24%
	2018	84%	62%	22%	62%	22%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	77%	64%	13%	64%	13%
	2018	65%	59%	6%	62%	3%
Same Grade Comparison		12%				
Cohort Comparison		-7%				
05	2019	75%	60%	15%	60%	15%
	2018	63%	58%	5%	61%	2%
Same Grade Comparison		12%				
Cohort Comparison		10%				
06	2019	70%	67%	3%	55%	15%
	2018	65%	68%	-3%	52%	13%
Same Grade Comparison		5%				
Cohort Comparison		7%				
07	2019	68%	62%	6%	54%	14%
	2018	51%	62%	-11%	54%	-3%
Same Grade Comparison		17%				
Cohort Comparison		3%				
08	2019	63%	43%	20%	46%	17%
	2018	64%	41%	23%	45%	19%
Same Grade Comparison		-1%				
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	66%	56%	10%	53%	13%
	2018	53%	57%	-4%	55%	-2%
Same Grade Comparison		13%				
Cohort Comparison						
08	2019	60%	53%	7%	48%	12%
	2018	61%	55%	6%	50%	11%
Same Grade Comparison		-1%				
Cohort Comparison		7%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	66%	8%	67%	7%
2018	64%	67%	-3%	65%	-1%
Compare		10%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	74%	16%	71%	19%
2018	83%	73%	10%	71%	12%
Compare		7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	78%	71%	7%	70%	8%
2018	69%	70%	-1%	68%	1%
Compare		9%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	61%	10%	61%	10%
2018	68%	62%	6%	62%	6%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	60%	7%	57%	10%
2018	71%	60%	11%	56%	15%
Compare		-4%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	52	55	43	60	56	34	68			
ELL	42	56	53	66	61	68	46	83			
ASN	80										
BLK	55	61	66	63	58	48	54	87	41		
HSP	55	57	50	67	65	60	63	75	52		
MUL	78	60		85	70	80	56	91			
WHT	65	57	54	77	69	62	75	94	47	93	23
FRL	60	58	56	70	65	58	65	88	46	100	38

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	27	39	43	35	47	42	32	54			
ELL	47	41	38	63	45	37	27	73			
BLK	53	54	52	53	44	45	46	81	38		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	55	57	44	66	56	28	56	76	31		
MUL	66	58		68	62	69	74	78			
WHT	66	57	46	73	58	69	66	82	55		
FRL	56	55	48	63	55	47	56	78	40		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	757
Total Components for the Federal Index	12
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA Lowest 25% performance - only scored 56%, this was an increase of 8%ile points from last year but it is our lowest performance. Grade Level data also showed that in ELA our 3rd grade same grade comparison was -23% from last year and the cohort (students from 3rd that were now in 4th) was -17%. Appropriate interventions and differentiation was not provided with fidelity the entire year. Another analysis of the FSA ELA strand data showed we need to improve our writing program so we can increase writing scores for all students.

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

Grade Level data also showed that in ELA our 3rd grade same grade comparison was -23% from last year and the cohort (students from 3rd that were now in 4th) was -17%.

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

NA - Odyssey Charter School was equal or above the State average in all areas.

Which data component showed the most improvement? What new actions did your school take in this area?

Social Studies Achievement Data increased 8% points from 2018. This includes Civics and US History.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance
Course Failures

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

1. Effective Standards Based Instruction
2. School Wide Writing
3. Differentiate Instruction for all
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Effective Standards Based Instruction
Rationale	While proficiency levels in all school grade calculation categories are at or above State and District averages, the school needs to increase proficiency levels.
State the measureable outcome the school plans to achieve	Increase all proficiency categories by 3%.
Person responsible for monitoring outcome	Monica Knight (knightm@odysseycharterschool.com)
Evidence-based Strategy	Through a Professional Learning Community Model, Instructional Coaches and Administrators support teacher leaders and teachers in a collaborative approach to planning, data review, and meeting the needs of every child to ensure student success.
Rationale for Evidence-based Strategy	According to Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. <i>Teaching and Teacher Education</i> 24(1), 80-91. "well-developed PLCs have positive impact on both teaching practice and student achievement".
Action Step	
Description	<ol style="list-style-type: none"> 1. Create a schedule that provides extended time periods for collaborative sessions. 2. Provide support for deepening the teacher pedagogy through modeled lesson study during collaborative planning sessions. 3. Increase the understanding of the planning process for differentiation both in the classroom and additional Acceleration Time. 4. Hire instructional coaches to support ELA and Math instruction.with students on the verge of moving a level on FSA or on iReady to assist them in making the gains they need. 5. Hire interventionists and assistants to support ELA and Math instruction with students on the verge of moving a level on FSA or on iReady.to assist them in making the gains they need. 6. Increase the time set aside for ELA and Math instruction 7. Provide instructional software to help supplement the standards based instruction provided in the classrooms. 8. Provide opportunities for standards based assemblies and field trips for all students.
Person Responsible	[no one identified]

#2

Title Improve ELA Instruction
Rationale Based on evidence from the FSA ELA strand data, we need to improve our ELA including writing for all students.

State the measureable outcome the school plans to achieve Increase the ELA scores for all students to achieve a 70% or better on Florida Statewide Assessment.

Person responsible for monitoring outcome Wendi Nolder (nolderw@odysseycharterschool.com)

Evidence-based Strategy Implement a school wide writing process/programs that includes the explicit instruction of writing strategies in a cycle for grades K-12.

Rationale for Evidence-based Strategy According to the Institute of Education Sciences (IES), in there practice guides for Teaching Students how to be Effective Writers, there is strong evidence to support the direct instruction of the writing process. This includes a cycle of Modeling, Practicing and Reflecting.

Action Step

- Description**
1. Develop and implement a K-12 Writing plan that includes writing strategies, the writing process cycle, assessments, and rubrics..
 2. Provide Professional Development for all teachers on the writing plan.
 3. Administer mock writing assessments at least 2 times per year for all students.
 4. Monitor and analyse the fidelity and the effectiveness of the implementation of the plan using the mock writing assessment data and state assessment data.
 5. Hire instructional coaches to support ELA instruction.
 6. Hire interventionists and assistants to support ELA instruction.
 7. Assist the teachers through PLC's to ensure they are teaching to the depth of the ELA standards.with a focus on Key Ideas and Details and Integration of Knowledge and Ideas.
 8. Instructional coaches will work directly with teachers to increase the overall proficiency for ELA and support the school wide writing plan.

Person Responsible Deb Berg (bergd@odysseycharterschool.com)

#3	
Title	Differentiate Instruction for all students
Rationale	Based on data from the needs assessment analysis the students in the lowest 25% are not meeting proficiency standards and the highest 25% showed the lowest gains.
State the measureable outcome the school plans to achieve	ELA lowest 25% proficiency will increase by 3% in 2020. ELA highest 25% will increase learning gains by 3%. Math lowest 25% proficiency will increase by 3% in 2020. Math highest 25% will increase learning gains by 3%.
Person responsible for monitoring outcome	Monica Knight (mknight@odysseycharterschool.com)
Evidence-based Strategy	Implement an acceleration plan for both Math and ELA to include an additional 45 minutes of Acceleration Time per day to allow for interventions and enrichment for both lowest and highest 25%. Re-engineer a Gifted and Talented program to include pull out time blocks every week for grades 1-5.
Rationale for Evidence-based Strategy	Implementing the Acceleration time would be considered a Multi-Tiered System of Support model with added enrichment opportunities. A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. (Florida MTSS)
Action Step	
Description	<ol style="list-style-type: none"> 1. Collaborate with the Gifted Director from the Green Apple Management. This helps to organize the curriculum guides, provide support with enrichment curriculum and assist with training of Gifted Teacher and school wide staff. 2. Hire and Train a Gifted Teacher. 3. Develop a schedule to include 45 additional acceleration minutes for all students per day. 4. Increase time and opportunity for Gifted and Talented for GATEway students in all grade levels. 5. Utilize research based gifted curriculum to enhance the learning experiences and problem solving opportunities at the most rigorous levels for the highest 25%. 6. Training for all staff on ways to differentiate for Gifted and Talented students within the General Education classes. 7.. Hire 2 interventionists to work with the lowest 25% 8. Provide hands on professional development for all interventionists in curriculum differentiation in both ELA and Math. 9.. Implement intervention programs and strategies with fidelity. 10. Provide professional develop for all staff in differentiation strategies. 11. Monitor and analyze the fidelity and the effectiveness of the implementation of the acceleration plan using progress monitoring data. 12. Utilize the instructional coaches to assist teachers to increase the math acceleration opportunities for all students.

Person Responsible Deb Berg (bergd@odysseycharterschool.com)

#4

Title Customer Service

Rationale To increase our teacher and student retention by improving our customer service with our families and community.

State the measureable outcome the school plans to achieve To reduce the number of students and teachers that leave Odyssey at the end of the year.

Person responsible for monitoring outcome Wendi Nolder (nolderw@odysseycharterschool.com)

Evidence-based Strategy "Mind the Before and After Customer Experience"
"Go Beyond Standard Operating Procedures"

Rationale for Evidence-based Strategy We as a school understand that all of our families choose to attend our school. We want all of our stakeholders to feel valued and appreciated. These strategies will help ensure that we are putting forth our best effort to show how much we value our families and communities members.

Action Step

- Description**
1. Train all school staff on ways to increase the family engagement.
 2. Train office staff in their phone and greeting etiquette..
 3. Implement procedures to ensure families are contacted within 24 hour.
 4. Offer family engagement opportunities that will help to engage all our families in the education of their child.
 5. Hire a family engagement specialist to recruit volunteers and families through out the year.
 6. Hire a full time counselor to assist families in transition or in need of emotional support for any member of their family.
 7. Provide training for families on areas of need from the Parent Surveys.

Person Responsible [no one identified]

#5

Title College and Career Acceleration

Rationale

State the measureable outcome the school plans to achieve

Person responsible for monitoring outcome [no one identified]

Evidence-based Strategy

Rationale for Evidence-based Strategy

Action Step

Description

1. Increase CTE and dual enrollment opportunities
2. Professional Development provided to teachers of all CTE courses.
- 3.
- 4.
- 5.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Odyssey Preparatory Academy aims to work in partnership with our families and build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students. The school will continue to work in partnership with community programs to help our families in need.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Odyssey Charter provides a social worker three days a week. Students also receive support from the Student Support Specialist, who is trained in analyzing and correcting behaviors. Communication between teacher and support staff is regularly encouraged to add additional support where necessary. Referrals are made to outside supports/agencies as needed to support families.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Odyssey Charter school has a Voluntary pre-kindergarten program located on the campus. Our Montessori preschool is committed to the whole child using the Montessori educational philosophy. Montessori teaches the children values of self-respect, appreciation of uniqueness and the recognition of dignity within each person. Our teachers give lessons on treating everyone with kindness, peacefulness, compassion, empathy, responsibility and courage. The students in our VPK programs are offered first access to enroll in our kindergarten programs and if they do enroll are placed in our Montessori classrooms as available.

The school holds an annual invitation and tour for all prospective new Kindergarteners in the Spring. The Kindergarten information night is open to the public and advertised throughout the community. The program focuses on helping parents prepare their student academically, emotionally, and physically for Kindergarten.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based MTSS team is comprised of the Principals, Deans of Students, Instructional Coaches, District Staffing Specialist, District School Psychologist, Speech language Pathologist, ESE and classroom teachers. The school-based MTSS Team meets bi-monthly to analyze reading, math, and behavioral data. The core team identifies strengths as well as areas of concern, and then formulates interventions to address these areas. The team uses a problem solving approach. The data is reviewed to address changes at all three Tiers of instruction. Leadership Team representatives meet with grade level groups to problem solve implementation of interventions at each Tier of instruction. Title 1 resources are utilized to provide both academic and other supports to students and families. Intervention resources are determined by current student levels of performance and availability of resources in house or the need for additional resources.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Odyssey Charter School has implemented several strategies to help support college and career readiness.

- a. Guidance counseling - The school provides a full time guidance counselor for the Jr/Sr High school.
- b. Individualized Program of Study(IPS) - The counselor completes the four-year IPS plan with students and parents during a conference. During these meetings the counselor discusses the course selections that correlate to the student's college and career goals.
- c. Counselor/Parent Talks = The counselor holds sessions for parents quarterly to discuss issues related to college and career readiness. When appropriate, the counselor provides students with information about outside vocations and technical programs.
- d. OCS career pathways - currently, OCS has started two CTE programs that provide students options when they graduate for further study or immediate career.
- e. College and University Partnerships - Florida Institute of Technology, University of Florida Extension Office, University of Florida College of Agriculture, University of Florida Interdisciplinary Center for Biotechnology and Research.
- f. Career Day - The school holds an annual college and career day.
- g. College Visits - The school plans annual college visits and offers the opportunity to each student grades 9 - 12 to attend at least one. This year there three schools chosen.
- h. College Coaching Team - A college coaching team, made up of teachers, the counselor, and administration are working with each individual 11th grade student to plan for high school graduation and college preparation.
- i. Advanced Placement - The school requires that all students take at least one honors or Advanced Placement course.

Part V: Budget						
1	III.A	Areas of Focus: Effective Standards Based Instruction				\$506,555.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	6507 - Odyssey Charter School	Title, I Part A	7.0	\$447,000.00
<i>Notes: Interventionists</i>						
	6500	692-Computer Software Non-Capitalized	6507 - Odyssey Charter School	Title, I Part A		\$43,000.00
<i>Notes: Software to enhance instruction</i>						
	6400	510-Supplies	6507 - Odyssey Charter School	Title, I Part A		\$599.00
<i>Notes: Materials needed for Staff Development</i>						
	7800	790-Miscellaneous Expenses	6507 - Odyssey Charter School	Title, I Part A		\$15,956.00
<i>Notes: Standards based Field Trips</i>						
2	III.A	Areas of Focus: Improve ELA Instruction				\$583,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	6507 - Odyssey Charter School	Title, I Part A	5.0	\$352,500.00
<i>Notes: 5 Teachers and assistants to help with ELA Writing</i>						

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	6300	130-Other Certified Instructional Personnel	6507 - Odyssey Charter School	Title, I Part A	2.0	\$166,000.00
			<i>Notes: Instructional Coaches</i>			
	5100	510-Supplies	6507 - Odyssey Charter School	Title, I Part A		\$65,000.00
3	III.A	Areas of Focus: Differentiate Instruction for all students				\$0.00
4	III.A	Areas of Focus: Customer Service				\$184,590.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6120	130-Other Certified Instructional Personnel	6507 - Odyssey Charter School	Title, I Part A		\$88,000.00
			<i>Notes: Guidance Counselors</i>			
	6150	130-Other Certified Instructional Personnel	6507 - Odyssey Charter School	Title, I Part A		\$82,500.00
			<i>Notes: Parent Involvement Specialists</i>			
	6150	510-Supplies	6507 - Odyssey Charter School	Title, I Part A		\$14,090.00
			<i>Notes: Supplies and materials to enhance parent involvement</i>			
5	III.A	Areas of Focus: College and Career Acceleration				\$0.00
					Total:	\$1,274,645.00