

Brevard Public Schools

ODYSSEY CHARTER SCHOOL

APPROVED

JUL 23 2026

OCS, Inc.
Board of Directors



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 16
 - D. Early Warning Systems 17
- II. Needs Assessment/Data Review 22
 - A. ESSA School, District, State Comparison 23
 - B. ESSA School-Level Data Review 24
 - C. ESSA Subgroup Data Review 25
 - D. Accountability Components by Subgroup..... 26
 - E. Grade Level Data Review 29
- III. Planning for Improvement..... 31
- IV. Positive Learning Environment 49
- V. Title I Requirements (optional)..... 64
- VI. ATSI, TSI and CSI Resource Review 78
- VII. Budget to Support Areas of Focus 79

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Odyssey 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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Brian Dawson

dawsonb@odysseycharterschool.com

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.

Leadership Team Member #2

Employee's Name

Wendi Nolder

nolderw@odysseycharterschool.com

Position Title

Director of Professional Learning (T-II)

Job Duties and Responsibilities

- Create the Professional Learning Day Agendas and facilitate selected sessions (October and February)
- Work with GA Academic Team and Coaches to organize and facilitate the Coaching Collaborative (in the summer and throughout the year)
- Work with GA Academic Team and Coaches to plan and facilitate school-based professional learning sessions during early release Fridays, according to each school's needs
- Work with GA Academic Team and principals to develop the Preplanning Agenda with the team (7 days of planning prior to the opening of schools)
- Work with GA Academic Team to create an agenda for the Summer Leadership Retreat (two-day event in the summer) and facilitate selected sessions
- Work with GA Academic Team to create an agenda for the GA/Principal Annual Offsite Retreat (2 days in the Fall and/or Spring)
- Support implementation of learning from system-wide book studies as requested
- Facilitate off-site professional learning and required courses for teachers and leaders as appropriate
- Serve as the liaison between schools and the district to ensure the approval of professional learning sessions for in-service credit in Frontline
- Facilitate training for teachers and leaders on the OCS, Inc. mission, vision, and Montessori Philosophy
- Update and monitor communications from principals with new teachers upon hire (initial welcome email) and throughout the summer (emails #1-#3)
- Organize and facilitate the annual New Teacher Institute (3 days during the summer)
- Facilitate the implementation of the GA New Teacher Induction Program and collaborate with Lead

Mentors, new teacher mentors, and principals to ensure the success of the program

- Administer New Teacher Surveys and analyze results at mid-year and end-of-year to make improvements as needed
- Work directly with Grand Canyon University (GCU) and other universities to ensure new teachers are completing the required coursework for state certification and guide teachers through the direct billing process for coursework payment
- Process invoices from universities and other organizations for course completion and submit them to OCS, Inc. finance department for payment
- Guide teachers with temporary certificates through the process of obtaining a professional teaching certificate (coursework, FTCE assessments, and statutory requirements) and supporting recertification and addition of endorsements.
- Provide support to principals in implementing a system for monitoring teacher certification, re-certification, and endorsements, as needed.
- Participate in the recruitment, interview, and selection process for teachers and other school-based personnel and leaders
- Maintain annual trend data on teacher retention
- Assist in developing strategies for increasing teacher retention
- Assist in providing mentorship and growth opportunities for teachers and leaders
- Assist in providing training on the FCPCS Evaluation System (including the use and understanding of the rubrics)
- Assist in providing training on the observe4success digital evaluation platform to conduct observations
- Assist in implementing the OCS, Inc. Student Growth Plan to measure the impact of teachers and other instructional personnel on student achievement annually
- Assist in creating student assessments and other outcome measures to use in determining Student Growth Scores on annual evaluations
- Assist principals in completing Summative Evaluation Ratings on observe4success based on the appropriate use of student growth measures to calculate each employee's Student Growth Score
- Facilitate administration of Cognia Stakeholder surveys, analyze results, and present written findings to GA and school leaders
- Administer annual surveys to all teachers to determine professional learning needs and interests
- Administer the New Teacher Satisfaction Survey at the beginning and end of the year and analyze results to make improvements as needed
- Facilitate the completion of participant surveys at the end of each professional learning and analyze results to make improvements as needed
- Create additional surveys as requested (i.e., new teacher surveys, professional learning surveys, coaches' surveys, GA personnel surveys, MVG surveys, transportation surveys, etc.) and facilitate administration, analysis, and follow-up actions.

Leadership Team Member #3

Employee's Name

Michael Davis

DavisM@odysseycharterschool.com

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

Leadership Team Member #4

Employee's Name

Michael Senick

SenickM@odysseycharterschool.com

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 #5

Employee's Name

Michael Guevara

GuevaraM@odysseycharterschool.com

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

Laura Lane

LaneL@odysseycharterschool.com

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

Leadership Team Member #7

Employee's Name

Rebecca Irving

IrvingR@odysseycharterschool.com

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 interpersonalcommunication skills; ensure compliance with OCS mission and vision.

Leadership Team Member #8

Employee's Name

Christina Taylor Hutchinson

HutchinsonC@odysseycharterschool.com

Position Title

Instructional Coach (T-I), 3-5

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, and 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, observing and providing feedback to teachers; conduct professional development as needed.

Leadership Team Member #9

Employee's Name

Rima Chakhtoura

ChakhtouraR@odysseycharterschool.com

Position Title

Instructional Coach (T-I), K-2

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, and 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, observing and providing feedback to teachers; conduct

professional development as needed.

Leadership Team Member #10

Employee's Name

Holly Vannoy

VannoyH@odysseycharterschool.com

Position Title

Instructional Coach (T-I), 6-12

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, and 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, observing and providing feedback to teachers; conduct professional development as needed.

Leadership Team Member #11

Employee's Name

Benjamin Horsley

HorsleyB@odysseycharterschool.com

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; guide 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 #12

Employee's Name

Kayla Senick

SenickK@odysseycharterschool.com

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 #13

Employee's Name

Francesca Privette

PrivetteF@odysseycharterschool.com

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 #14

Employee's Name

Charlotte Chase

ChaseC@odysseycharterschool.com

Position Title

Director of Student Services

Job Duties and Responsibilities

Oversees all ESE processes and procedures, instruction, compliance for Exceptional Education

Leadership Team Member #15

Employee's Name

Brandy Griswell

griswellb@odysseycharterschool.com

Position Title

Accelerated Program Director

Job Duties and Responsibilities

Monitor and Support student learning for Gifted and Talented, Advanced Placement, and AVID students. Marketing school programs to all stakeholders.

Leadership Team Member #16

Employee's Name

Michelle Dunderdale

dunderdalem@odysseycharterschool.com

Position Title

1/2 3-5 grades Math interventionist and 1/2 4-5 grades Math Instructional Coach

Job Duties and Responsibilities

Expanded 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, and 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, observing and providing feedback to teachers; conduct professional development as needed. Will also support 4th and 5th grade math interventions.

Leadership Team Member #17**Employee's Name**

Midiam Velez

velezm@odysseycharterschool.com

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, and 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, observing and providing feedback to teachers; conduct professional development as needed.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The school leadership team at each campus creates an action plan based on school academic data, as well as from survey results from stakeholders. The Action Plans drive our School Improvement Plan goals, which include: each goal, strategies for achieving that goal, and 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.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	65.3%
CHARTER SCHOOL	YES
RAISE SCHOOL	
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	114	131	129	129	136	139	224	242	224	1,468
Absent 10% or more school days	26	18	19	19	19	18	23	15	10	167
One or more suspensions	8	6	9	9	17	23	44	61	51	228
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	14	15	32
Course failure in Math	0	0	0	0	0	0	9	21	27	57
Level 1 on statewide ELA assessment	0	0	0	8	17	8	27	24	30	114
Level 1 on statewide Math assessment	0	0	0	3	13	16	26	33	28	119
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	5	0	14			31	47	47	145
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	2	1	2	1					7

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	8	4	6	13	11				49

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	1	1	3	0	1	1	0	11
Students retained two or more times	0	0	0	0	0	0	1	0	2	3

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	122	119	143	138	129	136	219	220	221	1,447
Absent 10% or more school days		27	17	14	17	14	19	10	13	131
One or more suspensions		7	8	11	9	16	20	78	94	243
Course failure in English Language Arts (ELA)					1		1	2	15	19
Course failure in Math					2			35	19	56
Level 1 on statewide ELA assessment		9	11	14	15	12	15	13	34	123
Level 1 on statewide Math assessment		5	4	11	5	16	26	41	24	132
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		20	28	27	33	24	29	28	49	238
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		11	9	13	10	12	18	44	64	181

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1	2	1	2		1			7
Students retained two or more times								1		1

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
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 (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	71	39	14	16	140

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

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

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	69	68	64	67	66	61	64	63	58
Grade 3 ELA Achievement	80	71	64	68	68	62	76	66	59
ELA Learning Gains	60	61	62	63	62	61	58	57	59
ELA Lowest 25th Percentile	49	51	55	58	56	55	54	51	54
Math Achievement*	63	66	64	67	66	62	63	64	59
Math Learning Gains	55	58	61	61	60	60	54	59	61
Math Lowest 25th Percentile	50	52	52	55	54	53	50	54	56
Science Achievement	75	67	60	68	66	57	64	61	54
Social Studies Achievement*	83	80	77	75	77	74	75	76	72
Graduation Rate	99	87	77	92	86	72	95	89	71
Middle School Acceleration	58	74	79	53	71	75	63	71	71
College and Career Acceleration	69	76	61	43	74	56	58	75	54
Progress of ELLs in Achieving English Language Proficiency (ELP)				73	59	61	59	58	59

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	810
Total Components for the FPPI	12
Percent Tested	99%
Graduation Rate	99%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
68%	65%	64%	65%	60%	62%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	55%	No		
Asian Students	67%	No		
Black/African American Students	65%	No		
Hispanic Students	67%	No		
Multiracial Students	59%	No		
White Students	71%	No		
Economically Disadvantaged Students	64%	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.

[illegible]

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	67%	68%	63%	58%	67%	61%	55%	68%	75%	53%	92%	43%	73%
Students With Disabilities	34%	39%	51%	52%	37%	50%	41%	35%	38%	20%	83%	40%	55%
English Language Learners	37%		53%	49%	43%	49%	53%	39%	67%		100%	10%	73%
Asian Students	80%		85%		87%	85%							
Black/African American Students	61%	80%	61%	56%	58%	56%	52%	63%	74%	53%	94%	35%	70%
Hispanic Students	69%	64%	63%	57%	67%	61%	56%	65%	75%	49%	88%	36%	68%
Multiracial Students	68%	62%	65%	59%	63%	56%	72%	76%	79%	55%			
White Students	68%	68%	63%	61%	74%	66%	51%	73%	76%	55%	91%	44%	77%
Economically Disadvantaged Students	60%	70%	60%	61%	59%	57%	51%	59%	66%	45%	89%	45%	75%

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%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	80%	63%	17%	60%	20%
ELA	4	70%	61%	9%	60%	10%
ELA	5	74%	62%	12%	61%	13%
ELA	6	64%	74%	-10%	62%	2%
ELA	7	64%	66%	-2%	62%	2%
ELA	8	65%	63%	2%	60%	5%
ELA	9	73%	64%	9%	60%	13%
ELA	10	63%	64%	-1%	61%	2%
Math	3	76%	66%	10%	66%	10%
Math	4	70%	62%	8%	65%	5%
Math	5	58%	58%	0%	62%	-4%
Math	6	49%	74%	-25%	60%	-11%
Math	7	67%	49%	18%	53%	14%
Math	8	47%	62%	-15%	61%	-14%
Science	5	73%	64%	9%	60%	13%
Science	8	64%	57%	7%	52%	12%
Civics	7	83%	78%	5%	77%	6%
Biology	9	90%	78%	12%	87%	3%
Algebra	7	87%	92%	-5%	96%	-9%
Algebra	8	81%	78%	3%	84%	-3%
Algebra	9	56%	34%	22%	41%	15%
Geometry	8	100%	88%	12%	95%	5%

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry	9	83%	71%	12%	75%	8%
Geometry	10	55%	31%	24%	40%	15%
Geometry	11	17%	22%	-5%	26%	-9%
History	10	84%	73%	11%	76%	8%
Civics	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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 80% (68% in 2025, 76% in 2024)

5th Grade ELA 75% (61% in 2025, 61% in 2024)

5th Grade Science 73% (62% in 2025, 60% in 2024)

5th Grade Math 58% (57% in 2025, 52% in 2024)

5th Grade Math Learning Gains 50% (46% in 2025, 35% in 2024)

Actions Taken:

Tutoring in ELA, Math, and Science

Small group instruction in ELA and Math

Acceleration block supporting ELA and Math

Use of Interactive Notebooks to elicit student inquiry and agency of learning

Saturday Science Bootcamp

5th grade reteach plan in ELA and Math

Implementation of reciprocal teaching strategies in 3rd and 5th grade

Targeted additional instructional support to 5th grade science following MOY data.

Implemented weekly data review with 5th grade math and science.

OCS Jr/Sr High:

Biology 89% (74% in 2025)

US History 84% (74% in 2025)

College and Career Readiness 69% (43% in 2025)

Actions Taken:

Morning Tutoring and Saturday boot camps for EOC's

Small group instruction and intervention support

Reteach Plan in History and Science

Dedicated 11th and 12th grade Guidance Counselor

PLC's for CTE and AP teachers to review students progress and data

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:

4th Grade Math Overall Learning Gains 62% (63% in 2025, 56% in 2024)

4th Grade ELA Lowest 25% Learning Gains 42%

4th Grade Math Lowest 25% Learning Gains 45%

5th Grade Math Overall Proficiency 58% (57% in 2025, 52% in 2024)

5th Grade Math Lowest 25% Learning Gains 42%

5th Grade ELA Overall Learning Gains 64% (64% in 2025, 64% in 2024)

3rd-5th Subgroup Proficiency ELA and Math (i.e. ESE, ESOL, multi-racial)

3rd-5th Subgroups Learning Gains ELA and Math (i.e. ESE, ESOL, gifted)

Contributing Factors:

- Lack of high expectations for students
- Newer/inexperienced teachers
- Inconsistent teacher coverage due to an open ESE position being covered by a substitute

OCS Jr/Sr High:

6th Grade Math proficiency 48%

6th-10th grade math lowest 25% Learning Gains 36%

6th-10th grade ELA lowest 25% Learning Gains 51%

Contributing Factor:

- Inconsistent Teacher coverage
- New, inexperienced, or non-effective teachers in MS grade levels

Greatest Decline

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

OCS Elementary:

4th Grade Overall ELA Proficiency 70% (70% in 2025, 76% in 2024)

4th Grade ESE ELA Learning Gains 44% (cohort had 53% in 2025)

4th Grade ESE Math Learning Gains 50% (cohort had 82% in 2025)

5th Grade ESE ELA Learning Gains 44% (cohort had 61% in 2025)

5th Grade ESE Math Learning Gains 44% (cohort had 53% in 2025)

Contributing Factors:

- Inconsistent teacher coverage due to an open ESE position being covered by a substitute
- New ESE team and model
- Staff turnover in 4th and 5th grade math/science classrooms
- Inexperienced math teams in 4th and 5th grade

OCS Jr/Sr High:

6th Grade Math 49% (54% in 2025)

6th Grade ELA 64% (70% in 2025)

Geometry 64%(84% in 2025)

Contributing Factors:

- Inconsistent teacher coverage throughout the year.

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.

OCS Elementary:

5th Grade Math Proficiency 58%, District 58%, State 62%

Contributing Factors:

- Lack of consistent differentiated small group instruction
- Lack of high expectations for students
- New/inexperienced teachers
- Lack of coherent instruction across classes
- Too much teacher-driven instruction and not enough student agency in academic discourse and application of skills
- Classroom climate and culture - impacted by adult relationships with other adults and with students

OCS Jr/Sr High:

6th Grade Math Proficiency 49%, District 74%, State 60%

Contributing Factors:

- Lack of consistent differentiated small group instruction
- Lack of high expectations for students
- New/inexperienced teachers

- Too much teacher-driven instruction and not enough student agency in academic discourse and application of skills

EWS Areas of Concern

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

OCS Elementary:

3rd Grade had 14 ELA students who were substantially deficient

4th and 5th grade Level 1 student in ELA and Math

Highest Priorities

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

OCS Elementary:

5th Grade Math Proficiency and Learning Gains

ESE/ESOL Proficiency and Learning Gains

L25 Learning Gains (4th and 5th)

OCS Jr/Sr High

6th Grade Math

Lowest 25% Math

Lowest 25% ELA

ELA proficiency ESE Students

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

OCS Elementary:

Our 5th Grade math proficiency (58%) was not adequate and was below the State scores.

OCS Jr/Sr High:

Our 6th Grade math proficiency (49%) was not adequate and was below both District and State scores.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

OCS Elementary:

5th grade math proficiency will be 68% as evidenced by F.A.S.T. PM3 for the 2026-2027 school year.

OCS Jr/Sr High:

6th and 7th Grade math proficiency will be 70% as evidenced by F.A.S.T. PM3 for the 2026-2027 school year.

Monitoring

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

OCS Elementary:

The school will use the following steps to ensure monitoring of student progress:

1. Weekly Professional Learning Community (PLC) Meetings supported by instructional coaches (T1)
2. Progress Monitoring for Students throughout the academic year
3. Data Reviews by School Leadership and management company

OCS Jr/Sr High:

The school will use the following steps to ensure monitoring of student progress:

1. Weekly Professional Learning Community (PLC) Meetings [supported by instructional coaches (T1)]
2. Progress Monitoring for Students throughout the academic year
3. Data Reviews by School Leadership and management company
4. Collaborative PLC Integration [supported by instructional coaches (T1)]

Person responsible for monitoring outcome

Laura Lane, Christina Hutchinson, Michelle Dunderdale

Evidence-based Intervention:

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

Description of Intervention #1:

Weekly PLC sessions and data monitored interventions will be used to support and increase academic performance.

Rationale:

Targeted interventions, by classroom teachers and interventionists (T1), supported by instructional coaches (T1), can significantly enhance the academic outcomes of struggling students. By offering individualized support, differentiated instruction, and addressing student learning gaps, students will meet or exceed expected learning gains in math. Professional Learning Communities (PLCs) support student achievement by fostering teacher collaboration around data, instructional strategies, and student needs. Through ongoing analysis of student performance and shared best practices, PLCs help ensure all students receive targeted support and high-quality instruction that promotes academic growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

PLC Sessions

Person Monitoring:

Laura Lane, AP (Jr/Sr High), Christina Hutchinson and Michelle Dunderdale (OCSE)

By When/Frequency:

August/On-Going

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

step:

Professional Learning Communities (PLCs) through weekly Collaborative Planning (CP) sessions supported by Instructional Coaches (T1), as evidenced by teacher planning documents, differentiation, and small group plans, as measured by classroom walkthroughs and review of lesson plans. Weekly attendance sheets and notes will be taken as evidence of the on-going sessions.

Action Step #2

Classroom walkthroughs and coaching cycles

Person Monitoring:

Michael Davis, Principal (Jr/Sr High), Brian Dawson, Principal and Mike Senick, AP (OCS Elementary)

By When/Frequency:

September/Weekly

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

Classroom walkthroughs will be effectively monitored through Observe4Success, using collection of real-time data on instructional practices, student engagement, and alignment to school goals. Instructional Coaches, will implement Coaching cycles using this data to provide targeted feedback, goal setting, and ongoing support that promotes continuous teacher growth and improved student outcomes.

Action Step #3

Data analysis

Person Monitoring:

Laura Lane and Midiam Velez, (Jr/Sr High), Mike Senick, Christina Hutchinson, and Michelle Dunderdale (OCS Elementary)

By When/Frequency:

September/Monthly

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

Our school will use progress monitoring data analysis in 5th and 6th grade math to identify student strengths and skill gaps, allowing teachers to adjust instruction and provide targeted support based on individual needs. Data from assessments and interventions will be reviewed regularly to guide instructional decisions, measure student growth, and ensure timely interventions that improve achievement for all learners.

Area of Focus #2

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**

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.

OCS Elementary:

The 4th and 5th grade L25 learning gains was 46% this past year which was an increase from 40% in 24-25.

OCS Jr/Sr High:

Our school-wide Math lowest 25% learning gains (50%) were not adequate based on 2026 PM 3 and EOC data.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

OCS Elementary:

- 4th and 5th grade math lowest 25% learning gains will be 56% as evidenced by F.A.S.T. PM3 for the 2026-2027 school year.

OCS Jr/Sr High:

- Math lowest 25% learning gains will be 65% as evidenced by F.A.S.T. PM3 for the 2026-2027 school year.
- Achieve a proficiency rate of over 70% on EOY algebra assessments for 8th grade students.
- Increase learning gains from 50% to over 65% on EOY assessments.
- Monitor progress through quarterly benchmark assessments, targeting a 2-3% increase in proficiency and 3-4% increase in learning gains per quarter.

Monitoring

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

OCS Elementary and Jr/Sr High:

The school will use the following steps to ensure monitoring of student progress:

1. Professional Learning Communities (PLCs) through weekly Collaborative Planning (CP) sessions [supported by instructional coaches (T1)]
2. Progress Monitoring for students performing in the lowest 25%
3. Data reviews conducted by school leadership

Person responsible for monitoring outcome

Laura Lane, AP, (Jr/Sr High), Mike Senick, Christina Hutchinson, Michelle Dunderdale (OCS Elementary), DeAnna Bernardo (All Campuses)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

OCS Elementary: Math Tutoring, Math intervention groups, Math small groups during Tier 1, PLCs focused on data analysis and grouping for tailored instruction. OCS Jr/Sr High: Intensive math classes, morning tutoring, intervention support.

Rationale:

Targeted interventions, by classroom teachers and interventionists (T1), supported by instructional coaches (T1), can significantly enhance the academic outcomes of struggling students. By offering individualized support, differentiated instruction, and addressing student learning gaps, students will meet or exceed expected learning gains in math. Professional Learning Communities (PLCs) support student achievement by fostering teacher collaboration around data, instructional strategies, and student needs. Through ongoing analysis of student performance and shared best practices, PLCs help ensure all students receive targeted support and high-quality instruction that promotes academic growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

PLC's

Person Monitoring:

Laura Lane (Jr/Sr High), Mike Senick, Christina Hutchinson, Michelle Dunderdale (OCS Elementary)

By When/Frequency:

August/Weekly

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

Professional Learning Communities (PLCs) through weekly Collaborative Planning (CP) sessions supported by Instructional Coaches (T1), as evidenced by teacher planning documents, differentiation, and small group plans, as measured by classroom walkthroughs and review of lesson plans.

Action Step #2

Progress Monitoring

Person Monitoring:

Laura Lane/Midiam Velez (Jr/Sr High), Mike Senick, Christina Hutchinson, Michelle Dunderdale (OCS Elementary), DeAnna Bernardo (All Campuses)

By When/Frequency:

September/Monthly

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

OCS Elementary:

1. Identify the lowest 25% of students in Math using Spring 2026 PM3 data

2. Assign highest priority students to tutoring and tier 2/3 intervention groups
3. Teachers and Interventionists (T1) will deliver interventions
4. Monitor student progress and growth monthly
5. Adjust intervention groups and strategies based on data to ensure alignment with individual student needs

OCS Jr/Sr High:

1. Identify the lowest 25% of students in Math using Spring 2026 PM3 and EOC data
2. Assign student placement into intensive math classes.
3. Teachers and Interventionists (T1) will deliver interventions
4. Monitor student progress and growth monthly
5. Adjust intervention groups and strategies based on data to ensure alignment with individual student needs

Action Step #3

Implement New Intensive Math Framework

Person Monitoring:

Laura Lane

By When/Frequency:

Monthly

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

This year the JrSr will implement a new framework that includes skill remediation and on-grade-level work.

Action Step #4

Intensive Math Professional Development for Instructional Staff and Interventionists

Person Monitoring:

Laura Lane/Deanna Bernardo

By When/Frequency:

Monthly

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

The school will provide professional development on the implementation of the intensive math framework, data-based decision making for small group instruction, and leveraging research-based curriculum.

Action Step #5

Develop Intervention Groups

Person Monitoring:

Laura Lane and Midiam Velez (Jr/Sr High),
Christina Hutchinson and Michelle Dunderdale
(OCS Elementary)

By When/Frequency:

August/Every 6 weeks

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

OCS Elementary;

Instructional coaches will analyze data, recommend additional screenings, and create intervention groups.

OCS Jr/Sr High:

The school will develop intervention groups for students not in intensive math that will meet 2x per week. The instruction will be based on both grade level and remedial standards.

Area of Focus #3

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

OCS Elementary:

4th and 5th grade ELA learning gains were 51%, compared to 60% in 24-25.

OCS Jr/Sr High:

Our school-wide ELA learning gains (60%) lowest 25% learning gains (49%) were not adequate based on PM 3 assessment data for FY26.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

OCS Elementary:

4th and 5th grade ELA learning gains for the lowest 25% will be 63% as evidenced by F.A.S.T. PM3 for the 2026-2027 school year.

OCS Jr/Sr High:

ELA learning gains and the lowest 25% learning gains will be 65% as evidenced by F.A.S.T. PM3 for the 2026-2027 school year. By May 2027, 65% of our all students and 65% of our lowest 25% will demonstrate a learning gain in ELA as measured by the Spring ELA state assessment.

Monitoring

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

OCS Elementary:

1. Weekly Professional Learning Community (PLC) Meetings [supported by instructional coaches (T1)]
2. Progress Monitoring for the Lowest 25% of Students
3. Data Reviews by School Leadership
4. Data Chats with teachers analyzing L25 student work

OCS Jr/Sr High:

1. Weekly Professional Learning Community (PLC) Meetings [supported by instructional coaches (T1)]
2. Progress Monitoring for the Lowest 25% of Students
3. Data Reviews by School Leadership
4. Collaborative PLC Integration [supported by instructional coaches (T1)]
5. Data Chats

Person responsible for monitoring outcome

Holly Vannoy, Instructional Coach, (OCS Jr/Sr High), Mike Senick and Christina Hutchinson (OCS Elementary), DeAnna Bernardo (All Campuses)

Evidence-based Intervention:

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

Description of Intervention #1:

OCS Elementary: Instructional coaching, walkthroughs, and CPs centered around L25 data and student work. OCS Jr/Sr High: Small group instruction, Intensive reading classrooms, Read 180, Imagine Learning, Instructional assistance support.

Rationale:

Intensive Reading classes provide focused instruction that strengthens foundational reading skills, comprehension, and vocabulary needed for success across all content areas. Small-group instruction allows teachers to address specific skill deficits and tailor lessons to meet individual student needs. Targeted interventions ensure students receive additional support in areas where they struggle, helping to close achievement gaps and accelerate learning. Through ongoing progress monitoring and differentiated instruction, Intensive Reading classes build student confidence, independence, and overall academic achievement.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Coaching of Intensive Reading/Intervention Teachers

Person Monitoring:

Holly Vannoy, Instructional Coach, Anna-Jeanne Lucero, Instructional Coach, Mike Senick, Assistant Principal, Christina Hutchinson, Instructional Coach, DeAnna Bernardo, Bottom

By When/Frequency:

August/Weekly

Quartile Coordinator

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

Coaches (T1) will meet with Intensive Reading Teachers (T1) and Interventionist, to unpack standards, identify explicit reading strategies that aligns with the standards, model lessons and support with lesson preparation, conduct data conversations after benchmark assessments.

Action Step #2

PLC Sessions

Person Monitoring:

Holly Vannoy, Christina Hutchinson

By When/Frequency:

August/Weekly

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

Professional Learning Communities (PLCs) through weekly Collaborative Planning (CP) sessions supported by Instructional Coaches (T1), as evidenced by teacher planning documents, differentiation, and small group plans, as measured by classroom walkthroughs and review of lesson plans.

Action Step #3

Progress Monitoring

Person Monitoring:

Holly Vannoy, Christina Hutchinson

By When/Frequency:

September/Monthly

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

1. Identify the lowest 25% of students in ELA using Spring 2026 PM3 and EOC data
2. Place students in Intensive Reading classes for additional supports.
2. Assign targeted interventions
3. Teachers and Interventionists (T1) will deliver interventions
4. Monitor student progress weekly/bi-weekly, track engagement, skill mastery, and growth.
5. Adjust intervention groups and strategies based on data to ensure alignment with individual student needs

Action Step #4

Data Review by School Leadership

Person Monitoring:

Michael Davis, Principal, OCS Jr/Sr High, Brian Dawson, Principal, OCS Elementary

By When/Frequency:

Following PM1, PM2, and Progress Monitoring

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

1. Review aggregate and disaggregated student data from PM1, PM2, and progress monitoring to assess growth toward the SIP goal
2. Evaluate the performance of the lowest 25% of students
3. Identify areas for professional development (T2) to support teachers in addressing instructional gaps
4. Adjust school-wide strategies, resources, and intervention schedules as needed based on data insights

Area of Focus #4

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

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.

OCS Elementary:

Our 3rd-5th grade ESE proficiency in ELA was at 42% and Learning Gains at 47%.

OCS Jr/Sr High:

Our ESE proficiency in ELA was at 40% and Learning Gains at 48%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

OCS Elementary:

By the end of the 2026-2027 school year, ESE students in grades 3rd-5th will achieve 55% or higher in proficiency and will achieve 60% or higher in learning gains in ELA as determined by PM3 scores.

OCS Jr/Sr High:

By the end of the 2026-2027 school year, ESE students in grades 6-12 will achieve 45% or higher in proficiency and will achieve 53% or higher in learning gains in ELA as determined by PM3 scores.

Monitoring

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

1. Throughout the school year, a Florida Inclusion Network (FIN) representative will provide training to staff members on the co-teaching model as well as Universal Design for Learning (UDL).
2. ESE teachers will actively participate in PLC sessions in the subject areas that they provide support for students.
3. Progress Monitoring data will be reviewed after PM 1, PM2. and during Progress Monitoring windows. The ESE teachers will also monitor through the use of individual IEP progress reports.

4. All ESE staff will utilize Playground IEP as a platform to write IEPs, ensure compliance, and progress monitoring for students with disabilities (IDEA).

Person responsible for monitoring outcome

Rebecca Irving, Assistant Principal, OCS Jr/Sr High, Mike Senick, Assistant Principal OCS Elementary, Charlotte Chase, Director of Student Services, Flavia Nelson (ESE Coordinator)

Evidence-based Intervention:

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

Description of Intervention #1:

Co-teaching (also known as collaborative teaching) is an instructional approach where a general education teacher and an exceptional education (special education) teacher work together in the same classroom to teach all students, including those with disabilities or special learning needs.

Rationale:

Full Inclusion for ESE Services: Full inclusion ensures students with disabilities learn alongside their peers with necessary supports. It promotes equity, peer modeling, and social-emotional growth, while meeting IDEA requirements for the least restrictive environment. Research shows inclusion can improve academic and behavioral outcomes. Targeted Differentiation Targeted differentiation by classroom teachers and interventionists (T1) tailors instruction to meet students' individual needs, readiness levels, and learning styles. It boosts engagement, closes learning gaps, and ensures all students can access and master grade-level content. Small Group Instruction Small group instruction provides focused, data-driven support in a more personalized setting. It enhances participation, allows for timely feedback, and helps build specific skills in a collaborative, low-pressure environment.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Collaborative Planning Sessions

Person Monitoring:

Rebecca Irving (Jr/Sr), Mike Senick (OCS Elementary)

By When/Frequency:

Ongoing

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

Monitor proficiency data every three weeks through Professional Learning Communities (PLCs). Monitoring: PLC agendas, meeting notes, and student data reports will be reviewed by administration to verify ongoing data analysis and instructional adjustments. Ensure consistent implementation of IEP accommodations and specially designed instruction through collaborative planning, classroom

walkthroughs, and instructional coaching. Monitoring: Classroom walkthroughs, lesson plan reviews, IEP implementation checks, and service documentation will be conducted regularly by administrators and ESE leadership.

Action Step #2

ESE Data Analysis- ELA Proficiency and Learning Gains

Person Monitoring:

Rebecca Irving (Jr/Sr), Mike Senick (OCS Elementary)

By When/Frequency:

Ongoing

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

Analyze PM1, PM2, PM3, FAST, and classroom assessment data to identify standards deficits for each ESE student.

Monitoring: Assessment data and intervention groupings will be reviewed after each FAST progress monitoring window and discussed during PLC meetings. Progress monitor ESE students bi-weekly and use data during PLCs to adjust interventions and instructional strategies. Monitoring: Progress monitoring data will be reviewed bi-weekly by teachers, ESE staff, and administrators to ensure student growth and intervention effectiveness. Monitoring: Student attendance, intervention rosters, service logs, progress-monitoring data, and tutoring participation will be reviewed regularly to evaluate the effectiveness of interventions and ensure IEP services are provided as scheduled.

Action Step #3

Targeted Walkthroughs and Lesson Plan Monitoring

Person Monitoring:

Rebecca Irving (Jr/Sr), Mike Senick (OCS Elementary)

By When/Frequency:

Ongoing

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

Ensure consistent implementation of IEP accommodations and specially designed instruction through collaborative planning, classroom walkthroughs, and instructional coaching.

Monitoring: Classroom walkthroughs, lesson plan reviews, IEP implementation checks, and service documentation will be conducted regularly by administrators and ESE leadership

Area of Focus #5

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

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.

OCS Elementary:

Our 2nd grade ESE math Learning Gains was at 33%.

Our 3rd-5th ESE proficiency in math was at 38% and Learning Gains at 49%.

OCS Jr/Sr High:

Our ESE proficiency in Math was at 39% and Learning Gains at 59%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

OCS Elementary:

By the end of the 2026-2027 school year, ESE students in 2nd grade will achieve 46% or higher in learning gains in math as determined by PM3 scores.

By the end of the 2026-2027 school year, ESE students in grades 3-5 will achieve 50% or higher in proficiency and will achieve 58% or higher in learning gains in math as determined by PM3 scores.

OCS Jr/Sr High:

By the end of the 2026-2027 school year, ESE students in grades 6-12 will achieve 44% or higher in proficiency and will achieve 64% or higher in learning gains in Math as determined by PM3 scores.

Monitoring

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

1. Throughout the school year, a Florida Inclusion Network (FIN) representative will provide training to staff members on the co-teaching model as well as Universal Design for Learning (UDL).
2. ESE teachers will participate in PLC sessions in the subject areas that they provide support for students.
3. Progress Monitoring data will be reviewed after PM 1, PM2. and during Progress Monitoring windows. The ESE teachers will also monitor through the use of individual IEP progress reports.
4. All ESE staff will utilize Playground IEP as a platform to write IEPs, ensure compliance, and progress monitoring for students with disabilities (IDEA).

Person responsible for monitoring outcome

Rebecca Irving, Assistant Principal, OCS Jr/Sr High, Michael Senick, Assistant Principal, Charlotte Chase, Director of Student Services

Evidence-based Intervention:

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

Description of Intervention #1:

Co-teaching (also known as collaborative teaching) is an instructional approach where a general education teacher and an exceptional education (special education) teacher work together in the same classroom to teach all students, including those with disabilities or special learning needs.

Rationale:

Full Inclusion for ESE Services Full inclusion ensures students with disabilities learn alongside their peers with necessary supports. It promotes equity, peer modeling, and social-emotional growth, while meeting IDEA requirements for the least restrictive environment. Research shows inclusion can improve academic and behavioral outcomes. Targeted Differentiation Targeted differentiation by classroom teachers and interventionists (T1) tailors instruction to meet students' individual needs, readiness levels, and learning styles. It boosts engagement, closes learning gaps, and ensures all students can access and master grade-level content. Small Group Instruction Small group instruction provides focused, data-driven support in a more personalized setting. It enhances participation, allows for timely feedback, and helps build specific skills in a collaborative, low-pressure environment.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Collaborative Planning Sessions

Person Monitoring:

Rebecca Irving (Jr/Sr), Mike Senick (OCS Elementary)

By When/Frequency:

Ongoing

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

Monitor proficiency data every three weeks through Professional Learning Communities (PLCs). Monitoring: PLC agendas, meeting notes, and student data reports will be reviewed by administration to verify ongoing data analysis and instructional adjustments. Ensure consistent implementation of IEP accommodations and specially designed instruction through collaborative planning, classroom walkthroughs, and instructional coaching. Monitoring: Classroom walkthroughs, lesson plan reviews, IEP implementation checks, and service documentation will be conducted regularly by administrators and ESE leadership.

Action Step #2

ESE Data Analysis- Math Proficiency and Learning Gains

Person Monitoring:

Rebecca Irving (Jr/Sr), Mike Senick (OCS

By When/Frequency:

Ongoing

Elementary)

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

Analyze PM1, PM2, PM3, FAST, and classroom assessment data to identify standards deficits for each ESE student.

Monitoring: Assessment data and intervention groupings will be reviewed after each FAST progress monitoring window and discussed during PLC meetings. Progress monitor ESE students bi-weekly and use data during PLCs to adjust interventions and instructional strategies. Monitoring: Progress monitoring data will be reviewed bi-weekly by teachers, ESE staff, and administrators to ensure student growth and intervention effectiveness. Monitoring: Student attendance, intervention rosters, service logs, progress-monitoring data, and tutoring participation will be reviewed regularly to evaluate the effectiveness of interventions and ensure IEP services are provided as scheduled.

Action Step #3

Targeted Walkthroughs and Lesson Plan Monitoring

Person Monitoring:

Rebecca Irving (Jr/Sr), Mike Senick (OCS Elementary)

By When/Frequency:

Ongoing

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

Ensure consistent implementation of IEP accommodations and specially designed instruction through collaborative planning, classroom walkthroughs, and instructional coaching. Monitoring: Classroom walkthroughs, lesson plan reviews, IEP implementation checks, and service documentation will be conducted regularly by administrators and ESE leadership. Develop an individual math intervention plan for every Level 1 and Level 2 ESE student. Monitoring: Intervention plans will be reviewed quarterly by administrators and ESE staff to ensure interventions are implemented and adjusted based on student progress. Provide extended learning opportunities through remedial math, intervention groups, and before- or after-school tutoring for non-proficient ESE students. An ESE-certified teacher will provide specially designed instruction and ESE services within intensive reading and intervention classrooms to ensure students receive individualized support aligned to their IEPs.

IV. Positive Learning 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.

OCS Jr/Sr High:

Increase Odyssey Jr/Sr High Teachers in attendance to at least 90% of staff on campus daily (2024 attendance rate - 35% of staff missed 10 days or more).

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:

% of the Odyssey Elementary Teachers in attendance % of the time everyday.

OCS Jr/Sr High:

70% of the Odyssey Jr/Sr High Teachers in attendance 90% of the time everyday.

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:**1. Monthly Data Collection**

- Use your HR or attendance tracking system to pull monthly reports of absences (both excused and unexcused).
- Track by individual staff, department/grade level, and building-wide totals.

2. Trend Analysis

- Compare monthly attendance rates to past months or years.
- Identify seasonal patterns or spikes (e.g., flu season, testing periods).
- Flag staff with chronic absenteeism (e.g., more than 2 days/month or 10+ days/year).

3. Communication & Feedback

- Share attendance dashboards or summaries with leadership teams and department heads.
- Discuss attendance during staff or leadership meetings.
- Use data to guide conversations with individuals whose attendance is a concern.

4. Documentation

- Maintain records of all attendance-related communications and interventions.
- Ensure compliance with district or union policies regarding documentation.

5. Follow-up Actions

- Implement support plans (e.g., HR check-ins, wellness referrals) as needed.
- Use the data to inform incentives or recognition programs for strong attendance.

Person responsible for monitoring outcome

Michael Davis, Principal (OCS Jr/Sr High), Brian Dawson, Principal (OCS Elementary)

Evidence-based Intervention:

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

Description of Intervention #1:

Implement a structured process that recognizes and analyzes staff attendance on a monthly and quarterly basis.

Rationale:

Teacher attendance plays a critical role in student performance because consistent teacher presence provides stability, continuity of instruction, and stronger relationships with students. When teachers are regularly in the classroom, students benefit from high-quality instruction, timely feedback, and increased engagement in learning. Higher teacher attendance is associated with improved student achievement, as it minimizes disruptions and ensures students receive consistent academic support throughout the school year.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data Collection

Person Monitoring:

Michael Davis

By When/Frequency:

Quarterly

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

Use an attendance tracking system to pull monthly reports of absences (both excused and unexcused). Track by individual staff, department/grade level, and building-wide totals.

Action Step #2

Documentation and Follow-Up Actions

Person Monitoring:

Michael Davis

By When/Frequency:

On-Going

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

Maintain records of all attendance-related communications and interventions. Ensure compliance with district or union policies regarding documentation. Implement support plans (e.g., HR check-ins, wellness referrals) as needed. Use the data to inform incentives or recognition programs for strong attendance.

Action Step #3

Mission and Vision**Person Monitoring:**

Michael Davis

By When/Frequency:

On-Going

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

- Regularly communicate how teacher attendance directly contributes to student outcomes, using data or stories (e.g., “Consistent teacher presence correlates with 10% higher student engagement in our district”).
- Host staff meetings or professional development sessions to reinforce the idea that showing up is a commitment to students, colleagues, and the school’s reputation.

Area of Focus #2

Other: Increasing Breakfast and Lunch Participation

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.

Healthy nutrition supports the whole child by fueling learning, focus, and overall well-being. Proper nutrition helps students maintain positive energy, mood, and behavior, creating a strong foundation for academic success. By promoting healthy eating habits, our school fosters lifelong wellness and supports students in reaching their full potential.

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.

Odyssey Charter School Elementary Campus

Odyssey Charter Elementary will increase student participation in school meal programs by improving access, promotion, and engagement in both breakfast and lunch services. Breakfast participation will increase from 37% to 55%. Lunch participation will increase from 66% to 75%, supporting improved student wellness, readiness to learn, and academic achievement.

Odyssey Charter Jr. Sr.

Odyssey Charter Jr./Sr. will increase student participation in school meal programs by improving access, promotion, and engagement in both breakfast and lunch services. Breakfast participation will increase from 42% to 55% for one student group and from 20% to 50% for a second student group during the 2026–2027 school year. Lunch participation will increase from 68% to 75% and from 63% to 70%, supporting improved student wellness, readiness to learn, and academic achievement.

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.

Odyssey Charter School Elementary

1. Increase Breakfast Participation

Odyssey Charter School Elementary will increase student access to and participation in school breakfast through strategic meal service locations, active staff supervision, consistent meal promotion, and daily communication of menu options. Staff members will actively encourage students to eat breakfast during arrival procedures to support student wellness, readiness to learn, and academic success.

2. Improve Lunch Access and Efficiency

The school will provide multiple lunch service opportunities and structured supervision to ensure efficient meal distribution, reduce congestion, and maintain a safe and positive dining environment. Strategic scheduling, designated service areas, and high-interest menu options will increase student participation while supporting respectful behavior and timely transitions.

3. Monitor and Sustain Program Success

School leaders will regularly review breakfast and lunch participation data to evaluate effectiveness and make data-driven adjustments to meal service practices. Ongoing staff training, accountability measures, and consistent implementation of meal promotion efforts will ensure continued growth in student participation and overall wellness.

Odyssey Charter Jr/Sr High

1. Increase Breakfast Participation

Odyssey Charter Jr./Sr. will increase student access to and participation in school breakfast through strategic meal service locations, active staff supervision, consistent meal promotion, and daily communication of menu options. Staff members will actively encourage students to eat breakfast during arrival procedures to support student wellness, readiness to learn, and academic success.

2. Improve Lunch Access and Efficiency

The school will provide multiple lunch service opportunities and structured supervision to ensure efficient meal distribution, reduce congestion, and maintain a safe and positive dining environment. Strategic scheduling, designated service areas, and high-interest menu options will increase student participation while supporting respectful behavior and timely transitions.

3. Monitor and Sustain Program Success

School leaders will regularly review breakfast and lunch participation data to evaluate effectiveness and make data-driven adjustments to meal service practices. Ongoing staff training, accountability

measures, and consistent implementation of meal promotion efforts will ensure continued growth in student participation and overall wellness.

Person responsible for monitoring outcome

Barb Diaz, Cindy Chapman, Lisa Desmaris, Ben Horsley

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Person Monitoring:

By When/Frequency:

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

Area of Focus #3

Other: Family Engagement

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.

OCS Elementary:

Increase meaningful family engagement and participation in Title 1 nights, the Read Aloud Program, Parents as Partners organization (PasP), and various newsletters by providing opportunities for families to access information, resources, and support that promote student success.

OCS Jr/Sr High:

Increase meaningful family engagement and participation in college, career, and academic readiness initiatives by providing opportunities for families to access information, resources, and support that

promote student success and postsecondary planning.

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 2027, Odyssey Elementary School will increase family participation in Title 1 nights, the Read Aloud Program, Parents as Partners organization (PasP), and various newsletters by 10% compared to the 2025–2026 school year, as measured by sign-in sheets, event attendance records, and parent participation data.

OCS Jr/Sr High:

By May 2027, Odyssey Jr./Sr. High School will increase family participation in college, career, and academic planning events by 10% compared to the 2025–2026 school year, as measured by sign-in sheets, event attendance records, and parent participation data.

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.

Odyssey Elementary:

Odyssey Elementary School will monitor family engagement through attendance records, sign-in sheets, and participation data collected at all family engagement events. Parent feedback surveys and quarterly reviews of Title I planner usage will be used to measure the effectiveness of engagement activities and family communication. The leadership team will analyze data quarterly to track progress toward the goal and adjust outreach strategies as needed.

Odyssey Jr/Sr High:

Odyssey Jr./Sr. High School will monitor family engagement through attendance records, sign-in sheets, and participation data collected at all family engagement events. Parent feedback surveys and quarterly reviews of Title I planner usage will be used to measure the effectiveness of engagement activities and family communication. The leadership team will analyze data quarterly to track progress toward the goal and adjust outreach strategies as needed.

Person responsible for monitoring outcome

Jessica Gilmore and Nancy Schuler (Jr/Sr High), Mike Senick (OCS Elementary)

Evidence-based Intervention:

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

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

Description of Intervention #1:

OCS Elementary: Provide clear and increased communication home to parents about Title 1 nights, the Read Aloud Program, Parents as Partners organization (PasP), and various newsletters

Rationale:

Research consistently demonstrates that family engagement is a critical factor in student academic success. Studies have found that when families are actively involved in their children's education, students earn higher grades, attend school more regularly, demonstrate better behavior, and are more likely to graduate and pursue postsecondary education. Henderson and Mapp's synthesis of more than 50 research studies concluded that family involvement has a positive and significant impact on student achievement across all grade levels and demographic groups, particularly when families support learning at home and maintain strong communication with schools. Schools that provide intentional opportunities for family participation, such as academic information nights, college and career readiness events, and home-school communication tools, foster stronger partnerships that contribute to improved student outcomes. Therefore, implementing a comprehensive family engagement program supports both academic achievement and long-term student success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Family Engagement Events

Person Monitoring:

Brandy Griswell (OCS Jr/Sr High), Mike Senick (OCS Elementary)

By When/Frequency:

On-going

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

Odyssey Elementary will strengthen family engagement through the implementation of the following activities and events:

1. Title I Family Nights to provide families with information regarding Title I programs, academic resources, and strategies to support student achievement at home. (Literacy Night, Math Night, Science Night, New Parent Info events, VPK to K transition night, Bingo for Books, etc.)
2. Open House Events to build relationships between families, teachers, and school staff while sharing academic expectations and available support services.
3. Student Planners Provided through Title I Funds to enhance home-school communication, increase student organization, and encourage ongoing family involvement in monitoring academic progress (T1).
4. The annual OCS Elementary Fall Festival
5. Conference nights

Odyssey Jr./Sr. High School will strengthen family engagement through the implementation of the following activities and events:

- Dual Enrollment Family Night to inform students and families about dual enrollment opportunities, eligibility requirements, benefits, and enrollment procedures.
- Common Application Night to support students and families through the college application process and provide assistance with application completion.
- FAFSA Night to guide families in completing the Free Application for Federal Student Aid and understanding financial aid opportunities.
- College Board and Scholarship Night to educate families on SAT/PSAT resources, scholarship searches, application timelines, and postsecondary funding opportunities.
- College and Career Fair to connect students and families with colleges, universities, technical schools, military representatives, and career professionals.
- Title I Family Night to provide families with information regarding Title I programs, academic resources, and strategies to support student achievement at home.
- Open House Events to build relationships between families, teachers, and school staff while sharing academic expectations and available support services.
- Student Planners Provided through Title I Funds to enhance home-school communication, increase student organization, and encourage ongoing family involvement in monitoring academic progress (T1).

Action Step #2

Increase communication with families

Person Monitoring:

Mike Senick

By When/Frequency:

On-going

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

OCS Elementary will utilize social media and the Focus platform to more consistently communicate with parents about Title 1 nights, the Read Aloud Program, Parents as Partners organization (PasP), and various newsletters. OCS Elementary will review the events calendar weekly during leadership meetings to ensure timely communication about family centered events. OCS Elementary will continue to encourage the use of the Title 1 planner to communicate schoowide events with families.

Area of Focus #4

Other: Wellness

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.

Current student participation in PE course selections indicates room for growth in fostering a culture of wellness. By leveraging Title IV funding to support wellness field trips, acquiring TRX equipment to enhance PE activities, and providing professional development for staff, the school aims to improve student engagement and promote lifelong healthy habits for Odyssey stakeholders.

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.

- Successfully implement at least two wellness field trips funded by Title IV by June 2027.
- Integrate TRX equipment into at least 75% of HOPE classes, with positive student feedback collected via student surveys.

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 PE department, in collaboration with school administration and the wellness committee, will monitor participation data monthly, track Title IV fund usage, and evaluate the impact of TRX equipment and professional development to ensure progress toward the wellness goal.

Person responsible for monitoring outcome

Rebecca Irving/Leslie Maloney

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

1. Enhanced PE Course Offerings: Expand and diversify PE course selections to include options such as yoga, weight lifting, stretching and flexibility, and a variety of team sports, appealing to varied student interests. 2. Title IV Funding Utilization: Allocate Title IV funds to organize wellness-focused field trips (e.g., hiking, fitness workshops, etc.) to provide experiential learning opportunities. 3. TRX Equipment Integration: Incorporate TRX fitness equipment into PE classes to offer interactive, technology-driven activities that increase student engagement. 4. Professional Development: Provide staff training on innovative wellness strategies, including inclusive PE activities, to enhance student

participation. 5. Student and Family Engagement: Promote wellness through school-wide campaigns and family wellness events to encourage student enrollment in PE courses.

Person Monitoring:

Leslie Maloney/Rebecca Irving

By When/Frequency:

On-going

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

1. Monthly PLC's for PE.
2. Review of PE lessons, communication quarterly
3. PD's and sign in sheets throughout the year.

Area of Focus #5

Other: Library Book Checkout

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.

OCS Elementary will increase student check out of high quality children's literature in all grades K-5. The primary objective of the OCS Elementary media center is to cultivate a robust literacy environment that prepares students for the increasing demands of higher-level academic work. While fostering a love for reading remains our top priority, shifting focus toward high-quality, text rich literature offers significant developmental advantage.

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.

During the 2025–2026 school year, the top ten books checked out at every grade level were graphic novels. Our goal is to shift this trend: by the end of the 2026–2027 school year, at least eight of the top ten books checked out at each grade level will be high-quality children's literature.

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 media specialist will track the circulation data every month. This will help us identify which specific titles are succeeding and which are sitting on the shelf.

Person responsible for monitoring outcome

Media Specialist, Jennifer Moton, and Wendi Nolder (OCS Elementary)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

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

Description of Intervention #1:

The OCS Elementary library program will include active engagement, such as book talks, reading aloud, and direct media specialist guidance, rather than simply providing access to high quality children's literature.

Rationale:

Our strategic goal is to diversify students' reading diets by increasing the circulation of high-quality children's literature. Moving toward more text-rich narratives is essential for building the cognitive stamina required for academic success, as these works require students to move beyond explicit visual cues to develop internal visualization, deeper inference skills, and sustained focus. By curating a library collection that emphasizes complex prose, we aim to challenge our students' linguistic range and expand their capacity for critical thinking. This initiative is intended to provide a necessary 'ladder' of literacy that prepares students to handle the increasing density and narrative complexity of upper-grade curricula.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Create Engaging Book Displays

Person Monitoring:

Media Specialist, Ms. Moton

By When/Frequency:

on-going

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

The media specialist will create engaging book displays of high quality children's literature built around authors or themes that are appropriate for elementary students. These displays will also be strategically positioned to attract student attention and be easily accessible during book checkout times.

Action Step #2

Shift the Media Specialists role to that of a literary promoter

Person Monitoring:

Media Specialist, Ms. Moton

By When/Frequency:

on-going

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

Dedicate a portion of every class visit to a high-energy "book-talk" for one specific high-quality children's book or author. Consistently showcase the narrative excitement of prose heavy books to create "must-read" excitement around these books.

Area of Focus #6

Student 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.

OCS Elementary is committed to reducing the percentage of students with an attendance rate below 90% for the school year. For the 2024–2025 school year, OCS Elementary identified that 15% of our student population fell into this chronic absenteeism category. Because poor attendance is a major contributing factor to student academic struggles, addressing this gap is critical to ensuring our students' long-term academic success.

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.

For the 2024–2025 school year, OCS Elementary identified that 15% of our student population fell into this chronic absenteeism category. For the 2025–2026 school year, our goal is to reduce this number to 10% or fewer.

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.

Monitoring will be conducted through focus attendance reports and quarterly leadership meetings.

Person responsible for monitoring outcome

Ms. Warren (Attendance Secretary), Kayla Senick (Social Worker)

Evidence-based Intervention:

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

Description of Intervention #1:

OCS Elementary will continue to promote a culture of attendance, monitor attendance closely, and problem solve with families to address barriers.

Rationale:

Extensive educational research demonstrates a direct, compounding link between early school attendance and long-term academic success. Studies from organizations like Attendance Works and the U.S. Department of Education show that chronic absenteeism (missing 10% or more of the school year) in kindergarten and first grade strongly predicts lower reading and math proficiency by the third grade. Because early elementary education focuses heavily on sequential, foundational skills, missing consecutive days creates learning gaps that are highly difficult to close. Furthermore,

longitudinal data indicates that poor attendance patterns established in elementary school often persist into middle and high school, serving as a primary early warning indicator for student disengagement and lower high school graduation rates.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Train New Attendance Secretary

Person Monitoring:

Ms. Herasme

By When/Frequency:

Initial-July, Ongoing as needed

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

The new attendance secretary will receive comprehensive training on how to pull daily, weekly, and monthly attendance reports using Focus. They will also be trained on our 3-day and 5-day absence contact protocols, which include teacher phone calls home, as well as sending official attendance letters and emails to families. Additionally, the training will cover how to coordinate and facilitate parent-school attendance problem-solving meetings alongside the school social worker. Emphasis will be placed on running these meetings with a collaborative, rather than combative, tone to best partner with families. Finally, the secretary will be trained to identify early warning signs so they know exactly when to loop in the school social worker for intervention before a student's absenteeism becomes chronic.

Action Step #2

Utilize the School Social Worker to address attendance barriers

Person Monitoring:

Kayla Senick (Social Worker)

By When/Frequency:

Ongoing

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

The school social worker will be an active participant in all formal attendance meetings, partnering with families, teachers, the transportation department, and other key stakeholders to identify and resolve barriers to student attendance. To take a proactive approach, the social worker will also conduct early outreach phone calls to parents as soon as attendance concerns emerge. This initial contact aims to open a supportive line of communication and intervene before absences trigger a mandatory in-person meeting, ultimately working to prevent chronic absenteeism before it takes root.

Action Step #3

Address possible gaps in communication in the attendance monitoring process

Person Monitoring:

Nancy Herasme (Office Registrar), Mike Senick (AP)

By When/Frequency:

Ongoing

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

The office registrar and Assistant Principal will proactively work with all relevant stakeholders to bridge communication gaps that prevent the school from addressing attendance issues before they become chronic. This process includes ensuring that teachers conduct outreach whenever a student is absent for more than two consecutive days, properly document those communications, and immediately pass any relevant insights along to the attendance secretary and school social worker. Furthermore, leadership will ensure that all stakeholders attending in-person attendance meetings are fully prepared and arrive ready to engage with families in a spirit of collaboration.

Action Step #4

Track the use of parent notes for excusing absences

Person Monitoring:

Nancy Herasme (Office Registrar), Mike Senick
(Assistant Principal)

By When/Frequency:

Ongoing

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

The attendance secretary will run monthly reports to track and monitor the use of parent-written notes for excused absences. In alignment with district policy, parents may submit parent notes to excuse up to 10 missed days per school year without requiring a doctor's note. Additionally, the school leadership team will cross-reference and analyze the academic performance of students who show a high frequency of these parent-excused absences, allowing us to identify and address any underlying learning gaps or attendance patterns early.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Odyssey Charter School (K–12) is committed to maintaining transparent communication and meaningful collaboration with students, families, staff, community partners, and other stakeholders throughout the implementation of the 2026–2027 School Improvement Plan (SIP). The School Improvement Plan, Title I Schoolwide Plan, and any applicable federal program budgets are made publicly available on the school's website. The school maintains a comprehensive website <https://odysseyschools.com/ocs.html#> and <https://odysseyschools.com/jrsr.html#> with resources designed to help families stay informed and engaged. Parents can access key documents—including the School Improvement Plan (SIP)—under the "About Us" section, specifically within "School Reports."

The development of the SIP is a collaborative process. During the summer, school leadership, reviews school performance data, stakeholder survey results, state assessment data, graduation indicators, attendance, discipline, and progress monitoring results to identify priorities for improvement. The draft SIP is first shared with team leads in July, then presented to teachers in August and parents in September. During these meetings, school performance data is reviewed and analyzed using a structured data dive protocol. Teachers collaborate to identify trends and determine next steps for instructional improvement. Parents are also provided access to the same data and invited to offer feedback. Their input is collected, reviewed, and incorporated into the SIP, with adjustments made to action steps as necessary.

Throughout the school year, progress toward SIP goals is monitored during leadership meetings, Professional Learning Community (PLC) meetings, PsAP meetings, and faculty meetings. Mid-year

reviews following Progress Monitoring (PM2) and end-of-year reviews following PM3 and statewide assessment results allow the leadership team to evaluate implementation fidelity and make adjustments as needed. At these times, another data dive is conducted with staff, and updates to the SIP are made. This continuous cycle of review, reflection, and adjustment ensures that the SIP remains relevant and responsive to student needs.

To ensure equitable access, the SIP is available electronically on the school website and in hard copy upon request. Translation and interpretation services are available to families whose primary language is not English so that all stakeholders can meaningfully participate in the school improvement process.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Odyssey Charter School believes that strong partnerships among families, educators, and the community are essential to improving student achievement and supporting the whole child. The school's mission emphasizes academic excellence while developing students intellectually, physically, emotionally, spiritually, and socially.

The school promotes family engagement through multiple opportunities, including, Title I Family Engagement activities, curriculum nights, college and career readiness events, financial aid workshops, literacy and STEM activities, volunteer opportunities, and regular Parents as Partners (PsAP) meetings.

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

Teachers and administrators maintain ongoing communication with families through email, phone calls, the student information systems, school newsletters, social media, LanguageLine interpretation system, and the school website. Parents have continuous access to student grades, attendance, assignments, and academic progress through the school's online parent portal.

School counselors, the McKinney-Vento Homeless Liaison, ESOL staff, ESE staff, and student support personnel collaborate with families to address academic, attendance, behavioral, social-emotional, and basic needs that may affect student success. Community partnerships with local businesses, faith-based organizations, colleges, health providers, civic organizations, and social service agencies further expand opportunities for students and families.

The Parent and Family Engagement Plan (PFEP) is reviewed annually with stakeholder input and is available on the school website in accordance with federal requirements.

Information on parent involvement opportunities, volunteering, and school updates is available on our website: <https://odysseyschools.com/ocs.html#> and <https://odysseyschools.com/jrsr.html#> . We believe that by working together in partnership, we can create a nurturing, high-achieving environment where every student thrives.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Odyssey Charter School will continue implementing a comprehensive Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, attendance, and social-emotional data to identify student needs early and provide increasingly intensive interventions. MTSS teams will regularly review data for all student subgroups, including ELL and ESE students, to ensure interventions are effective and achievement gaps are reduced.

General education teachers, ESE Director, ESE teachers, instructional coaches, and administrators will collaborate to ensure instructional planning reflects the needs of students with disabilities through co-teaching, differentiated instruction, progress monitoring, and the implementation of evidence-based practices. Student performance data, IEP goals, classroom assessments, and statewide assessment results will be reviewed regularly to monitor progress and adjust instruction as needed. The LEA's federal programs are implemented through ongoing collaboration among federal, state, and local initiatives to ensure coordinated services and maximize the impact of available resources. The Director of Federal Programs works closely with LEA and school leadership to ensure that federal funds supplement and enhance, rather than supplant, state and local programs, while maintaining full compliance with federal requirements.

The LEA's Director of Professional Learning, whose position is supported through Title II, Part A and Title IV, Part A funding, collaborates with school administrators and instructional leaders to design, coordinate, and evaluate high-quality, job-embedded professional learning aligned to school

improvement priorities. As a former school principal, the Director brings extensive instructional leadership experience to ensure that professional learning is evidence-based, responsive to staff needs, and focused on improving educator effectiveness and increasing student achievement. The LEA's social workers collaborate with school administrators, counselors, teachers, and families to address students' social, emotional, behavioral, and attendance needs. They also play a vital role in strengthening parent and family engagement by connecting families with community resources, providing individualized support, and promoting meaningful partnerships between home and school. The LEA's ESOL and Exceptional Student Education (ESE) staff work collaboratively with instructional personnel to ensure that English Learners, immigrant students, students with disabilities, and students experiencing homelessness receive equitable access to high-quality instruction, specialized supports, and appropriate accommodations. Through coordinated planning, progress monitoring, and targeted interventions, these teams help remove barriers to learning and ensure that all students have the opportunity to meet Florida's academic standards and achieve long-term academic success.

Professional learning will continue to focus on evidence-based instructional practices aligned with the National Center for Urban School Transformation (NCUST) research and Odyssey's Core Set of Learning Strategies. Professional development will emphasize:

- Standards-aligned instruction using the Florida B.E.S.T. Standards.
- Clear learning targets and success criteria.
- Academic vocabulary development.
- Student engagement and higher-order questioning.
- Checking for understanding and formative assessment.
- Data-driven instructional decision making.
- Differentiated instruction and intervention.
- Effective feedback practices.
- Evidence-based literacy strategies across all content areas.

Weekly Professional Learning Community (PLC) meetings will provide structured opportunities for teachers to:

- Analyze Progress Monitoring and classroom assessment data.
- Develop common instructional strategies.
- Plan standards-based lessons.
- Design interventions and enrichment opportunities.
- Review student work.
- Monitor progress toward SIP goals.

Instructional coaches and school administrators will conduct regular classroom walkthroughs and learning walks using established instructional look-for tools. Feedback will be timely, collaborative,

and focused on continuous instructional improvement.

Students requiring additional academic support will participate in targeted intervention during dedicated acceleration periods using evidence-based instructional programs. Students demonstrating advanced proficiency will receive enrichment opportunities that promote critical thinking, problem solving, and college and career readiness.

Odyssey Charter School will continue implementing a Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, attendance, and social-emotional data to identify student needs early and provide appropriate interventions.

Technology resources, digital instructional platforms, adaptive learning programs, and personalized learning tools will support differentiated instruction, intervention, enrichment, accessibility, and student engagement across all grade levels. These resources will provide teachers with real-time student performance data to personalize instruction and support continuous improvement toward the goals identified in the School Improvement Plan.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

As a Local Educational Agency (LEA), Odyssey Charter School develops and implements its School Improvement Plan through the coordinated integration of federal, state, and local programs designed to improve student outcomes.

The SIP is aligned with the goals and activities supported through:

- Title I, Part A
- Title II, Part A
- Title III, Part A
- Title IV, Part A
- IDEA, Part B
- McKinney-Vento Homeless Education Program
- National School Lunch Program (NSLP)
- Career and Technical Education (CTE) programs

- School Counseling Program
- Multi-Tiered System of Supports (MTSS)
- School Safety and Mental Health initiatives

The leadership team collaborates with federal program staff, instructional leaders, counselors, ESE personnel, ESOL staff, the Homeless Liaison, families, community organizations, and local business partners to ensure coordinated planning and efficient use of available resources.

Student achievement data, attendance, discipline, graduation rates, college and career readiness indicators, stakeholder feedback, and program evaluations are reviewed regularly to monitor implementation and measure effectiveness. Federal resources are strategically aligned to support evidence-based instructional practices, professional learning, student interventions, family engagement, and schoolwide continuous improvement.

This integrated approach ensures that all available resources work together to support Odyssey Charter School's mission of preparing every student for academic success, responsible citizenship, and lifelong learning while meeting the requirements of a Title I Schoolwide Program for the 2026–2027 school year.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Odyssey Charter School takes a comprehensive, whole-child approach to ensuring that all students develop the social, emotional, behavioral, and life skills necessary for academic success and long-term well-being. The school provides a continuum of counseling, school-based mental health services, specialized support services, mentoring opportunities, and family engagement initiatives designed to address students' individual needs and remove barriers to learning.

The LEA's federal programs have ongoing collaboration between state, local and federal programs. The LEA's Director of Professional Learning, funded through Title II and Title IV programs. As a former principal the Director of Professional Learning is key to ensuring all professional learning activities are designed to improve student achievement. The LEA's social workers support behavioral and parent and family engagement. The LEA's ESOL and ESE staff provide additional support to special populations such as ELL, Immigrant, ESE and students experiencing homelessness. The school's full-time social worker provides individual and small-group counseling focused on social-emotional learning, emotional regulation, conflict resolution, coping strategies, self-advocacy, attendance, and behavioral supports. The social worker also collaborates with families, community agencies, and school personnel to connect students with additional mental health and social services when needed. Students experiencing homelessness, foster care, family crises, or other significant challenges receive coordinated case management and support to ensure equitable access to educational opportunities.

School counselors, administrators, teachers, and student support staff work collaboratively through a Multi-Tiered System of Supports (MTSS) to identify students requiring additional academic, behavioral, or social-emotional interventions. Students with disabilities, English Language Learners, and other identified subgroups receive specialized services and individualized supports to promote success both inside and outside the classroom.

Odyssey's Healthy School Model further promotes students' physical, social, and emotional wellness through health education, nutrition initiatives, physical activity, mindfulness practices, and opportunities to build positive relationships and leadership skills. Students participate in mentoring, character education, service-learning activities, and school-wide positive behavior initiatives that foster responsibility, perseverance, empathy, collaboration, and respect.

To build staff capacity, the school provides ongoing professional learning for teachers, administrators, and support personnel on topics such as trauma-informed practices, youth mental health awareness, suicide prevention, de-escalation strategies, social-emotional learning, and creating safe, supportive learning environments. These efforts help ensure that staff are equipped to recognize student needs early, provide appropriate interventions, and cultivate a positive school climate where all students can thrive academically, socially, and emotionally.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Odyssey Charter School prepares students for postsecondary education, career readiness, and lifelong success through a comprehensive program of academic planning, career exploration, and individualized student support. Beginning in the secondary grades, students receive guidance in identifying their interests, strengths, and future goals through academic advising, career awareness activities, and ongoing college and career planning. Students and families are provided information about graduation requirements, diploma designations, postsecondary education options, career pathways, financial aid resources, and workforce opportunities.

The school expands access to rigorous coursework that prepares students for college and careers by offering opportunities for eligible secondary students to earn postsecondary credit while still in high school through accelerated coursework, including Dual Enrollment, Advanced Placement (AP), Advanced International Certificate of Education (AICE), and industry certification opportunities, as available. School counselors work closely with students to develop individualized academic plans that align with their postsecondary goals and ensure students are aware of available pathways leading to college, technical education, military service, apprenticeships, or direct entry into the workforce. For students with disabilities, transition planning is an integral component of the Individualized Education Program (IEP) process. Beginning no later than age 12, students complete age-appropriate transition assessments and interest inventories to identify postsecondary education, employment, and independent living goals. During IEP meetings, the IEP team collaborates with students and families to develop measurable postsecondary goals and transition services. Graduation options, diploma designations, the opportunity to defer receipt of a standard diploma when appropriate, and available community agencies, vocational rehabilitation services, postsecondary education programs, and employment resources are discussed to support successful transitions from school to adult life.

Through these coordinated supports, Odyssey Charter School ensures that all students are equipped with the knowledge, skills, and opportunities necessary to successfully transition to postsecondary education, career training, military service, or the workforce.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Odyssey Charter School (OCS) implements a comprehensive schoolwide Multi-Tiered System of Supports (MTSS) to proactively prevent and address problem behavior while providing early intervening services that are coordinated with the requirements of the Individuals with Disabilities Education Act (IDEA). The MTSS framework uses academic, behavioral, attendance, and social-emotional data to identify student needs, implement evidence-based interventions, monitor progress, and adjust supports to ensure every student has equitable access to a safe, positive, and supportive learning environment.

Tier I – Universal Prevention and Positive School Climate

At the universal level, OCS establishes a positive, inclusive school culture that promotes appropriate behavior, student engagement, and social-emotional wellness for all students. Schoolwide Tier I supports include:

- Positive Discipline practices that are kind and firm, foster mutual respect, build students' sense of belonging and significance, promote long-term positive behavior, teach essential social and life skills, and empower students to recognize their strengths and capabilities.
- Social-Emotional Learning (SEL) integrated throughout the instructional program to strengthen self-awareness, self-management, responsible decision-making, relationship skills, and conflict resolution.
- Professional Learning for Staff focused on Positive Discipline, trauma-informed practices, classroom management, de-escalation techniques, restorative practices, and effective implementation of the MTSS framework.
- Schoolwide behavioral expectations that are consistently taught, modeled, reinforced, and monitored across all grade levels.
- Universal student supports, including school counselors and social workers who provide classroom guidance lessons, prevention activities, crisis response, and consultation with teachers and families to strengthen students' social-emotional well-being.

Students with disabilities and other identified needs receive accommodations, specialized instruction, related services, and behavioral supports as outlined in their Individualized Education Programs (IEPs) or Section 504 Plans to ensure equitable access to instruction.

Tier II – Targeted Interventions

Students who require additional behavioral or social-emotional support receive targeted interventions based on data collected through the MTSS process. Tier II supports may include:

- Small-group social skills, self-regulation, conflict resolution, or anger management interventions.
- Behavioral contracts, point sheets, and daily behavior monitoring.
- Check-In/Check-Out systems and regular meetings with school leadership.
- Mentoring opportunities that provide positive adult relationships and individualized encouragement.
- Short-term counseling and skill-building groups facilitated by school counselors or social workers.
- Parent conferences and family engagement activities designed to strengthen home-school collaboration.

Student progress is monitored regularly to determine the effectiveness of interventions and whether additional support is needed.

Tier III – Intensive Individualized Supports

Students demonstrating persistent behavioral or social-emotional needs receive individualized interventions designed to address the underlying causes of behavior and improve student outcomes. Intensive supports may include:

- Functional Behavioral Assessments (FBAs) to identify factors contributing to challenging behaviors.
- Individualized Behavior Intervention Plans (BIPs) based on assessment results.
- Individual counseling and intensive case management provided by school counselors and social workers.
- Coordination with school psychologists, Exceptional Student Education (ESE) staff, behavior specialists, and outside community agencies when appropriate.
- Crisis intervention, threat assessment procedures when warranted, and wraparound services that address academic, behavioral, social-emotional, attendance, and family needs.

Coordination of Early Intervening Services

Consistent with IDEA, OCS provides coordinated early intervening services to support students before more intensive special education services become necessary. These services include:

- Ongoing screening, progress monitoring, and analysis of academic, behavioral, attendance,

and social-emotional data to identify students needing additional support.

- A multidisciplinary MTSS/Problem-Solving Team that meets at least every six weeks to review student data, evaluate intervention effectiveness, and make informed decisions regarding additional supports.
- Collaboration among general education teachers, ESE teachers, school administrators, counselors, social workers, school psychologists, and families to develop and implement intervention plans.
- Referrals to community-based mental health providers and family support services when additional resources are needed.
- Continuous communication with parents regarding intervention plans, student progress, and available school and community resources.

Through this comprehensive, data-driven MTSS framework, OCS promotes positive student behavior, strengthens social-emotional development, provides timely early intervening services, and ensures coordination with IDEA requirements to improve 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional Learning and Other Activities

Odyssey Charter School is committed to providing ongoing, job-embedded professional learning that strengthens instructional practices, promotes data-driven decision-making, and supports the recruitment and retention of highly effective educators. Professional learning opportunities are aligned with the school's School Improvement Plan, LEA and state priorities, student achievement data, and the needs of instructional staff.

Teachers, paraprofessionals, instructional coaches, and school leaders participate in a comprehensive professional learning program that includes pre-service training, professional learning communities (PLCs), instructional coaching, classroom observations with feedback, mentoring for new teachers, and targeted workshops throughout the school year. Professional development focuses on evidence-based instructional strategies, differentiated instruction, standards-based planning, effective classroom management, and the integration of educational technology to enhance student learning.

Instructional staff receive ongoing training in analyzing and using multiple sources of student data, including FAST Progress Monitoring, statewide assessment results, classroom-based assessments, Imagine Learning data, and other formative assessments. PLCs and data meetings are conducted

regularly to identify learning gaps, monitor student progress, adjust instruction, and implement targeted interventions for all student groups, with particular attention to students with disabilities (ESE), English Language Learners (ELLs), economically disadvantaged students, and students requiring additional academic support.

Professional learning also emphasizes compliance with federal and state requirements, including Title I, Title III, IDEA, and ESSA, as well as evidence-based instructional strategies that promote inclusive practices and equitable access to rigorous academic content for all students.

To recruit and retain highly qualified and effective educators, Odyssey Charter School implements a comprehensive support system that includes teacher mentoring, instructional coaching, collaborative planning opportunities, leadership development, recognition of instructional excellence, and opportunities for career advancement. The school partners with institutions of higher education and professional organizations to recruit qualified candidates, particularly in high-need certification areas such as Exceptional Student Education (ESE), English for Speakers of Other Languages (ESOL), mathematics, and science. The school also provides access to certification support, tuition assistance opportunities, and ongoing professional growth designed to increase educator effectiveness and promote long-term staff retention.

To further strengthen recruitment efforts, the LEA has adopted an Early-Career Teacher Recruitment Incentives Policy #5004 (May 2026), which authorizes the use of allowable federal funds to provide one-time recruitment incentives for newly graduated and second-career teachers hired into Title I schools and documented hard-to-staff certification areas. These recruitment incentives are intended to address staffing shortages in critical instructional areas and are not performance-based or renewable. As educators become eligible for Florida's student growth measures, any future performance-based incentives will be implemented in accordance with Florida Department of Education requirements.

Through these comprehensive professional learning, educator support, and strategic recruitment efforts, Odyssey Charter School ensures that instructional personnel are equipped to deliver high-quality instruction, effectively use assessment data to improve student outcomes, and continuously strengthen the school's capacity to meet the academic needs of every student.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Odyssey Charter School LEA does not implement preschool educational programs through its Public School Charter. However, the LEA offers a Montessori Pre-Kindergarten and Voluntary Pre-

Kindergarten program for children ages 3-5. Students enrolled in the Voluntary Pre-Kindergarten program will have the option to articulate into Odyssey Charter School's Kindergarten program.

Families who are interested in enrolling in the Montessori Village Green Preschool (MVG) may fill out pre-registration forms. Registration packets are available at the Odyssey Charter School office beginning in January.

Our classroom offers a prepared environment, multi-age groupings, independent learning, hands-on discovery-based learning, and a warm and comfortable positive learning environment. Each child is treated with respect and kindness.

Our Montessori preschool is committed to the whole child using the Montessori educational philosophy. Montessori teaches the children values of self-respect, appreciation of uniqueness and the recognition of dignity within each person. Our teachers give lessons on treating everyone with kindness, peacefulness, compassion, empathy, responsibility, and courage. Montessori Preschool Program (not funded through federal funds). The Montessori Preschool and Kindergarten classrooms are "living rooms" for children. Children choose their work from materials on open shelves and work in specific work areas. The surrounding environment and materials help them to achieve concentration, independence, and self-mastery. In a Montessori preschool and kindergarten, materials are viewed as an aid to development, enticing the child to explore and learn while developing inner motivation. Using the parent engagement set-aside Literacy materials will be purchased for PK students who transition to kindergarten. A parent/family night will be held to train parents on the use of the literacy materials. At the end of the summer program, PK to K parents will complete a parent survey regarding the literacy materials/books initiative,

Montessori Village Green Preschool (MVG) staff collaborate closely with Brevard Public Schools, local preschool providers, and community early learning programs to support a smooth and successful transition for children entering kindergarten.

To further support this transition, the school hosts an annual Kindergarten Roundup each spring. This event provides incoming kindergarten students and their families with opportunities to meet school staff, tour the campus, learn about the curriculum and school expectations, and become familiar with available academic and student support services. Families also receive information about enrollment requirements, school readiness, attendance expectations, and opportunities for family engagement. The Kindergarten Roundup is widely promoted throughout the community to ensure broad participation. Flyers are distributed to local preschool programs, childcare centers, and churches, and information is shared through the school's marquee, website, social media platforms, parent emails, automated phone messages, and flyers sent home with current students. These coordinated

transition activities help reduce anxiety for students and families, strengthen school-family partnerships, and promote kindergarten readiness, contributing to a successful start to each child's educational journey.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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