



ODYSSEY
CHARTER SCHOOL, INC.

Board of Directors

Leslie Maloney, *President*
Thomas Cole, *Vice President and Treasurer*
Jessicah Nichols, *Secretary*
Sonja White, *Director*
Amanda Larson, *Director*

Friday, November 18, 2016, 4:30 p.m.

****Special****

Meeting Minutes

The mission of Odyssey Charter School, working in partnership with the family and the community, is to help each child reach full potential in all areas of life. Our aim is to educate the whole child with the understanding that each person must achieve a balance of intellectual, emotional, physical, moral, and social skills as a foundation for life.

A. OPENING EXERCISES

- Call to Order & Establish Quorum – *The meeting was called to order at 4:30 p.m. Those in attendance were Leslie Maloney, Thomas Cole, Jessicah Nichols, and Sonja White.*
- Pledge of Allegiance
- Adoption of the Agenda – *Adopted under one motion by Jessicah Nichols; seconded by Leslie Maloney*

B. PUBLIC COMMENT (Members of the public that wish to address the Board must sign-in and will have 3 minutes to speak. The Board will not address the presenter or take action at this time)

C. INFORMATION

1. School Improvement Plan – *SIP's had been previously approved at the last Board meeting, but have been revised after further conversations on the ESE and ESOL goals for all schools.*
2. Teacher effectiveness/VAM Score calculation – *Odyssey schools will interpret teacher evaluations for this year. Transferred to Marzano this year. The document provided is a breakdown of what a teacher evaluation would look like, but the percentages in the document that we have used historically remain the same. We are still determining the effectiveness rating payout to teachers. This will be decided after Brevard Schools and Orange County Public Schools decide on theirs.*

D. PUBLIC PRESENTATION

1. Charter School Champion Pioneer Award – *Monica Knight informed the Board that Constance Ortiz was nominated by school leaders for the Florida Consortium of Charter School Charter School Champion Pioneer Award. Constance was chosen and was awarded this honor at the Florida Charter School Conference for her 20+ years of charter school trailblazing.*

- E. **CONSENT AGENDA** (Items below are considered routine and will be approved in one motion. There will be no separate discussion of these items unless a Board Member so requests, in which case the item(s) will be removed from the consent agenda and considered and placed on the Action Agenda)
– *Approved under one motion by Leslie Maloney; seconded by Jessica Nichols.*

All School Business:

1. None

Odyssey Charter School Business:

2. **APPROVED:** Approve the final 2016-2017 School Improvement Plan.

Odyssey Preparatory Academy Business:

3. **APPROVED:** Approve the final 2016-2017 School Improvement Plan.

Oasis Preparatory Academy Business:

4. **APPROVED:** Approve the final 2016-2017 School Improvement Plan.

Orion Preparatory Academy-Brevard Business:

5. None

Orion Preparatory Academy-Orange Business:

6. None

- F. **ACTION AGENDA** (Items for Discussion by the Board)

1. **APPROVED:** Approve to authorize OCS attorney Shawn Arnold, Esq. to sign Joint Defense Common Interest and Confidentiality Agreement with Cliff Repperger, Jr., Esq.
– *Mr. Arnold asked the Board to allow him to go into a joint defense agreement with Cliff Repperger to work on a dispute. Jessica Nichols motioned to approve, seconded by Sonja White. Passed unanimously. Mr. Arnold recommended to the Board to appoint one or more designees to participate in discussions about next steps. Thomas Cole and Sonja White recommended Dr. Knight, and Leslie Maloney volunteered. Jessica Nichols motioned to approve, seconded by Sonja White. Passed unanimously.*
2. **APPROVED:** Approve recommendation to transfer current Oasis Prep Site Administrator, Chris Essex, from Site Administrator to MTSS Coordinator for Odyssey Charter School. – *Mr. Essex will be transferring to Brevard County to grow the MTSS at the Odyssey schools. Jessica Nichols made a motion to recommend transfer, seconded by Sonja White. Passed unanimously.*
3. **APPROVED:** Approve to appoint Tiffany Ward as the Oasis Preparatory Academy Site Administrator for the remainder of the 2016-2017 school year. – *Thomas Cole asked what the transition to parents would be like and what the role of the Board will be as this transition takes place. Monica Knight explained that a parent letter has been drafted and a parent night has been planned as well. Sonja White has volunteered to attend and an invitation to the Board members has also been extended to attend the parent night. Mr. Essex will be visiting with the school to keep an ongoing connection with the transition. Leslie Maloney made a motion to approve, seconded by Jessica Nichols. Passed unanimously.*



ODYSSEY
CHARTER SCHOOL, INC.

- G. BOARD DIRECTORS' REPORT
- H. ADJOURNMENT – *The meeting adjourned at 5:00 p.m.*

The undersigned hereby certifies that he/she is a Director and/or Officer of **ODYSSEY CHARTER SCHOOL, INC.**, a not-for-profit corporation organized and existing under the laws of the State of Florida, and that the above is a true and correct copy of the meeting minutes of the Board of Directors of said corporation and the individual charter schools sponsored by the said corporation.

The minutes were adopted by the Board of Directors at a meeting held on January 26, 2017.

ODYSSEY CHARTER SCHOOL, INC.
A Florida not-for-profit corporation

By:

[Handwritten Signature]
Approved By

Date

1/26/17



ODYSSEY
CHARTER SCHOOL

BUSINESS

Name of School: Odyssey Charter School **Area:** South **Site administrators:** Wendi Nolder, Elementary; Dr. Monica Knight, Jr/Sr High

District Support: Stephanie Archer, Director School Choice **SAC Chairperson:** Beverley Squire-Wiggins **Superintendent:** Dr. Desmond Blackburn

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.

Vision Statement:

The vision of Odyssey Charter School is to create a school committed to academic excellence and the education of the whole child. We achieve this by providing accessible quality Montessori education and programs that develop healthy classroom and school communities. The school's aim is to prepare children to reach their full potential while playing a responsible role in protecting the global environment and fostering peace and harmony within our school and community.

Communication of School Improvement Plan:

Briefly explain how the mission, vision and school improvement plan is communicated to all stakeholders.

1. Founder and Head of Schools, along with Leadership Team, presents our mission, vision, and school-wide data during preplanning to all staff and teachers in preparation for the development of the school improvement plan.
2. Ongoing conversations about the implementation of the School Improvement Plan take place in weekly Professional Learning Communities.
3. Information about the school's mission, vision, and school-wide improvements is provided to our families via our summer newsletter and orientation days, and is shared out during our Title I Open Houses during the month of September. In addition, the final School Improvement Plan is posted on our school webpage.
4. The School Advisory Council will review the School Improvement Plan at the fall meeting.

Brevard County Public Schools School Improvement Plan 2016-2017

Part 1: Planning for Student Achievement
RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: (Needs assessment that supports the need for improvement-Examples may be, but are NOT limited to survey data, walk-through data, minutes from PLC's or Dept. Mtgs. Move away from talking about every single data source and determine your rationale. Much like the PGP, what is your focus and why?) **Considerations/Examples:** What are the areas of success? Where are concerns? What trends do you see? What kind of data are you looking at within your school? What data do you use for teacher practice? How are teachers planning? Are plans Standards Driven? Are Essential Questions meaningful?

What do CWT's tell you about instruction? How will you monitor the depth of implementation?

Through rigorous instruction and dedicated teachers, staff, and administration, Odyssey Charter continues to be a high-performing, 'A' rated, AdvancedED/SACs Accredited school for the 2016-2017 school year.

Highlights from the 2017 State Data

- 3rd grade Math outperformed the state of Florida average, the Brevard average, and ALL elementary schools in Palm Bay
- 3rd grade Math had a higher percentage of Level 5 and Level 4 students than Brevard's average and all schools in Palm Bay
- 3rd grade ELA outperformed the state of Florida average, the Brevard average, and ALL traditional public schools in Palm Bay
- 4th grade ELA outperformed the state of Florida average, the Brevard average, and ALL traditional Palm Bay public schools
- 5th grade ELA outperformed the State of Florida average, the Brevard average, and ALL charter schools in Palm Bay
- 5th grade Science outperformed the State of Florida average, the Brevard average, and ALL charter schools in Palm Bay
- 7th grade Civics outperformed the State of Florida average, the Brevard average, and ALL middle schools in Palm Bay – ranking 4th in the district behind Edgewood, Westshore, and DeLaura (84% proficient)
- 7th grade Math and ELA outperformed the State of Florida average, the Brevard average, and ALL middle schools in Palm Bay
- 8th grade Math and ELA outperformed the State of Florida average, the Brevard average, and ALL middle schools in Palm Bay
- 8th grade Science outperformed the State of Florida average, the Brevard average, and ALL middle schools in Palm Bay
- ALL grades Algebra outperformed the State of Florida average, the Brevard average, and ALL middle and high schools in Palm Bay
- ALL grades Geometry outperformed the State of Florida average, the Brevard average, and ALL high schools in Palm Bay (82% proficient)
- 10th grade US History outperformed the State of Florida average, the Brevard average, and ALL high schools in Palm Bay

The below table shows the 3-year enrollment, free & reduced lunch rate, and minority rate for Odyssey Charter School:

	2013-14	2014-15	2015-16
Student Enrollment	903	941	1017
Free & Reduced Lunch Rate	62%	69%	74%
Minority Rate	54%	55%	53%

The SIP team utilized state data, Study Island (standards-based assessment system), Fountas and Pinnell Benchmarking Assessment System (BAS), End-of-Course Assessments (EOCs) and district assessments FLKRS/FAIR to determine the needs for this plan. Additionally, the team reviewed school culture and climate data such as average daily attendance rates and number of office referrals as well as the monthly suspension rates.

Analysis of Current Practice: *(How do we currently conduct business?)*

During the 2016-2017 school year, grade level teacher leads and subject area leads were responsible for working within their grade levels to ensure the consistent implementation of curriculum, standards, and school-wide policies. During pre-planning teachers were led to in an analysis of data from several sources. Once the student data was analyzed, areas in need of instructional support were determined and intervention/enrichment groups were established. As a result of this process, curriculum maps and scope and sequence documents were created where grade level teams worked to align their curriculum to the Florida Standards and the NGSS standards. At midyear, Study Island data will be used to develop content and grade level intervention/enrichment action plans.

Analysis of this year's learning gains has resulted in the school recognizing the need to provide additional training and support for teachers in order for them to fully understand and implement the MTSS process with fidelity and strategies for our learners in the lowest 25%. Administration, Coaches, and Teachers are being provided with additional training in order to target instruction with the intent to close student learning gaps.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

Odyssey schools will be transitioning to a new teacher evaluation system this year called iObservation. The underlying philosophical framework of the evaluation system is based on the meta-analysis by Dr. Robert Marzano. His Marzano Research website outlines his strategies and gives teachers and administrators tools to help teachers become more effective.

Marzano's research suggests that a combination of the following school improvement components will ensure student academic success:

- Setting high academic and behavioral goals at the school, class/teacher, and student levels (school improvement plan, teacher action plans, student data notebooks) and communicating those goals with all stakeholders (Title I, parent involvement plan, SAC).
- Providing feedback at the teacher/student level, teacher/teacher level, and at the administration/teacher level (walkthroughs and formal/informal evaluations).
- Building rigorous, high-quality lessons that allow students interact with new knowledge (professional learning communities).
- Establishing a settled and calm school and classroom environment (positive discipline).
- Building positive relationships with all stakeholders (parent involvement plan, school climate/culture).
- Planning time to reinforce curriculum not mastered and/or enriching students that have mastered curriculum (ESE/ESOL/Gifted, MTSS, Lowest 25%, Learning Gains)
- Helping teachers learn new strategies for instruction, like chunking content into smaller sections and then checking for understanding, using media, making predictions and responding in writing, and using academic games. (Professional Learning Communities, Common Planning, Instructional Coaches, and Professional Development – Title II) The more engagement and ownership of the learning, the more students will retain.

OVERALL SCHOOLWIDE GOALS

READING/ELA/WRITING

The school will increase the learning gains for our lowest performing students by 5% over previous year's learning gains.
 The school will increase the learning gains for our highest performing students through targeted enrichment activities, including the implementation of Project Lead the Way.
 The school will increase proficiency and learning gains for our minority populations by 5% over previous year's learning gains in order to close the gap in performance.
 The school will increase our FSA scores in ELA through implementation of guided reading block and literacy stations in K-5th grades.

MATH

The school will increase the learning gains for our lowest performing students by 5% over previous year's learning gains. The school will increase the learning gains for our highest performing students through targeted enrichment activities, including the implementation of Project Lead the Way.
 The school will increase proficiency and learning gains for our minority populations by 5% over previous year's learning gains in order to close the gap in performance.

VPK

Odyssey Charter School offers a private VPK program (funded by state VPK funds) to support strong early literacy training for 4 year olds.

CONTENT AREA: ENGLISH LANGUAGE ARTS/WRITING

- X Reading** Math **X Writing** Science Parental Involvement Drop-out Prevention Programs
- X Language Arts** Social Studies Arts/PE Other:

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Our ELA goals are to increase the following:

- ELA proficiency from 63% to 66%,
- ELA learning gains from 57% to 60%, and
- ELA lowest 25% learning gains from 49% to 52%.
- ELA ESE students from 36% to 50%
- ELA ELL students from 18% to 50%
- ELA for Black students from 50% to 54%
- ELA for Hispanic students from 56% to 62%

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process
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					<i>Measure</i>
Teachers developing and using standards-based lesson plans	<ol style="list-style-type: none"> 1. New scope and sequence multi-disciplinary standard maps for 9-week windows of instruction (including an emphasis on CLKA domains as well as integration of science and social studies). 2. Provide 90-minute weekly PLC's during common planning time led by school leadership and instructional coach. 3. PLC Consultant to provide guidance during PLC's as well as to provide standards-focused teaching feedback. 	Site administrators, Instructional Coaches, ESE and ESOL teachers, and grade level ELA teachers	August 2016 –June 2017	\$100,000 (Title I) \$10,000 (Title II)	PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes
Common Framework for Effective Teaching Practices	<ol style="list-style-type: none"> 1. Implementation of the Marzano Framework and IObservation teacher evaluation system 2. Focus on Design Questions 1-9 3. Training on the various indicators from the framework including indicators 1, 4, 6, 9, 15, 24, 28, 33, 39, and 40 	Site administrators, PLC Consultant	Weekly, August 2016- June 2017	\$10,000 Marzano (Title II)	Weekly formative feedback, informal walkthrough's, professional development and scaffolding for understanding
Students' lack of deep understanding of the ELA Florida Standards (LAFS) that they are responsible to master	<ol style="list-style-type: none"> 1. Teachers will use a common board configuration, including the standard and learning goal. 2. Teachers will check for student understanding of standard to be mastered. 3. Students track mastery of standards through checklist and graphing 4. Administrators and coaches will complete walkthroughs to check for student understanding 	ELA teachers, instructional , site administrators, ESE and ESOL teachers	Weekly August 2016 – June 2017	\$0	Classroom walkthrough discussions with students by Literacy coach and site administrators to check for student understanding
Effective Intervention/ Enrichment block for lowest 25% and high achievers	<ol style="list-style-type: none"> 1. Use interventionists for Tier III interventions on an intensive, daily basis 2. Hire Title I interventionists at the K-6 and 7-12 levels 3. Create an intervention room off of 	Site administrators, Title I Instructional Coaches, Title I Interventionist, ESE and ESOL teachers, and grade level	August 2016 –June 2017	\$50,000 (Title I) \$5,000 (Title II)	Ongoing progress monitoring, MTSS documentation, FSA assessment results

	<p>the new media center</p> <p>4. Provide targeted Leveled Literacy Intervention LI or Wilson interventions on a daily basis</p> <p>5. Cap intervention groups at 4 students to increase the intensity</p> <p>Use of 120-minute balanced literacy block</p> <p>Hire 1 Title I Reading Coach</p> <p>Utilize the three components of balanced literacy: word study (vocabulary, phonics, morphology), focused reading instruction (read-aloud, close reading, guided reading and workstations)</p> <p>Deepen the standards-focus during workstation learning</p> <p>Fine tune guided reading lessons</p> <p>Ongoing progress monitoring for both the LAFS (using SI and Florida Ready) and progress monitoring through the use of running records</p>	<p>teachers</p>	<p>Weekly, August 2015 – June 2016</p>	<p>\$xxxxxx Instructional Coaches (Title I) Study Island \$xxxx (Title I)</p>	<p>PLC weekly grade level/subject area meetings with Instructional Coaches and site administrators, MTSS monthly grade level meetings during planning periods, Study Island benchmark assessments</p>
<p>Lack of rigor during the ELA block</p> <p>Teachers need to create explicit texted-based writing plan for instruction</p>	<p>1. Use of Writing Consultant for 2-Day Professional Development Workshop</p> <p>2. Unpack the FSA Writing Rubric and model for non-testing grades</p> <p>3. Culminating writing tasks assigned for each grade level in conjunction with the 9 Week Scope and Sequence</p> <p>4. Collaborative scoring of student work based on standard writing rubrics</p> <p>5. 3rd–6th grade teachers will review student work samples using the FSA Writing specs to determine student readiness to be successful.</p> <p>6. Provide instructional support to students who are not performing at grade level and enrich above grade level performing students during</p>	<p>ELA teachers, Instructional Coaches, site administrators, ESE and ESOL teachers</p> <p>Dr. Melissa Fourney to provide a 2-day PD workshop during preplanning, ELA teachers, Reading Coach, administrative team, ESE and ESOL teachers</p>	<p>Weekly, August 2016 – June 2017</p>	<p>Title II (\$2968.75)</p>	<p>2-Day PD on Writing with Dr. Fourney, PLC weekly grade level meetings with Reading Coach and administrative team, classroom walkthroughs, detailed monitoring of student progress in writing, MTSS monthly grade level meetings during planning periods, student work samples</p>

intervention/enrichment blocks.

CONTENT AREA: MATH

- Reading Writing Science Parental Involvement Drop-out Prevention Programs
 Language Arts Social Studies Arts/PE Other:

School Based Objective: (Action statement: *What will we do to improve programmatic and/or instructional effectiveness?*)

Our MATH goals are to increase the following:

- MATH proficiency from 72% to 75%,
- MATH learning gains from 70% to 73%, and
- MATH lowest 25% learning gains from 50% to 53%.
- MATH ESE students from 44% to 50%
- MATH ELL students from 32% to 50%
- MATH for Black students from 52% to 56%
- MATH for Hispanic students from 72% to 75%

Strategies: (Small number of action oriented staff performance objectives)

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Students need additional math practice for individual student mastery and math fluency	<ol style="list-style-type: none"> 1. Students will be pre- and post-assessed in math to show growth by standard. 2. Instructional Coaches and classroom teachers will analyze the benchmark assessments and recognize weaknesses to form intervention groups. Intervention groups will be fluid. 3. Instructional Coaches and teachers will work with students to master and become fluent (automatic) with math facts required by the MAFS. 4. Students will have opportunities to work independently on individually assigned math content in Study Island and Khan Academy to support 	Math Teachers, Intensive Math Teacher, Instructional Coaches, Site administrators, ESE and ESOL Teachers	August 2016– June 2017	\$10,000 Study Island and FSA Prep Materials (Title I) \$500 for math materials and refreshments (Title I)	Study Island student reports, Study Island individual student assignment results, classroom assessments, individual student observations

	<p>standards mastery.</p> <p>5. The teachers and the school will enlist parent support in three ways:</p> <ol style="list-style-type: none"> To support intervention blocks To support student mastery at home Through Title I Math night 				
Lack of effective mathematics interventions	<ol style="list-style-type: none"> Provide an Instructional Coach for K-6th and 7-12th grades to help provide strategies to use manipulatives to teach the standards to struggling learners Monitor student data for this group on a monthly basis through Data Team Meetings 	Site administrators, Math Coach, ESE and ESOL teachers, and grade level math teachers, math PD consultant	August 2016 –June 2017	\$100,000 (Title I) \$10,000 (Title II)	PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes
Teachers developing and using standards-based lesson plans	<ol style="list-style-type: none"> Teachers utilize the common scope and sequence documents for 9-week intervals 90-Minute PLCs during common planning time with school leadership, coaches, and PLC consultant for grades K-6 and 104 minutes for grades 7-12. Instructional Coach, Site administrators, and PLC Consultant perform classroom walkthrough observations. Teachers will unpack learning standards and learning objectives with students. Teachers will check for student understanding of standard to be mastered. Teachers will identify the academic and content vocabulary related to the objective. 	Greg Turner (PLC Consultant), Site administrators, Instructional Coaches, ESE and ESOL teachers, and grade level math teachers	August 2016 –June 2017	\$xxxx (Title I)	PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes, discussions with students by Instructional Coaches and Site administrators to check for student understanding
Lack of rigor during the Math block	<ol style="list-style-type: none"> Implement 75 minute math block in grades K-6 	Math teachers, Instructional Coaches,	Weekly August 2016 – June 2017	\$5000 MAFS Practice Books	Lesson Plans; Walkthrough notes from Site

	<ol style="list-style-type: none"> Utilize complex math tasks as “bell work” that exemplify real-world problems Supplement math curriculum with Florida Ready MAFS workbook Deepen the standards-focus during math workstation learning Incorporate mathematical writing into the math block 			(Title I)	administrators, PLC consultant, and Instructional Coaches
Lack of Effective Mathematics/ Interventions/ Enrichment	<ol style="list-style-type: none"> Use of interventionist Use of grade level intervention/enrichment blocks for mathematics Determine students’ weaknesses and strengths based on data Determine effective intervention/enrichment strategies Group students and provide research-based interventions/enrichment (such as Khan Academy) 	Instructional Coaches, Interventionist	Weekly August 2016 – June 2017	\$37,000 (Title I) \$15,000 Study Island (Title I)	intensive, mathematic interventions for the lowest performing students, enrichment for the highest achievers

CONTENT AREA: SCIENCE

Reading Math Writing Science Parental Involvement Drop-out Prevention Programs
 Language Arts Social Studies Arts/PE Other:

School Based Objective: (Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Our SCIENCE goal is to increase the following:

- Our SCIENCE proficiency from 63% to 66%.

Strategies: (Small number of action oriented staff performance objectives)

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Teachers lack adequate time to plan in depth, standards-based lessons	1. Creation of multi-disciplinary scope and sequence documents that integrate science BOKs into the ELA curriculum	Site administrators, Science Coach, STEAM Coordinator, ESE and ESOL teachers, and grade level science	August 2016 –June 2017	Science Coach (K-6) Title I (\$30,000); Science Interventionist 7-12 (\$20,000)	PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes

	<p>2. Teachers map Science NGSSS during pre-planning and adjust throughout the year</p> <p>3. Grade level PLCs meet weekly to work collaboratively to unpack standards and develop lesson plans. Standards are analyzed to determine best way to teach for student understanding</p>	teachers			
Students' lack understanding and use of content vocabulary	<p>1. Teachers have students apply, use and put in context the vocabulary for lessons during Science instruction and discussions.</p> <p>2. Teachers will instruct on the Greek and Latin Roots to help students decode vocabulary words.</p> <p>3. Provide professional development for teachers on the Marzano's six step process for vocabulary acquisition.</p>	Science Teachers, Science Coach, Site administrators, ESE and ESOL Teachers	Weekly August 2016-- June 2017	\$0	PLC discussions, classroom walkthrough observations and discussions with students by math coach and site administrators
Strengthen science instruction and increase inquiry	<p>1. STEM lab times available for teachers on a daily basis</p> <p>2. Implementation of special modules of Project Lead the Way (PLTW) for Gifted/Honors students in grades 4-12</p> <p>3. Implementation of PLTW modules for all grade levels</p>	Site administrators, ESE and ESOL Teachers, and Grade Level Science Teachers, Gifted/Honors Teacher (PLTW) Science Coach (PLTW and science PLC); PLTW High School teachers Site administrators	August 2016 -- June 2017	\$50,000 PLTW	Pre and Post assessments, PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes

CONTENT AREA: FOCUS ON SCHOOL MISSION

Reading Math Writing Science Parent Involvement Drop-out Prevention Programs
 Language Arts Social Studies Arts/PE Other: **SCHOOL MISSION/CULTURE**

School Based Objective: (Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Increase the number of opportunities for the students to engage actively with central components of the school mission from 2 to 4 times annually by training teachers to utilize components in their planning and instruction.

Strategies: (Small number of action oriented staff performance objectives)

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Discipline impacts instructional time	Train all teachers in the central components of the positive discipline (Mission Essential Element – POSITIVE DISCIPLINE)	Deans	Aug. 2016-June 2017	\$90,000 (Dean salaries and training)	Disciplinary referrals reduced as seen through disciplinary data

CONTENT AREA: FOCUS ON RIGOR

Reading Math Writing Science Parent Involvement Drop-out Prevention Programs
 Language Arts Social Studies Arts/PE Other: **ACCELERATION**

School Based Objective: (Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Increase the acceleration percentage from 33% in 2015-16 to 70% in 2016-17 by placing a larger number of students in accelerated middle school courses, like Algebra.

Strategies: (Small number of action oriented staff performance objectives)

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Small number of students prepared for higher level courses	Work with the 5 th -8 th grade teachers on acceleration/enrichment/gifted strategies to prepare more students to take Algebra in the 7 th or 8 th grades (Mission Essential Element – ACCELERATION/RIGOR)	Site Administrators; Coaches	Aug. 2016-June 2017	\$60,000 (Coaches and training materials)	# of 7 th and 8 th grade students in Algebra

CONTENT AREA: PARENTAL INVOLVEMENT

Reading Math Writing Science Parental Involvement Drop-out Prevention Programs
 Language Arts Social Studies Arts/PE Other:

School Based Objective: (Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

In 2015-2016, 96 parents/guardians volunteered 2782 hours in some manner at the school. In 2016-2017, Odyssey Charter will increase the percentage of

parents/guardians that volunteer and the number of hours volunteered at the school by at least 10%.

Strategies: (Small number of action oriented staff performance objectives)

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Parents reading at home with students daily	<ol style="list-style-type: none"> Educate parents on the benefits of reading at home with their child to reinforce and continue building Odyssey's Read Aloud program Invite and hold Literacy Night events to model and provide parents with effective reading strategies Invite parents and students to attend a College and Career Night for grades 7-11 	Family Engagement Specialist, Teachers, Parents/ Families	August 2016 –June 2017	\$500 for materials and refreshments (Title I – family engagement set aside)	Monthly Read Aloud logs
Parents understanding of Florida Standards for ELA, Math, Science	<ol style="list-style-type: none"> Hold grade level and/or subject specific Title 1 Curriculum nights to engage parents in standards based instruction. Hold informational sessions to guide parents in their understanding of the FSA/EOC/NGSSS 	Instructional coaches, Teachers, Leadership Team, ESE and ESOL teachers	4 times per year	\$1500 for materials and refreshments (Title I – family engagement set aside)	Family Night agendas, sign in sheets, handouts, and feedback

CONTENT AREA: GIFTED/TALENTED

Reading Math Writing Science
 Language Arts Social Studies Arts/PE **Gifted/Talented** Drop-out Prevention Programs

School Based Objective: (Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

To increase the supports provided to our gifted and talented students and to increase recruitment of gifted and talented students, we have done an analysis of the following:

- 1) Our curriculum to ensure that we are providing high quality resources and text,
- 2) Our enrichment opportunities (course work, classes, field trips, speakers, projects, etc) provided to gifted and talented students,
- 3) Our services (including instructional time) provided to gifted and talented students,
- 4) Our staffing that supports gifted and talented students,

- 5) Our training of gifted and talented strategies for regular classroom teachers,
- 6) Our selection and assessment process for gifted placement, and
- 7) Our communication provided to parents of gifted and talented students.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Teachers do not have enough strategies to enrich gifted and talented students	<ol style="list-style-type: none"> 1. Provide regular training in gifted strategies to all teachers 2. Find funds to support gifted certification for interested teachers 	Instructional coaches, Site administrators (gifted certified), gifted teacher	August - June	\$5,000 (Title II)	Walkthroughs
Strengthen gifted and talented instruction	<ol style="list-style-type: none"> 1. Implementation of special modules of Project Lead the Way (PLTW) for Gifted/Honors students in grades 4-12 2. Implementation of PLTW for all grades K-12 	Gifted/Honors Teacher (PLTW) Science Coach (PLTW and science PLC) Site administrators	August 2016 – June 2017	\$50,000	Pre and Post assessments, classroom walkthrough observations
Provide opportunities to expand horizons of gifted and talented students through trips, experiences, and courses	<ol style="list-style-type: none"> 1. Develop a comprehensive GATEway plan for grades K-12 	Instructional coaches, Site administrators (gifted certified), gifted teacher	August - June	TBD	Increase performance levels
Recruit new students into the GATEway program and/or find additional gifted and talented students	<ol style="list-style-type: none"> 1. Develop a student placement process for GATEway that includes testing and recruitment components 	Instructional coaches, Site administrators (gifted certified), gifted teacher	August - June	TBD	Increase enrollment

EVALUATION – Outcome Measures and Reflection–begin with the end in mind.

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of professional practices throughout the school)*

Where do you want your teachers to be? What tools will you use to measure the implementation of your strategies? How will you measure the change in adult behavior? What tool will be used to measure progress throughout the year? Use real percentages and numbers.

100% of classrooms will have a common board configuration and instruction will be standards-based as measured by classroom walkthroughs.

100% of teachers will demonstrate their ability to unpack standards as demonstrated by PLC notes.

100% of lesson plans will be standards-based as demonstrated through lesson plan review by administration.

Qualitative and Quantitative Student Achievement Expectations: (Measures student achievement)

Where do you want your students to be? What will student achievement look like at the end of the school year 2014-15? What tool will be used to measure progress throughout the year?

Our ELA goal is to increase the following:

- Our ELA proficiency from 63% to 66%,
- Our ELA learning gains from 57% to 60%, and
- Our ELA lowest 25% learning gains from 49% to 52%.
- ELA ESE students from 36% to 50%
- ELA ELL students from 18% to 50%
- ELA for Black students from 50% to 54%
- ELA for Hispanic students from 56% to 62%

Our MATH goal is to increase the following:

- Our MATH proficiency from 72% to 75%,
- Our MATH learning gains from 70% to 73%, and
- Our MATH lowest 25% learning gains from 50% to 53%.
- MATH ESE students from 44% to 50%
- MATH ELL students from 32% to 50%
- MATH for Black students from 52% to 56%
- MATH for Hispanic students from 72% to 75%

Our SCIENCE goal is to increase the following:

- Our SCIENCE proficiency from 63% to 66%.

Part 2: Support Systems for Student Achievement (Federal, State, District Mandates)

For the following areas, please write a brief narrative that includes the data for the year 2013-2014 and a description of changes you intend to incorporate to improve the data for the year 2014-2016. Instructions and support are provided in each section to assist with what data you may include. The instructions are intended to be a guide and may be deleted from each cell to allow for appropriate typing space.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RTI This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

a) Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs.

- b) Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, teacher support systems, and small group and individual student needs.
 - c) Provide the person(s) responsible, frequency of meetings, and any problem-solving activities used to determine how to apply resources for the highest impact
 - d) Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS.
 - e) Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents.
- (See Accountability and Testing website/SIPTOOLS/MTSS for a checklist that may help you with this section.)

School Leadership used a scheduling process to create common planning and grade level intervention/enrichment blocks at the same time each day. With our Title I funds, we have hired a Math Coach, a Literacy Coach, and a Professional Learning Community Consultant to work with our Leadership Team and our Faculty during our grade level common planning times and intervention/enrichment blocks. In addition, our ESE Teacher, ESOL Teacher, ESOL Assistant, Gifted Teacher, Academic Coaches, and Paraprofessionals will be available during the intervention/enrichment blocks to work with students.

Odyssey's MTSS Leadership Team is comprised of our Administrative Team (Head of Schools, Site administrators, Program Coordinator, and Literacy Coach), along with our Guidance Counselor, Exceptional Education Coordinator, Exceptional Education Teacher, ESOL Teacher, and our Math and Science Coaches. The school utilizes DuFour's (2004) questions that drive the work of the Professional Learning Communities: 1. What is it we want our children to learn?; 2. What will we take as evidence that they have learned it?; 3. How will we plan and deliver first instruction that gets students to learn it?; 4. How will we respond when students have already learned it?; 5. How will we respond when some students have not learned it? During weekly common planning periods and monthly data team chats, teachers are able to discuss academic and behavioral concerns about students with the MTSS Leadership Team. Members of the grade level team and the MTSS Leadership Team listen to concerns and problem solve solutions for interventions and prepare the necessary documentation. Student progress is monitored by the teacher and the team and adjustments are made if necessary. If the interventions are not successful based on the time limit set by the team, the student is then referred to the Individual Problem Solving Team (IPST).

The Leadership Team meets weekly through a collaborative process in order to determine the best ways to utilize our human resources to meet student needs. Administrative team members participate in the grade level Professional Learning Communities and follow up through observations during intervention/enrichment blocks and classroom walkthroughs. Teachers, staff members and school administrators will use Performance Matters to access and analyze data. District and other benchmark assessments will be utilized to track and monitor student mastery of standards. Students from historically underserved subgroups, low-achieving students, and at-risk students are provided with specific learning strategies for vocabulary, notetaking, and studying to help support their mastery of the standards. Monthly data team meetings provide the opportunity to review student progress and provide additional time and support as needed.

In order to support understanding of the MTSS process, the teaching staff is trained during preplanning and on an ongoing basis throughout the school year. Grade levels are provided with daily common planning for working in Professional Learning Communities. **Odyssey Charter School leverages Title I, II, III, and IDEA funds annually to support students needing assistance with their learning.**

Resource:

DuFour, R. "Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn". (2004)

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). Consider the level of family and community involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).

Please also see Odyssey Charter School Title I Parent Involvement Plan Strategies for meeting the educational needs of historically underserved subgroups, low-achieving, and at-risk students will be included in the PIP.

STUDENT SURVEY RESULTS (Required):

Address Elements of Student Survey Results found in the District Strategic Plan and describe how you will improve student perceptions of these indicators. Strategic Plan Indicators:

- ✓ Promotes 21st Century Skills 1.4.2, 1.4.3, 1.4.4, 1.4.5
- ✓ Safe Learning Environment 2.2.2, 2.2.3, 2.2.4, 2.2.5

Elementary Student Survey:

- ✓ 21st Century Skills – Refer results pages 3 – 4
- ✓ Online Safety – Refer results pages 4 - 6
- ✓ School Safety – Refer results pages 6 - 7

Secondary Student Survey:

- ✓ 21st Century Skills – Refer results pages 4 - 6
- ✓ Online Safety – Refer results pages 6 - 7
- ✓ School Safety – Refer results pages 7 - 8

21st Century Skills:

A weak area was “rigorous and challenging curriculum.” The school is working deeply in Professional Learning Communities in order to help teachers deepen their practice of critical thinking and problem-solving. We expect this process to transfer from the teachers into their classroom practice with their students.

Safe Learning Environment:

Approximately 90% of Elementary and Jr/Sr High students report that they strongly agree or agree that they feel physically safe at school, while 85% of Elementary and Jr/Sr High students report that they strongly agree or agree that they feel emotionally safe at school. The school uses Positive Discipline in the Classroom to maintain school and classroom discipline. Classrooms work on daily class meetings to bring up and solve problems. The school has hired a behavior support person and a social worker on the Elementary campus and a part time counselor on the Jr/Sr High campus to provide additional support to teachers and students with school safety.

Online Safety:

The school will continue to work with teachers to ensure that all students are educated about online safety at school. The school plans to continue to offer online safety training through the local police department for our students and families. The school also plans to bring in an officer from the Sheriff’s Office to speak with students and families about online safety and cyberbullying.

Early Warning Systems (SB 850)

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

This list must include the following:

ELEMENTARY

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Students who are not proficient in reading by third grade

SECONDARY

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

2. Provide the following data related to the school's early warning system:

- The number of students by grade level that exhibit each early warning indicator listed above
- The number of students identified by the system as exhibiting two or more early warning indicators

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Students with the following indicators will be discussed by the leadership team and the following strategies will be put in place:

(Strategies for meeting the educational needs of historically underserved subgroups, low-achieving, and at-risk students are included in each strategy below.)

Odyssey Warning System

- Students with 3 unexcused absences in a calendar month are documented on the truancy checklist and are referred to the guidance counselor.
- Students with 5 unexcused absences are referred to the IPST for attendance meeting. If a medical issue is present, the IPST team will initiate a physician's statement.
- Students with 10 unexcused absences in a semester will be referred to the attendance resource office and will be documented on the truancy checklist.
- Students with one or more suspensions, whether in school or out of school will have a parent- administrator re-entry meeting.
- Students with one or more suspensions will be referred to counselor.
- Students with ongoing conduct issues will be referred to the ISTP team for interventions.
- Students receiving a Level 1 score on the statewide standardized assessments in English Language Arts or mathematics or who are not proficient in reading/math by the third grade will receive appropriate intervention services, which includes daily embedded intervention time, remedial reading and remedial math classes.
- Odyssey follows the district's attendance and behavior procedures.

CTE/STEM:

1. All Levels

- a) # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)
- b) Participation in STEM-related experiences provided for students

The following data may be considered by high schools.

- a) Students enrolling in one or more accelerated STEM-related courses
- b) Completion rate (%) for students enrolled in accelerated STEM-related courses
- c) Students taking one or more advanced placement exams for STEM-related courses
- d) Passing rate (%) for students who take advanced placement exams for STEM-related courses
- e) CTE-STEM program concentrators
- f) Students taking CTE-STEM industry certification exams
- g) Passing rate (%) for students who take CTE-STEM industry certification exams

The following data may be considered by middle and high schools.

- a) Students enrolling in one or more CTE courses
- b) Students who have completed one or more CTE courses who enroll in one or more accelerated courses
- c) Completion rate (%) for CTE students enrolled in accelerated courses
- d) Students taking CTE industry certification exams
- e) Passing rate (%) for students who take CTE industry certification exams
- f) CTE program concentrators
- g) CTE teachers holding appropriate industry certifications

CTE/STEM

Odyssey's Science, Technology, Engineering, and Mathematics Program (STEM) offers junior and senior high school students with engaging and challenging courses throughout their middle and high school years. Our school has a unique focus on these important content areas because the base skills and knowledge from each of these disciplines are deeply intertwined in the real world and are essential for student success. Accessing high quality curriculum and innovative instruction, students from Odyssey will be able to use their STEM skills as a platform to become college- and career-ready. With our growing on-site organic farm, developing forest trail and our partnership for dual enrollment, exciting field experiences, and expert lecturers with the Florida Institute of Technology, students at Odyssey will have STEM experiences like no other in Brevard Public Schools.

OCS Jr/Sr High STEM A² Overview

The Odyssey Science, Technology, Engineering, and Mathematics Academic Acceleration Program (STEM A²) is a program for students who are gifted, talented, interested, and motivated in deeper STEM knowledge and skills. Honors/Pre AP/AP STEM A² courses place a special emphasis on mathematics and science competency-driven learning experiences that are integrative, inquiry-based, and problem-centered. By participating in the STEM A² program, students will acquire knowledge and skills that transfer across content areas and help participants deepen their investigation, synthesis, analysis, comprehension, problem-solving, communication, and leadership skills. Key STEM A² component include:

- 1) Challenging Curriculum - The program offers challenging/rigorous inquiry-based, experiential curricula related to real-world applications that encourage critical thinking, problem solving, and team work. The program expectations go beyond minimum competencies, as well as local, state

and/or national standards.

2) Inquiry-Based Learning Environment – STEM A² offers a learning environment where students work together as active learners and teachers facilitate student discovery. STEM A² teachers have access to and time allotted for professional development that hones their science knowledge and experiential teaching approach. Students have necessary curriculum materials to ignite their thinking and promoted hands-on outcome-based learning. Student diversity, individuality and uniqueness are recognized and respected in the community of learners.

3) Culture of Learning – STEM A² students have personal short term and long term goals for learning that are developed at the start of their STEM A² courses. Student participants are expected to be motivated in the classroom, school, and broader community through community and service learning projects.

Our school STEM offerings allow students to explore and discover their own personal passions and goals in life while strengthening their academic skills and knowledge base. Odyssey students have the option to choose from a variety of STEM and career experiential learning opportunities via partnerships, electives and clubs such as:

- Lego Robotics teams,
- Zero Robotics team,
- Green Building Ecology student led investigations and school tours,
- Organic fruit, vegetable and gardens and Farm on site,
- Experiences at local organic farms via our Farm to School program,
- Solar Hydroponic and aquaponics agricultural opportunities on site,
- STEM Electives (agricultural entrepreneurship, solar energy)
- Solar Energy Whiz Olympics,
- Partnerships for real world collaboration and problem solving with Florida Tech's Sustainability, Marine Biology and Aerospace/Mechanical Engineering departments, the Anglers for Conservation organization, Marine Resources Council, the Smithsonian Marine Research Station, University of Florida's Institute of Food and Agriculture Sciences, the Intellectual Decisions on Environmental Awareness Solutions (IDEAS) organization founded at UF,
- Career Day Speakers and Guests,
- Educational resource partnerships with the Solar Energy Center and Teacher's College at Columbia University for nutrition and gardening education,
- Future Problem Solving Community Problem Solutions and Odyssey of the Mind teams,
- Math team competitions,
- Mobile computer lab and dedicated computer labs, computer technology integrated into the classroom,
- On-site environmental sciences research using our ponds and woodland forest ecosystems,
- Environmental sciences experiences as via participation in Keep Brevard Beautiful Programs and Beach Clean-ups and participation in environmental programs at Turkey Creek Sanctuary, Erna Nixon Park, Barrier Island Center and the Waste Management Education Programs,
- Civil Air Patrol.

The chart below shows **STEM advanced placement/honors courses** offered at OCS and the number of students grades 6-9 participating in those courses. Students also have the opportunity for accelerated learning in subjects of Math and Science based on achievement levels. For example, we have students in our middle grades taking courses at the high school level. We have students taking advanced coursework through Florida Virtual and EdOptions Academy virtual opportunities.

STEM/ Advanced Placement/Honors Courses	Number of Students Enrolled in 2016-2017 SY
7 th / 8 th Grade Algebra I	7 (7 th Grade) and 29(8 th Grade)
Algebra I Honors	29 (8 th Graders) and 0 (9 th Graders)
Geometry Honors	37 (8 th Graders) and 8 (9 th Graders)
Biology I Honors	21 (9 th Graders)
AP Statistics	1
AP Human Geography	20
AP English Language & Composition	6

The chart below shows the success in placement and completion of STEM accelerated/honors courses at our school.

157 of students successfully completing accelerated/honors STEM courses during the 2016-2017 School Year	97% pass rate for 7 th and 8 th grade students in Algebra I
115 of students who were enrolled in more than one accelerated/honors STEM course for the 2015-2016 School Year	320 students enrolled in more than one accelerated/honors STEM course for the 2016-2017 school year

Career/Technical Education

The chart below shows the success in placement of students in CTE courses at our school.

72 of students enrolled in a CTE course for 2016-2017 School Year	72 students enrolled in CTE courses (combined grades 7-11)
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College and Career Readiness

This section is required for secondary schools, per Sections 1003.413(2)(g),(h), and (j) and 1008.37(4), F.S.

COLLEGE AND CAREER READINESS (TO BE COMPLETED BY SECONDARY SCHOOLS) This section meets the requirements of Sections 1114(b)(1)(B)(iii)(i)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. Describe the strategies the school uses to support college and career awareness – Implementation of new on-site AP courses; Dual enrollment scheduling and support; on-site certification programs (IE: Principles of teaching for pre-school certification; PLTW Gaming and Engineering); bi-weekly college and career counseling opportunities for students with two guidance counselors (1x fulltime / 1x part-time); PSAT/NMSQT testing including opportunities for DUKE scholarships.
2. Describe how the school integrates vocational and technical education programs – Certified PLTW educators to teach 3 & 4 year CTE courses for students 7-11 grades; inquiry-based STEAM-labs to build content knowledge with skill-sets for careers in Biotechnology (Bio-tech. lab onsite – equipped for year 1 course); Agricultural Technology via onsite fully-functioning *Organic Farm and Aquaponics system*; Journalism course (including creation / publication of school newspaper including: community-based advertising & interviews with local businesses, et al.) in addition to internship opportunities at local media providers.
3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which

is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C. incorporated by reference in Rule 6A-1.099811, F.A.C. (August 2013) : (See page: 22, items: a-i)

Career and College Readiness

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

- a) Guidance Counseling - Hiring of a full time guidance counselor for the Jr/Sr High school
 - b) Individualized Program of Study (IPS) - This counselor completes the four-year plan (IPS) with students and parents during a conference. During these meetings the counselor discusses the course selections that correlate to the student's college and career goals by reviewing academic history, interests and standardized test scores in order to create personally meaningful program of study that will give the student the greatest opportunity to improve on college or career readiness.
 - c) Counselor Parent Talks - The counselor holds sessions for parents quarterly to discuss issues related to college and career readiness. When appropriate, the counselor provides students with information about outside vocational and technical programs since those are not provided at our school.
 - d) Counselor Training - The counselor attends all appropriate district counseling meetings and trainings to inform the leadership team and teachers about college and career readiness expectations and requirements.
 - e) OCS Career Pathways - The leadership team is investigating appropriate career pathways and CTE courses to grow the Jr/Sr high school. Two career pathways, Engineering and Computer Programming, were added this year.
 - f) College and University Partnerships - Partnerships are being formed with local colleges and universities to provide our students with college and career readiness opportunities (tours, dual enrollment, internships). The counselor will plan at least one college visit for interested students and parents annually.
 - g) Career Day - The school will hold one college and career day each year.
 - h) Advanced Placement – As the school grows, additional Honors and AP classes will be added to the master schedule to meet student interest and needs.
 - i) College Coaching Team – A college coaching team, made up of teachers, the counselor, and administration, are working with each individual 11th grader to plan for high school graduation and college preparation.
- Now that 11th grade has been added to the school, every student will have a one-on-one meeting with the counselor/college coaching team to determine appropriate course selections based on annual post-secondary readiness evaluation scores. These score reports are provided by two district assessments: PERT and PSAT (10th) and ACT (11th). The scores from these assessments will provide the baseline used by counselors to help students design an academic and career plan reflective of their academic aptitude and post-secondary interests. In addition, the scores from the PERT, EOCs, PSAT and ACT are used to identify potential students for Advanced Placement classes offered on campus. The counselor will assist students in determining which AP courses will benefit them on their post-secondary paths.

(TITLE 1 SCHOOLS ONLY)

Highly Qualified Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
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1. Review of past performance data during interviews	Leadership Team	May 2017
2. Ongoing teacher recruitment through Teacher-Teacher	Leadership Team	Ongoing
3. Provide teachers with Professional Development opportunities	Leadership Team, Teacher Leaders, Coaches	May 2017
4. Provide grade level lead teachers to support teachers through induction	Leadership Team	May 2017
5. Leadership Team works very closely with teachers to promote their individual professional growth	Leadership Team	Ongoing
6. Participation in community events and education job fairs	Leadership Team	Ongoing

Our goal is to provide instruction by highly qualified staff to all students through recruitment and ongoing, high-quality professional development, and professional learning communities.

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective
34% of teachers are out of field for ESOL only [27 of 80] 4% of teachers are out of field [3 of 80]	Teachers are required to take classes immediately upon being out of field and continue until they are certified/endorsed. Course reminders are sent out multiple times during the school year and teachers are supported through the process.

**ALIGNMENT OF SCHOOL IMPROVEMENT PLAN
AND
TITLE I SCHOOLWIDE PLAN**

Required Elements of a Title I Schoolwide Plan (SWP) /School Improvement Plan (SIP) (Section 1114 -- Components of a Schoolwide Program)	Check the area(s) where each element is addressed in the SIP.	Additional information and references from Title I of the Elementary and Secondary Education Act (ESEA):
1. Include data from comprehensive needs assessment of the school	<input checked="" type="checkbox"/> <i>Rationale</i>	<i>Include academic achievement of students in relation to the state academic content</i>
2. Provide opportunities for all children to meet state standards	<input checked="" type="checkbox"/> <i>Analysis of Current</i>	


	Practice	
3. Utilize scientifically based strategies to strengthen the core academic program	<input checked="" type="checkbox"/> Strategies <input type="checkbox"/> MTSS <input type="checkbox"/> Analysis of Current Practice <input checked="" type="checkbox"/> Best Practice <input checked="" type="checkbox"/> Strategies	Strategies, materials and programs that are research based are a required element of any objective.
4. Include additional strategies that increase the amount and quality of learning time	<input checked="" type="checkbox"/> Strategies <input checked="" type="checkbox"/> MTSS <input type="checkbox"/> CTE/STEM	All schools are required to indicate what additional learning opportunities are made available during school, before and/or after school, and during summer, when applicable, and help provide enriched and accelerated curriculum.
5. Include strategies for meeting the educational needs of historically underserved subgroups, low-achieving, and at-risk students	<input checked="" type="checkbox"/> Strategies <input checked="" type="checkbox"/> MTSS <input checked="" type="checkbox"/> Early Warning System	These may include counseling, pupil services, and mentoring services.
6. State the means of determining whether student needs in the above requirement (#5) are being met	<input type="checkbox"/> Strategies <input type="checkbox"/> MTSS <input checked="" type="checkbox"/> Early Warning System	Address how the school will determine the educational needs of historically underserved subgroups, low-achieving, and at-risk students are being met.
7. Incorporate instruction by highly qualified teachers	<input checked="" type="checkbox"/> Highly Qualified Teachers	All instructors working in a Title I school are required to be Highly Qualified (Section 1119). If you have personnel that do not meet the requirements, list strategies to support staff to become highly qualified.

<p>8. Include strategies that support high quality and ongoing professional development for teachers, principals, and paraprofessionals</p>	<p>X Best Practice X Strategies _ MTSS</p>	<p>Each school receiving Title I funds shall devote sufficient resources to effectively carry out this requirement.</p>
<p>9. Include strategies to attract high quality, highly qualified teachers</p>	<p>X Highly Qualified Teachers</p>	<p>Schools must indicate how they mentor, attract and retain high-quality and highly qualified teachers.</p>
<p>10. Include strategies to increase parent involvement</p>	<p>X Parental Involvement</p>	<p>Each Title I school is required to complete a Parent Involvement Plan (PIP) and that plan may be used to meet the requirements of this section in the SIP.</p>
<p>11. Include strategies that assist preschool children in the transition from preschool to kindergarten</p>	<p>X Transition from Preschool</p>	<p>Elementary schools must identify how they will assist students in early childhood programs, such as Head Start and VPK, with the transition into elementary school.</p>
<p>12. Include teachers in using student achievement data to plan the overall instructional program</p>	<p>X Analysis of Current Practice X Strategies X MTSS</p>	<p>Described in Section 1111 (b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>
<p>13. Provide additional assistance for low-achieving students that shall include measures to ensure that students' difficulties are identified in a timely manner</p>	<p>X MTSS</p>	<p>Every school is required to incorporate strategies on how they will address the needs of low performing students that experience difficulty mastering the proficient and advanced levels of academic achievement standards (Section 111 (b)).</p>
<p>14. Specify coordination with other federal, state, and local programs</p>	<p>X Analysis of Current Practice _ Best Practice</p>	<p>Schools should include any alignment to other state, federal and local programs that support the educational programs of the school such as violence prevention, nutrition programs, Early Childhood, and Head Start.</p>

	X MTSS	
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Odyssey Charter School
School Name

Ms. Wendi Nolder / Dr. Monica Knight
Principal's Signature



Odyssey
Preparatory Academy

BUSINESS

Brevard Public Schools School Improvement Plan 2016 - 2017

APPROVED

NOV 18 2016

OCS, Inc.
Board of Directors

Name of School:

Odyssey Preparatory Academy

Asst. Supt. of Leading and Learning:

Stephanie Archer, Assistant Superintendent

Principal:

Rachel Roberts

SAC Chairperson:

Charlotte Chase

Superintendent: Dr. Desmond Blackburn

Mission Statement:

The Mission of Odyssey Preparatory Academy is to work in partnership with the family and community, with the aim of helping each child reach full potential in all areas of life. We seek to educate the whole child with the understanding that each person must achieve a balance of intellectual, emotional, physical, spiritual, and social skills as a foundation for life.

Vision Statement:

The vision of Odyssey Preparatory Academy is to create a school committed to academic excellence and the education of the whole child. We achieve this by providing accessible quality Montessori education and programs that develop healthy classroom and school communities. The school's aim is to prepare children to reach their full potential while playing a responsible role in protecting the global environment and fostering peace and harmony within our school and community.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

1. Founder and Head of Schools presented mission, vision, and school-wide data during preplanning to all staff and teachers in preparation for the development of the school improvement plan.
2. Teachers were provided with individual and school level data to develop professional SMART goals. Ongoing conversations about the implementation of the School Improvement Plan take

place in bi-weekly Professional Learning Communities.

Brevard Public Schools School Improvement Plan 2016 - 2017

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

OPA received a school grade of “C” for the 2015-16 school year. This is up from an “F” in 2013-14. Over the past two school years, OPA has made exceptional progress in student achievement.

In 2014-15, there were no learning gains calculated for the school grade due to the first year of the Florida State Assessment (FSA) which replaced the previous assessment (FCAT). Odyssey Prep achieved 52% proficiency in Reading and 58% proficiency in Math, 39% proficiency in Science on the FSA for that year.

In 2015-16, OPA fared much better. While maintaining their “C”, Odyssey Prep achieved significant learning gains in three out of the four categories for learning gains. The school grading formula changed significantly in 2015-16 and placed a larger emphasis on overall student gains as well as gains for the lowest 25%.

OPA exceeded the state average for learning gains in reading for the lowest 25% by 26 points. This placed Odyssey Prep in a class of only 45 schools in the state with 67% learning gains for the lowest 25% when factoring in Free and Reduced Lunch percentages.

This table describes the increase in student enrollment at Odyssey Prep over the last three years.

	2013-14	2014-15	2015-16
Student Enrollment	235	234	255
Free & Reduced Lunch Rate	65%	80%	100%
Minority Rate	63%	64%	64%

When utilizing the demographic data, OPA has made considerable strides in student achievement. Within Brevard County, Odyssey Prep was ranked near the top of the Palm Bay schools, and was one of only a few schools that made achievement in the learning gains categories. However, the mathematics learning gains for OPA’s lowest 25% were lower than the state average.

School-Wide Proficiency Rates

	Reading Proficiency F&P	FSA ELA Achievement	FSA Writing	FSA Mathematics	FCAT Science 5 th Grade
2014-15	N/A	55%	N/A	52%	39%
2015-16	70%	50%	5.6 Average	55%	41%

State Assessment Learning Gains

	Learning Gains Reading	Learning Gains Lowest 25%	Learning Gains Math	Learning Gains Lowest 25%
2015-16 OPA	55%	67%	51%	30%
2015-16 State	52%	41%	52%	40%
Difference	+3	+26	-1%	-10%

School-Wide Grade Specific Proficiency Rates

	Reading Proficiency F&P	FSA Reading Proficiency	FSA Writing Average	FSA Mathematics	FCAT Science 5 th Grade
3 rd Grade	58%	57%	N/A	59%	N/A
4 th Grade	77%	45%	5.6	48%	N/A
5 th Grade	62%	54%	5.5	41%	41%
6 th Grade	54%	29%	5.2	56%	N/A

Analysis of SIP Goals for 2015-16

- The school did not achieve our SIP goal in Reading/ELA which projected 60% of our students becoming Proficient (Level 3 or above) in Reading/ELA. FCAT data for the 2013-2014 school year indicated that 51% of students were Proficient in Reading.
- The school met the SIP goal of 50% for Reading Learning Gains. Reading gains 67% percent of students scoring in the lowest quartile made learning gains.

MATH

- The school met the SIP goal of 50% for Math Learning Gains.
- 50% of students scoring in the lowest quartile made learning gains.

SCIENCE

- The school did not achieve our SIP goal in Science which projected 52% of our students becoming Proficient (Level 3 or above).

Analysis of School-Wide Indicators for Student Achievement

OPA made significant progress in school attendance as well as student behavior incidents. In 2015-16, OPA experienced a decrease in student suspendable behaviors and an increase in in-seat attendance.

Comparison of Early Warning Indicators

	2014-15	2015-16
Daily In-Seat Attendance Rates	93.5	95.3
Suspensions	144	45

Additional Analysis of Early Warning Indicators

OPA looked closely at the specific incidents of chronic attendance issues, which is identified as >90 attendance rate. The largest population of students who experienced low attendance was our Exceptional Education Students, with half of all ESE students experiencing chronic attendance incidents.

	Number of ESE Students	Number of ESE Students with Chronic >90 Absences
2015-16	34	17

These factors are examined further in the following section *Analysis of Current Practice*.

Analysis of Current Practices:

Prior to the start of the school year, the Academic Leadership Team guided staff through a detailed analysis of school-wide data. The various data sources included academic achievement (FSA, School Assessments) as well as early warning indicators such as in-seat attendance, suspension rates and specific population data. Over the course of two “data digs” teachers and staff closely analyzed the implications of the data.

The next step in the process was to identify areas in need of instructional support. Teachers and staff reviewed

the prior year's strategies, including the use of curriculum mapping, implementation of guided reading and balanced literacy. Additionally, teachers and staff analyzed the Professional Learning Community process implemented for the past two years.

The school teams recognized the need to provide stronger science support, as evidenced by the three-year lag in science achievement. Additionally, the school teams noted that a deeper mathematical foundation must be developed, as evidence showed a lack of foundational skills, especially for the lowest 25%.

Best Practice:

According to the National Center for Urban School Transformation, certain aspects of school must exist in order to achieve excellence. We have chosen aspects related to the behavior of the adults and the children. <http://www.ncust.org/wp/>

School Leaders:

- help educators focus on key academic content.
- structure opportunities for teachers to learn content to greater levels of depth.
- engage teachers in designing and implementing assessments that provide concrete, common understandings of the levels of mastery students should attain.
- engage everyone in evaluating curricula and considering opportunities for improvement

Staff:

- Create clarity and specificity about what students are expected to learn
- Minimize transitions, wait time, and time off task
- Focus persistently on the objective to be mastered
- Focus on generating substantial depth of understanding (higher-order thinking)
- Strive to get every student to demonstrate mastery of the objective
- Engage all students in demonstrating their levels of understanding throughout the lesson
- Attend carefully to evidence of student understanding throughout the lesson
- Adapt instruction when student mastery is not evidenced
- Conclude by checking student understanding

Students:

- Students are eager to attend school. They perceive that adults in the school care sincerely about them and about their success. Students feel a personal connection to the adults at school.
- Students feel safe physically and emotionally. They know that the adults in the school do whatever is necessary to create a safe and comfortable learning environment.
- Students believe they are likely to succeed academically. Students believe that their hard work will result in both short-term and long-term exciting opportunities.

Parents:

- Parents believe that educators care about their child. Parents believe that educators perceive potential in their child and are working to maximize that potential.
- Parents feel welcome at school. They feel that educators perceive them as strong, positive partners in the education of their child. Parents feel that their concerns and insights are appreciated.
- Parents believe that educators appreciate whatever small or large contributions they make to their

child's education

READING/ELA/WRITING

Odyssey Preparatory Academy will continue to improve the proficiency level of students in English Language Arts over the previous year's achievement. Study Island (SI) assessments will be used to monitor progress and to determine proficiency according to LAFS. SI will be used in conjunction with the Fountas and Pinnell Benchmark Assessment System to determine reading growth for students in Kindergarten through 6th grade. The school will continue to implement, with fidelity, a weekly 90-minute PLC with each grade level to unpack the Florida Standards. The school will continue to implement the Core Knowledge curriculum, Columbia University Teachers College Writer's Workshop, and SpringBoard programs. One full time instructional coach, two full time interventionists and a full time instructional assistant, funded by Title I, Part A, will be used to support the implement of these programs.

MATHEMATICS

Odyssey Preparatory Academy will continue to improve the proficiency level of students in mathematics. Study Island (SI) assessments will be used to monitor progress and to determine proficiency according to MAFS. SI will be used in conjunction with the Florida Ready MAFS benchmarks to determine and monitor growth for students in Kindergarten through 6th grade. The school will continue to implement, with fidelity, a weekly 90-PLC with each grade level to unpack the Florida Standards. One full time instructional coach, two full time interventionists and a full time instructional assistant, funded by Title I, Part A, will be used to support the implement of these programs.

School-Based Goal: What can be done to improve instructional effectiveness?

Our ELA goals are to increase the following:

- Reading Proficiency from 50% to 53%.
- FSA writing average from 5.6 to 5.9.
- FSA Lowest 25% Reading Learning Gains from 67% to 70%.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Teachers are textbook-focused rather than standards-focused	1. New scope and sequence multi-disciplinary standard maps for 9-week	Greg Turner (PLC Consultant), Site administrator, Instructional Coaches, ESE and	August 2016 –June 2017	PLC meeting notes, PLC standards unpacking forms, lesson plans, classroom

	<p>windows of instruction (including an emphasis on CLKA domains as well as integration of science and social studies).</p> <ol style="list-style-type: none"> 2. 90-minute weekly PLC's during common planning time led by school leadership and instructional coach. 3. PLC Consultant to provide guidance during PLC's as well as to provide standards-focused teaching feedback. 4. Teacher review and gain a deep understanding of FSA test-item specifications 	ESOL teachers, and grade level ELA teachers		walkthrough observation notes
Teachers Using Standards-Based Lesson Plans	<ol style="list-style-type: none"> 1. Teachers will use a common board configuration, including the standard, learning goal, essential question, agenda, vocabulary, and exit ticket. 2. Teachers will unpack learning standards and learning objectives with students. 3. Teachers will check for student 	ELA teachers, Instructional Coaches, site administrator, ESE and ESOL teachers	Weekly August 2016– June 2017	<p>Classroom walkthrough discussions with students by Instructional Coaches and site administrator to check for student understanding</p> <p>Boards posted in the classroom daily</p>

	<p>understanding of standard to be mastered.</p> <p>4. Teachers will identify the academic and content vocabulary related to the objective.</p> <p>Teachers will utilize "exit tickets" to check for understanding of the objective and learning goal.</p>			
Lack of rigor during the ELA block	<ol style="list-style-type: none"> 1. Use of 120-minute balanced literacy block 2. Hire 1 Title I Reading Coach 3. Utilize the three components of balanced literacy: word study (vocabulary, phonics, morphology), focused reading instruction (read-aloud, close reading, guided reading and workstations) <p>Deepen the standards-focus during</p>	ELA teachers, Instructional Coaches, site administrator, ESE and ESOL teachers	Weekly, August 2015 – June 2016	PLC weekly grade level/subject area meetings with Instructional Coaches and site administrator, MTSS monthly grade level meetings during planning periods, Study Island benchmark assessments
Common Framework for Effective Teaching Practices	<ol style="list-style-type: none"> 1. Implementation of the Marzano Framework 2. Focus on Design Questions 1-9 <p>Training on the various Indicators from the framework including indicators 1, 4, 6, 9, 15, 24, 28, 33, 39, 40</p>	Site Administrator, PLC Consultant	Weekly, August 2016- June 2017	Weekly formative feedback, informal walkthrough's, professional development and scaffolding for understanding

School-Based Goal: What can be done to improve instructional effectiveness?

Our Mathematic goals are to increase the following:

- Mathematics Proficiency from 55% to 58%.
- FSA Lowest 25% Mathematics Learning Gains from 30% to 50%.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Teachers are textbook-focused rather than standards-focused	<ol style="list-style-type: none"> 1. Teachers utilize the common scope and sequence documents for 9-week intervals 2. 90-Minute PLCs during common planning time with school leadership, coaches, and PLC consultant. 3. PLCs meet weekly to work collaboratively to unpack standards and develop lesson plans. Standards are analyzed to determine best way to teach for student understanding. 4. Instructional Coach, Site Administrator, and PLC Consultant perform classroom walkthrough observations. Teacher review and gain a deep 	Greg Turner (PLC Consultant), Site administrator, Instructional Coaches, ESE and ESOL teachers, and grade level math teachers		PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes

	understanding of FSA test-item specifications			
Teachers Using Standards-Based Lesson Plans	<ol style="list-style-type: none"> 1. Teachers will use a common board configuration, including the standard, learning goal, essential question, agenda, vocabulary, and exit ticket. 2. Teachers will unpack learning standards and learning objectives with students. 3. Teachers will check for student understanding of standard to be mastered. 4. Teachers will identify the academic and content vocabulary related to the objective. 5. Teachers will utilize "exit tickets" to check for understanding of the objective and learning goal. 	Math teachers, Instructional Coaches, site administrator, ESE and ESOL teachers	Weekly August 2016 – June 2017	Classroom walkthrough discussions with students by Instructional Coaches and site administrator to check for student understanding
Lack of rigor during the Math block	<ol style="list-style-type: none"> 1. Implement 75 minute math block 2. Utilize complex math tasks as "bell work" that exemplify real-world problems 3. Supplement math curriculum with Florida Ready MAFS workbook 4. Deepen the standards-focus during math workstation learning 5. Incorporate mathematical writing into the math block 	Math teachers, instructional coaches,		
Students' lack understanding of conceptual mathematics	<ol style="list-style-type: none"> 1. Implement research-based Spatial Temporal Mathematics 	Math teachers, Instructional Coaches, Math Interventionist, Title I		ST Math Webinars, On-Site PD, Computer Lab Usage, ST Math Usage Reports, ST

	<p>supplemental curriculum</p> <ol style="list-style-type: none"> 2. Create 2nd computer lab to support the effective implementation of Spatial Temporal Mathematics 3. All grade levels will attend two 45 minute ST Math lab times weekly 4. Each classroom is expected to make 1-2 % progress in ST Math curriculum each week <p>Teachers will actively utilize ST Math curriculum to focus on conceptual mathematics</p>	Instructional Assistant, Site Administrator, ESE and ESOL teachers		Math Student Achievement Reports
Lack of Effective Mathematics Interventions	<ol style="list-style-type: none"> 1. Hired one full time Intensive Math Interventionist 2. Create grade level daily intervention blocks for mathematics 3. Determine students' weaknesses and strengths based on data 4. Group students and provide research-based interventions <p>Determine effective intervention/enrichment strategies</p>	Title I Math Interventionist		Intensive, daily mathematic interventions for the lowest performing students
Student lack of automaticity (fluency) with math facts	<ol style="list-style-type: none"> 1. Instructional Coaches and classroom teachers will analyze the benchmark assessments and recognize 	Math teachers, Instructional Coaches, site administrator, ESE and ESOL teachers	August 2014 -- June 2015	Study Island Benchmarking, classroom assessments, individual student observations

	<p>weaknesses to form intervention groups. Intervention groups will be fluid.</p> <ol style="list-style-type: none"> 2. Instructional Coaches and teachers will work with students to master and become fluent (automatic) with math facts required by the MAFS. 3. Teachers will be provided professional development to gain effective research-based strategies to teach math facts. 4. The teachers and the school will enlist parent support in two ways: <ol style="list-style-type: none"> a. To support intervention blocks b. To support student mastery at home through Title I Math night. 			
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School-Based Goal: What can be done to improve instructional effectiveness?

Our Science Assessment Goal is to increase:

- Overall science achievement from 41% to 48%

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Science instruction lacks rigor and focus	<ol style="list-style-type: none"> 1. Creation of multi-disciplinary scope and sequence documents that integrate science BOKs into the ELA curriculum 2. STEM lab times available for teachers on a daily basis 3. Grade level PLC's for Science on a weekly basis 4. Support from Science Coach and Science Lab Teacher to develop meaningful science practice 5. Teacher review and gain a deep understanding of FCAT Science test-item specifications 	Greg Turner (PLC Consultant), Site administrator, ESE and ESOL Teachers, and Grade Level Science Teachers		PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes
Teachers Using	<ol style="list-style-type: none"> 1. Teachers will use a common board 	Science Teachers, Site administrator, ESE		Classroom walkthrough

Standards-Based Lesson Plans	<p>configuration, including the standard and essential question.</p> <ol style="list-style-type: none"> 2. Teachers will discuss standards and learning objectives with students. 3. Teachers will check for student understanding of standard to be mastered. 4. Increase opportunities for students' exposure to and participation in real world science problems and solutions 	and ESOL Teachers		discussions with students by Site Administrator
Students' lack understanding and use of science vocabulary	<ol style="list-style-type: none"> 1. In PLCs teachers identify vocabulary to be taught and best ways to teach for student understanding. 2. Teachers have students apply, use and put in context the vocabulary for lessons during science instruction and discussions. 3. Teachers will instruct on the Greek and Latin Roots to help students decode vocabulary words 4. Provide professional development for teachers on the Marzano's six 	Science Teachers, Site administrator, ESE and ESOL Teachers		PLC discussions, classroom walkthrough observations and discussions with students by Site administrator

	step process for vocabulary acquisition.			
Teachers lack a depth of knowledge in order to provide rigorous and inquiry based Science instruction	<ol style="list-style-type: none"> 1. Provide professional development for teachers in the Socratic and or inquiry method of questioning. 2. Increase partnerships with the STEM community, collegiate, and business organizations. 	Science Teachers, Site administrator		PLC discussions, classroom walkthrough observations and discussions with students by Site Administrator
Students lack exposure to hands-on science	<ol style="list-style-type: none"> 1. Creation of a FOSS STEM lab 2. Creation of student gardens including a solar kitchen and teaching space 3. Inclusion of a STEM Science Teacher for daily science instruction across all grade levels 	STEM Lab Instructor, classroom teachers	Weekly August 2016-June 2017	BOK assessments

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

READING/ELA/WRITING

The SMART goals set for this school year will result in higher student achievement. The focus on balanced literacy should improve the overall reading proficiency of our students and result in a higher level of proficiency on the FSA Reading and Writing assessment. The implementation of guided reading strategies will lead to increased student achievement.

MATH

The SMART goals set for this school year will result in higher student achievement. The implementation of ST Math

will increase student conceptual understanding of mathematical concepts. The goal to implement this program with fidelity will increase student proficiency rates on the FSA Mathematical assessment.

SCIENCE

The use of a dedicated science lab will increase hands-on science learning which should equate to higher levels of student achievement. The cross-curricular scope and sequence documents will further support science vocabulary acquisition and increase student proficiency on the FCAT NGSSS Assessment.

Qualitative and Quantitative Student Achievement Expectations: Measures student achievement.

READING/ELA/WRITING

The SMART goals set for this school year will result in higher student achievement. The school expects to see an increase in overall reading proficiency due to the continued implementation of balanced literacy. The school also expects to maintain high levels of learning gains as measured by the FSA.

MATH

The SMART goals set for this school year will result in higher student achievement. The school expects to see an increase in overall mathematical proficiency due to a focus on conceptual mathematics. Additionally, the school expects to increase the learning gains in the lowest 25% for mathematics.

SCIENCE

The school expects to see an increase in 5th grade science proficiency over the previous years' scores.

Part 2: Support Systems for Student Achievement

(Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2015-2016 and a description of changes you intend to incorporate to improve the data for the year 2016-2017.

MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RI This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

School Leadership used a scheduling process to create common planning and grade level intervention/enrichment blocks at the same time each day. With our Title I funds, we have hired a Reading Coach, Mathematics Interventionist, Reading Interventionist and a Professional Learning Community

Consultant to work with our Leadership Team and our Faculty during our grade level common planning times and intervention/enrichment blocks. In addition, our ESE Teacher, ESOL Teacher, ESOL Assistant, Gifted Teacher, Reading Coach and Instructional Assistant will be available during the intervention/enrichment blocks to work with students.

Odyssey's MTSS Leadership Team is comprised of our Administrative Team (Head of Schools, Site Administrator, and Instructional Coaches), along with our Guidance Counselor, Exceptional Education Coordinator, Exceptional Education Teacher, ESOL Teacher, and our Instructional Coaches. The school utilizes DuFour's questions that drive the work of the Professional Learning Communities:

1. What is it we want our children to learn?
2. What will we take as evidence that they have learned it?
3. How will we plan and deliver first instruction that gets students to learn it?
4. How will we respond when students have already learned it?
5. How will we respond when some students have not learned it?

During weekly common planning periods and monthly MTSS data chats, teachers are able to discuss academic and behavioral concerns about students with the MTSS Leadership Team. Members of the grade level team and the MTSS Leadership Team listen to concerns and problem solve solutions for interventions and prepare the necessary documentation. Ongoing progress monitoring is continually reviewed by the MTSS teams on a regular basis and adjustments are made based on data. If the interventions are not successful based on the time limit set by the team, the student is then referred to the Individual Problem Solving Team (IPST).

The Leadership Team meets weekly through a collaborative process in order to determine the best ways to utilize our human and fiscal resources to meet student needs. Administrative team members participate in the grade level Professional Learning Communities and follow up through observations during intervention/enrichment blocks and classroom walkthroughs. Teachers, staff members and school administrators will use Performance Matters to access and analyze data. District and other benchmark assessments will be utilized to track and monitor student mastery of standards. Monthly MTSS data meetings provide the opportunity to review student progress and provide additional time and support as needed.

In order to support understanding of the MTSS process, the teaching staff is trained during preplanning and on an ongoing basis throughout the school year. Grade levels are provided with daily common planning for working in Professional Learning Communities.

Resource:

DuFour, R. "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn". (2004)

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be

sustained? What are areas of weaknesses and how are they being addressed?

In the 2015-16 school year, Odyssey Preparatory Academy held several family engagement events. These included;

- Monthly Parents as Partners Meetings
- Quarterly Parent Engagement Events (Title I Open House and Annual Meeting, Title I Math Night, Title I Literacy Night, Title I FSA Night)
- Founder's 5-K Event

These events are referenced in the Odyssey Preparatory Academy Title I Parent Involvement Plan (PIP) which is located on the school website and in the school's main office.

Parents are generally pleased with the level of parent engagement offerings. The school has several parent volunteers who assist on a regular basis. Additionally, parents work with students through the "Read Aloud Club" to earn family engagement volunteer hours on a monthly basis.

EARLY WARNING SYSTEMS (SB 850)

Analysis of School-Wide Indicators for Student Achievement

OPA made significant progress in school attendance as well as student behavior incidents. In 2015-16, OPA experienced a decrease in student suspendable behaviors and an increase in in-seat attendance.

Comparison of Early Warning Indicators

	2014-15	2015-16
Daily In-Seat Attendance Rates	93.5	95.3
Suspensions	144	45

Additional Analysis of Early Warning Indicators

OPA looked closely at the specific incidents of chronic attendance issues, which is identified as >90 attendance rate. The largest population of students who experienced low attendance was our Exceptional Education Students, with half of all ESE students experiencing chronic attendance incidents.

	Number of ESE Students	Number of ESE Students with Chronic >90 Absences
2015-16	34	17

2015-16 School Year														
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance <90	8	15	17	11	14	13								
1 or more ISS or OSS					1	2								
Level I in ELA or Math				3	7	9								
Course Failure in ELA or Math	3													

Students exhibiting 2 or more indicators	3			3	7	9									
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Odyssey Preparatory Academy closely analyzed the early warning indicators including the following;

- Chronic absenteeism <90
- Suspension rates (for both general education students as well as specified populations, ESE, EII)
- Level 1 on the FSA
- Struggling readers as identified by the FSA or Fountas and Pinnell

After identifying the early warning indicators, the school improvement team and staff at Odyssey Preparatory Academy collaborated on a system to monitor and address the systemic challenges within the student population. These include addressing chronic absenteeism, ESE absence events and early reading difficulties.

STUDENT TRANSITION AND READINESS

1. PreK-12 TRANSITION This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Odyssey Preparatory Academy works in conjunction with the early childhood programs (VPK) including its own program, Montessori Village Green. The school begins the transition system in December, by providing parents with information on Kindergarten, Kindergarten Readiness, and the charter school lottery process.

After school lottery, the school works with the ECE community to welcome new kindergarten families to the upcoming school year. Open houses, information night and a planned transition including student achievement data are used to ensure that students successfully transition from the VPK program to the elementary program.

Students who transition from OPA to Odyssey Charter School Jr./Sr. High are provided with transition support. This includes site visits to the program as well as pre-identifying students who need academic support for remedial classroom attendance.

2. COLLEGE AND CAREER READINESS This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

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

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (<http://data.fl DOE.org/readiness/>). As required by section 1008.37(4), FL Statutes.

(TITLE 1 SCHOOLS ONLY)

Highly Qualified Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Review of student achievement data during teacher recruitment interviews.	Leadership Team	Ongoing
2. Attending various teacher recruitment fairs and developing a relationship with teacher colleges.	Leadership Team	Ongoing
3. Implemented new effective and highly effective compensation (pay for performance).	OCS Board	Fall 2016

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly qualified. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly qualified	Provide the strategies that are being implemented to support the staff in becoming highly qualified
ESOL only 38% {7}	Ongoing ESOL coursework



Preparatory
Academy

Business

APPROVED

Orange County Public Schools (OCPS)
Oasis Preparatory Charter Academy
School Improvement Plan
2016-17

NOV 18 2016

OCS, Inc.
Board of Directors

Name of School: Oasis Preparatory Academy **Site Administrator:** Christopher Essex

Area Superintendent: Kia Scott, Director School Choice **SAC Chairperson:** OCS Board Chair, Leslie Maloney **Superintendent:** Dr. Jenkins

Mission Statement:

The Mission of Oasis Preparatory Academy is to work in partnership with the family and community, with the aim of helping each child reach full potential in all areas of life. We seek to educate the whole child with the understanding that each person must achieve a balance of intellectual, emotional, physical, spiritual, and social skills as a foundation for life.

Vision Statement:

As a school we are committed to academic excellence and the education of the whole child. We achieve high standards of achievement through providing accessible quality holistic education programs along with the Montessori philosophy which focuses upon mastery learning, individualized instruction plans, and differentiation of instruction to meet the needs of students. Additional focus upon creating healthy students is achieved through a healthy school lunch program and nutrition education. The school's aim is to prepare children to reach their full potential while playing a responsible role in fostering peace and harmony within our school and community.

Communication of School Improvement Plan:

Briefly explain how the mission, vision and school improvement plan is communicated to all stakeholders.

1. Founder and Head of Schools presented mission, vision, and school-wide data during preplanning to all staff and teachers in preparation for the development of the school improvement plan.
2. The School Improvement Plan is developed and reviewed through collaboration with faculty.
3. Ongoing conversations about the implementation of the School Improvement Plan takes place during early release discussions and in Professional Learning Communities.
4. SIP Presented to Odyssey Charter School Board for acceptance.
5. School will review the mission, vision, and SIP with parents during the first Title I night.

Oasis Preparatory Academy School Improvement Plan 2016-17
Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement-Examples may be, but are NOT limited to survey data, walk-through data, minutes from PLC's or Dept. Mtgs. Move away from talking about every single data source and determine your rationale; much like the PGP, what is your focus and why?)* **Considerations/Examples:** What are the areas of success? Where are concerns? What trends do you see? What kind of data are you looking at within your school? What data do you use for teacher practice? How are teachers planning? Are plans Standards Driven? Are Essential Questions meaningful? What does CWT tell you about instruction? How will you monitor the depth of implementation?

Oasis serves a student population of 100% minority and 100% poverty. The School received a grade of "F" for the 2015-16 school (year). This was a significant reduction from the 2014-15 school (year), where the school received a grade of "D". The School placed as one of the lowest 300 elementary schools in the State based upon the English Language Arts achievement and learning gains/points achieved in the school grades model for the Florida Department of Education's State assessment and accountability grading system.

At the end of the 2015-16 school (year), Oasis had 146 students enrolled. Of those students, 75 students returned for the 2016-17 school year, 48 new Kindergarteners enrolled, and an additional 40 new 1st through 5th grade students enrolled. This is more than a 50% mobility rate. **Mobility** is of concern since higher **mobility** tends to correlate with lower achievement. Mobility affects the school itself by impacting the performance of the students coming in and out of the system; thereby weighing on the overall test scores of for the entirety of the school. New students take time to catch up with a new curriculum. Student records take time and energy to transfer.

This table describes the increase in student enrollment at Oasis Prep over the last two years, which is approximately a 20% increase.

	2014-15	2015-16	2016-17
Student Enrollment	145	178	167
Free & Reduced Lunch Rate	100%	100%	100%
Minority Rate	98%	98%	100%

School-Wide Proficiency Rates

	FSA ELA Achievement	FSA Mathematics	FCAT Science 5 th Grade
2014-15	31%	33%	45%

2015-16	23%	26%	18%
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State Assessment Learning Gains

	Learning Gains Reading	Learning Gains Lowest 25%	Learning Gains Math	Learning Gains Lowest 25%
2015-16	32%	N/A*	41%	N/A*

*The School did not have enough students to qualify for a learning gain in its lowest 25% of students

Analysis of SIP Goals for 2015-16

The School did not achieve many of our School Improvement Plan goals for academic achievement.

1. In Reading, our goal was to increase Reading proficiency by 11%. It was anticipated that the School would move from 31% to 42% proficient. The School dropped to 23% proficient in Reading.
2. Another Reading goal was to increase reading proficiency from 38% proficiency to 65% proficiency as determined by the Fountas and Pinnell (F&P) Benchmarking Assessment System. The proficiency rate did not improve. As a result of our mobility rate, the 2015-16 F&P data is not statistically valid measure for use in the development of the 2016-17 goals.
3. In Math, our goal was to increase Math proficiency by 10%. It was anticipated that the School would move from 33% to 43% proficient. The School dropped to 26% proficiency in Math.
4. In addition, another Math target was to increase student proficiency through grades 3-6- students were measured using the Study Island cold

assessment system. The cold assessments were designed to test student mastery of the standards taught. 100% of the grade levels showed significant gains on the math cold assessments from fall to spring. Since each of the cold assessments evaluated different standards, the validity of the results were compromised. It was, however, noted that gains in performance (increase in the percent of standards mastered) increased in all grade levels were recorded.

In our analysis of reasons why we were not able to achieve our goal, we determined the following:

1. Lack of effective and collaborative school-based leadership
2. Teacher shortage that impacted finding highly qualified teachers to begin the school year
3. A large percentage of students that started the school year performed (academically) significantly below grade level
4. 100% minority and economically disadvantaged student population and 50% mobility rate
5. Lack of teacher preparedness or experience working with high need student populations
6. Underdeveloped MTSS and Exceptional Student Education (ESE) program for qualified students

Analysis of Current Practice: (How do we currently conduct business?)

Near the beginning of the school year, the School Leadership team guided staff through a detailed analysis of school-wide data. The various data sources included academic achievement (FSA, School Assessments) as well as early warning indicators such as in-seat attendance, staff attendance, suspension rates and specific population data. Over the course of several meetings to analyze data, teachers and staff closely reviewed the implications of the data to be able to inform classroom instruction and remedial plans.

In 2016-17 Oasis will continue the development of the professional learning community (PLC) process. Over the course of the year, Oasis will hold weekly grade level PLC meetings during which teachers collaborate together to gain common understanding of grade level Florida State Common Core learning standards, known as "unpacking." A systematic process exists where teachers work collaboratively to unpack standards and identify academic vocabulary to be taught; instruction implementation and expected student outcomes are discussed and documented through lesson planning. Students' mastery of Florida standards taught are assessed periodically and data is reviewed regularly to inform on-going instruction.

Over the summer, Oasis' Literacy Coach collaborated with Odyssey Charter and Odyssey Preparatory School Leadership and Instructional Coaches to

develop an ELA scope and sequence, which includes interdisciplinary units in science and culminating activities in writing. Oasis teaching staff participated in pre-planning training to include professional development in Positive Discipline in the Classroom (an essential element of the School), Balanced Literacy Implementation, Guided Reading, Fountas and Pinnell, Leveled Literacy Intervention and Forney Writing. Teachers from Odyssey Preparatory Academy provided staff development to Oasis teachers on Standards based instruction through the use of the core curriculum. The School Leadership recognized the need to provide additional and training and support for teachers in order for them to fully understand and implement the MTSS process, as well as Exceptional Student Education (ESE) guidelines and services. Teachers were in-serviced by School Leadership and a newly hired MTSS Coordinator on the MTSS process. Fountas and Pinnell benchmarking is utilized; it's a systematic process was implemented to help with providing successful intervention for below grade level (BGL) students. In addition, the interventionist and Instructional Coach will be trained in Wilson Reading for 3rd grade through 5th, while K-2 teachers will be trained Wilson Foundations, for additional support in reading. Because of the School's academic struggles, the OCS Board recognized a need and made a change to the School Leader in order to facilitate a stronger focus on student achievement and BGL learners, and in order to move the School toward a collaborative leadership model that was more aligned to the School's mission and vision.

During summer pre-planning and the beginning of the school year, information was shared with staff regarding the climate survey from the previous year. They were also informed of the School's internal and external goals for the school year as well. Also during the summer, parents were in-serviced about School goals, vision and mission, operations and procedures for the upcoming school year. During the beginning of the year, students participated in Study Island Benchmark testing. Teachers and students were professionally developed to analyze data; subsequently, teachers prepared students to conduct student led conferences with their parents to help set academic goals for the year. In addition, teachers were in-serviced to properly administer the Fountas and Pinnell reading assessment; the F&P tool was utilized to identify individual student reading levels. All of the aforementioned assessments and surveys were used to identify areas of strengths and weaknesses.

In 2014-15, Oasis began the development of the professional learning community (PLC) process. Over the course of the year, Oasis held weekly grade level PLC meetings in which teachers unpacked the Florida State Common Core learning standards. These meetings incorporated a systematic process of unpacking standards, identifying academic vocabulary, and collaborating in lesson planning. Teachers also utilized PLC time to engage in some data analysis; this was, however, not a consistent part of the meeting itinerary. Assessments were created to help measure mastery of the Florida Standards taught.

In SY 2014-15, standards based curriculum maps were created by grade level teams. In the middle of the year, Orange County benchmark data was used to develop content and grade level intervention/enrichment and tutorial action plans. Analysis of last year's practice showed uneven

implementation of Oasis educational programs. Administrators, teacher trainers, and the Instructional Coaches worked to support classroom instruction through common planning and classroom walkthroughs.

Prior to this school year (2016-17), teachers visited Odyssey Charter and Odyssey Preparatory to observe implementation of the CKLA (Core Knowledge Language Arts) curriculum. CKLA is a comprehensive program for teaching reading, writing, listening and speaking, while also building students' vocabulary and knowledge across essential domains in literature and other disciplines. Teachers from Odyssey Preparatory provided staff development on Standards based instruction through the use of the core curriculum; Oasis teachers participated in the aforementioned staff development. The School Site Administrator has in-serviced (on-going) the teaching staff on the principles of signature teaching and questioning strategies designed for teachers to push more of the cognitive work out to students as soon as they are ready. Oasis administration has also in-serviced teaching staff on principles of Universal Design for Learning (UDL), which is the intersection of educational approaches including: multisensory teaching, differentiated instruction, integrated units, multiple intelligences and technology integration. The essential goal for teaching these strategies is to move students toward Gradual Release of Responsibility (in learning) and project based learning.

During the first weeks of school, Oasis Preparatory administration and coaches will focus on how teachers will establish their authority and get control of their classrooms. Specifically, the first two weeks of school included, but was not limited to, concise focus on how each teacher:

- Teaches routines and procedures
- Executes transitions
- Builds community
- Manages student behavior

The FY 2015-16 school results propagated the school to make changes to the leadership in order to facilitate a stronger focus on student achievement and a movement toward a collaborative leadership model that was more aligned to the school's mission and vision. A leadership team model was developed which focused on developing individual leadership strengths guided by the Head of Schools in order to better serve the school's mission for children, as well as the many functions and responsibilities within the school community.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

According to the National Center for Urban School Transformation, certain aspects of school must exist in order to achieve excellence. We have chosen aspects related to the behavior of the adults and the children. <http://www.ncust.org/wp/>

School Leaders:

- Help educators focus on key academic content
- Developing teaching strategies for mastery learning including: quality first instruction, student engagement, checks for understanding, and reteach opportunities
- Structure opportunities for teachers to learn content to greater levels of depth
- Engage teachers with evaluation of curricula and considering opportunities for improvement

Staff:

- Create clarity and specificity about what students are expected to learn
- Focus on generating substantial depth of understanding (higher-order thinking)
- Strive to get every student to demonstrate mastery of the objective
- Engage all students in demonstrating their levels of understanding throughout the lesson
- Attend carefully to evidence of student understanding throughout the lesson
- Adapt instruction when student mastery is not evidenced
- Conclude by checking student understanding

Students:

- Students are eager to attend school. They perceive that adults in the school care sincerely about them and about their success. Students feel a personal connection to the adults at school.

- Students feel safe physically and emotionally. They know that the adults in the school do whatever is necessary to create a safe and comfortable learning environment.
- Students believe they are likely to succeed academically. Students believe that their hard work will result in both short-term and long-term exciting opportunities.

Parents:

- Parents believe that educators care about their child. Parents believe that educators perceive potential in their child and are working to maximize that potential.
- Parents feel welcome at school. They feel that educators, staff and administration perceive them as strong, positive partners in the education of their child. Parents feel that their concerns and insights are appreciated.
- Parents believe that educators appreciate whatever small or large contributions they make to their child's education

ENGLISH LANGUAGE ARTS (ELA)/READING/Writing Instruction

Oasis will improve the proficiency level of students in ELA through the use of formative assessment data, including the use of BOY/MOY/EOY Data from Fountas and Pinnell Benchmarking Assessment System and implementation of Leveled Literacy Intervention instruction. The use of this data will drive small group literacy instruction.

Study Island (SI) assessments will also be used to monitor progress and determine student mastery of Language Arts Florida Standards (LAFS). These assessments will be provided as "cold assessments" to determine instructional needs and reteach standards.

The school will continue to implement, with fidelity, weekly PLC meetings with each grade level to unpack the Florida Standards and create learning plans. These meetings will occur for 45 minutes twice a week.

The school will implement, small group literacy instruction, implementing the Core Knowledge Language Arts curriculum and focusing on standards-based writing using the FSA writing rubric. A full time instructional coach, an ESE/Interventionist and other support staff will be used to support the implementation of these programs.

A Montessori coach will work with Kindergarten teachers to bring in time tested Montessori materials in reading and math. Teachers will be supported weekly throughout the year with Montessori coaching support.

Math and Science

Oasis Preparatory Academy will improve the proficiency level of students in math and science. Florida Ready pre and post tests will be used in 2nd grade and up to determine in-house mastery of the Florida standards. Cold Study Island (SI) assessments will be used to monitor progress and to determine proficiency and mastery of the standards most recently taught according to MAFS. SI will be used to determine growth for students in Kindergarten through 6th grade.

Evidence-based strategies utilizing MTSS will foster success with math interventions. At Tier 1, direct instruction have been found to be very effective and will thus, be the chief strategy at this level. For students needing Tier 2 interventions, three (3) main intervention components will be utilized: Peer teaching, explicit instruction and regular feedback for students and teachers. Computation fluency, which has been identified as an important aspect of overall math skill development, will be emphasized in this Tier (2). For students who still struggle after participating in Tier 2 instruction (Tier 3), diagnostic teaching and evaluation will be utilized to pinpoint and remedy the specific nature of the student's math difficulties. Across grade levels, interventions include concept review and extension in varying instructional contexts. The distinguishing focus for math instruction, as students are prepared for FSA, will be real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. Intervention strategies also emphasize balancing different types of instruction (including collaborative learning), using various methods for skills practice, and fostering parent involvement in student learning. At each grade level, the Go Math Florida curriculum provides students with multiple opportunities to learn concepts and practice skills. FSA boot camp, which will involve testing strategies and sample practice FSA testing for our (57) testers, has been planned to help to put our students in the best possible position to be successful with standardized (math) testing.

The school plans to implement, twice a week 45 minute PLC's with each grade level to unpack the Florida Standards and develop learning plans. The school plans to implement, small group mathematics instruction with a focus on complex mathematical tasks and deep understanding of mathematical standards and practices.

In addition to Oasis Preparatory Academy's focus on mathematics, the data shows a lack of scientific methods and understanding of science. A science coach will work with the elementary teachers to review the science curriculum map and pacing guide, develop mastery of science vocabulary needed for science FCAT success, and to analyze and address results of Study Island cold assessments to determine the need for re-teaching of science standards. In addition, to address this gap, we will ensure that unpacking standards and creating regular learning plans will increase students understanding of science.

CONTENT AREA: READING/ENGLISH LANGUAGE ARTS/WRITING

X Reading Math X Writing Science Parental Involvement Drop-out Prevention Programs

X Language Arts Social Studies Arts/PE Other:

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Currently, only 14% of the Oasis students in the tested grades (grades 3, 4, and 5) demonstrated proficiency on this Fall's Fountas and Pinnell benchmarking system (grades 3 only) or on last spring's ELA FSA (grades 4 and 5).

- 1) The School's ELA goal is to increase proficiency from 23% in 2015-16 to 30% in 2016-17.
- 2) Last year, 32% of students got a learning gain. The goal for this year is to have 50% of students get a learning gain.
- 3) The School did not have enough students to qualify for the lowest 25% learning gains last year. The School expects to have a gain with at least 50% of students in this group this year.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Hiring of highly qualified teaching staff during a teacher shortage in an impoverished area	<ol style="list-style-type: none"> 1. HR department will start recruiting process early in the year. 2. Interviewing candidates is a priority. 3. Make connections with 	Site administrator, contracted trainer, Instructional Coaches, Leadership team, HR department	Jan 2016 –ongoing	\$60,000 from general budget to support salary	Hiring records and retention of highly qualified staff

Underdeveloped ESE and MTSS process and intervention services	<p>Universities to help recruitment</p> <ol style="list-style-type: none"> Attend recruitment/job fairs to help recruitment for area. Increased salary scale for high need area and developed a sign on bonus. 				
	<ol style="list-style-type: none"> Hired a highly-qualified school leader with Master's in School Leadership and Special Education, with over 20 years ESE experience. Hired highly-qualified ESE staffing specialist, MTSS coordinator, and interventionist. Determine students' weaknesses and strengths based on data. Provide research-based interventions. Provide ongoing progress monitoring through Leveled Literacy Intervention (LLI) and Wilson. Increase the quality of services to students with disabilities. 	School leader, MTSS Coordinator and ESE staffing specialist, Instructional Coach, and classroom teachers	August 2016-June 2017	<p>\$42,000 MTSS/ESE Coordinator (SAI funds)</p> <p>\$125,000 General Fund</p>	MTSS meetings with classroom teachers, progress monitoring data from F&P, LLI and Wilson
Common Framework for Effective Teaching Practices	<ol style="list-style-type: none"> Off-site training of the school leader on the Marzano framework. Implementation of the Marzano 	Site Administrators, PLC Consultant	Weekly August 2016-June 2017	\$10,000 Marzano (Title II)	Weekly formative feedback, informal walkthrough's, professional development and

	<p>Framework.</p> <ol style="list-style-type: none"> Focus on Design Questions 1-9. Training on the various indicators from the framework including indicators 1, 4, 6, 9, 15, 24, 28, 33, 39 and 40 				scaffolding for understanding
Teachers lack training in the Montessori Method of Education	<ol style="list-style-type: none"> Hire Montessori certified instructor and consultant. Offer monthly trainings for Kindergarten teachers in the Montessori method for ELA and Math. Offer training in individualized instruction and small group instruction for mastery learning. 	Kindergarten teachers, school leader, Instructional coaches	September 2016-June 2017	\$0 Expense incurred by Green Apple School Management	Montessori observation checklists and classroom walkthrough observations
Teachers developing and using standards-based lesson plans	<ol style="list-style-type: none"> New scope and sequence multi-disciplinary standard maps for 9-week windows of instruction (including an emphasis on CLKA domains as well as integration of science and social studies). Provide weekly PLC's during common planning time led by school leadership and instructional coach. PLC Consultant to provide guidance during PLC's, as well as to provide standards-focused teacher feedback and classroom 	Site Administrators, Instructional Coaches, ESE and ESOL teachers, and grade level ELA teachers	August 2016-June 2017	\$15,000	PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes

Approximately 80% of all students are below grade level in ELA and need additional time for reading instruction	walkthrough development. 1. Add an additional hour of ELA to the school day. 2. Along with a 90 minute literacy block created an additional 60 minutes of interventions daily.	Classroom teachers, coaches, ESE and ESOL teachers	August 2016-June 2017	\$10,000	Start and end times of the school day and grade level schedules
Students' lack of deep understanding of the ELA Florida Standards (LAFS) that they are responsible to master	1. Teachers will use a common board configuration, including the standard and learning goal. 2. Teachers will check for student understanding of standard to be mastered. 3. Students track mastery of standards through checklist and graphing. 4. Administrators and coaches will complete walkthroughs to check for student understanding.	ELA teachers, instructional, school leader, ESE and ESOL teachers	Weekly August 2016-June 2017	\$0	Classroom walkthrough discussions with students by Reading Coach, PLC Consultant and School Leader to check for student understanding
Students' lack of vocabulary understanding and use of content vocabulary	1. In PLCs teachers identify vocabulary to be taught and best ways to teach for student understanding. 2. Teachers have students apply, use and put in context the vocabulary for lessons during ELA instruction and discussions. 3. Teachers help students with strategies to learn unfamiliar words	ELA teachers, Instructional Coaches, site administrator, ESE and ESOL teachers	Weekly August 2016 – June 2017	\$0	PLC discussions, classroom walkthrough observations and discussions with students by Instructional Coaches and school leader

	<p>to include; (1) Pre-identification of critical vocabulary; (2) multiple opportunities to practice using essential lesson vocabulary; (3) word walls used as tools to prompt students to use important lesson vocabulary; (4) expecting students to explain their understanding of important ideas and concepts through original writing.</p>				
<p>Effective intervention block for lowest 25%</p>	<ol style="list-style-type: none"> 1. Along with a 90 minute literacy block created an additional 60 minutes of interventions daily 2. Hire Interventionist 3. Determine students' weaknesses and strengths based on data. 4. Provide targeted LLI and/or Wilson interventions daily. 5. Provide on-going progress monitoring. 6. Cap intervention groups to increase effectiveness. 	<p>School leader, ELA teachers, MTSS Coordinator, Interventionist, and Reading Coach, ESE and ESOL teachers</p>	<p>August 2016-June 2017</p>	<p>\$42,000 Interventionist</p>	<p>Ongoing progress monitoring, MTSS documentation and meetings, FSA assessment results</p>
<p>Lack of rigor and cohesive ELA Block</p>	<ol style="list-style-type: none"> 1. School established explicit expectations for the 90-minute literacy and additional 60 minutes of reading intervention 2. Utilize three components of balanced literacy: Word Study (vocabulary, phonics, morphology), 	<p>School leader, ELA teachers, Instructional Coaches, ESE/ESOL teachers</p>	<p>Weekly August 2016-June 2017</p>	<p>\$50,000 Instructional Coach</p>	<p>Use of PLC and staff meetings to develop higher level understanding and efficiency with small group instruction, Weekly PLC and daily walk-throughs.</p>

<p>Teachers need to create explicit text-based writing plan for instruction</p>	<p>focused reading instruction (read-aloud, close reading, guided reading, and work stations).</p> <ol style="list-style-type: none"> Ongoing professional development for teachers on small group instruction. Deepen the standards focus during workstation learning. Ongoing progress monitoring and running records for LAFS (using Study Island, Florida Ready, and F&P) 	<p>Dr. Melissa Fournery to provide a 2-day PD workshop during pre-planning, school leader, ELA teachers, Reading Coach, ESE and ESOL teachers</p>	<p>Weekly August 2016-June 2017</p>	<p>\$1,500</p>	<p>2-day PD on Writing with Dr. Foutney, PLC weekly grade level meetings with school leader and Reading Coach, classroom walkthroughs, detailed monitoring of student progress in writing, MTSS monthly grade level meetings during planning periods, student work samples</p>
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Students lack higher-level thinking skills in the realm of Integration of Knowledge and Ideas	6. Provide instructional support to students who are not performing at grade level and enrich above grade level performing students during intervention/enrichment blocks.				
<ol style="list-style-type: none"> Teachers will carefully plan steps to build student skills in comprehension. Teachers will explicitly teach higher-level thinking skills. Teachers will utilize higher-level Blooms Taxonomy including probing questions that push student thinking. Teachers will model complex thinking through the use of think-alouds. 	<p>1. Teachers will carefully plan steps to build student skills in comprehension.</p> <p>2. Teachers will explicitly teach higher-level thinking skills.</p> <p>3. Teachers will utilize higher-level Blooms Taxonomy including probing questions that push student thinking.</p> <p>4. Teachers will model complex thinking through the use of think-alouds.</p>	<p>ELA teachers, school leader, Reading Coach, PLC Consultant, ESE and ESOL teachers</p>	<p>Weekly August 2016-June 2017</p>	<p>\$0</p>	<p>Teacher lesson plans, classroom walkthroughs, complex text selections with pre-planned questions</p>

CONTENT AREA: MATH

<input type="checkbox"/> Reading <input type="checkbox"/> Language Arts	<input checked="" type="checkbox"/> Math <input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Writing <input type="checkbox"/> Arts/PE	<input type="checkbox"/> Science <input type="checkbox"/> Other:	<input type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Drop-out Prevention Programs	
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School Based Objective: (Action statement: *What will we do to improve programmatic and/or instructional effectiveness?*)

Currently, only 17% of the Oasis students in the tested grades (grades 4 and 5) demonstrated proficiency on last spring's Math FSA.

- 1) The School's Math goal is to increase proficiency from 26% in 2015-16 to 30% in 2016-17.
- 2) Last year, 41% of students got a learning gain. The goal for this year is to have 50% of students get a learning gain.
- 3) The School did not have enough students to qualify for the lowest 25% learning gains last year. The School expects to have a gain with at least 50% of students in this group this year.

Strategies: (Small number of action oriented staff performance objectives)

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Teachers struggle with developing standards-focused curriculum	<ol style="list-style-type: none"> 1. Teachers map Florida Math Standards (MAFS) standards/curriculum during pre-planning 2. PLC and standards-based professional development 3. Form grade level PLCs during common planning time with school leadership, coaches, and PLC consultant. 4. PLCs meet weekly to work collaboratively to unpack standards and develop lesson plans. Standards 	Greg Turner (PLC Consultant), Site administrator, Instructional Coaches, ESE and ESOL teachers, and grade level math teachers	August 2016–May 2017	\$8,000 (Title II)	PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes

	<p>are analyzed to determine best way to teach for student understanding.</p> <ol style="list-style-type: none"> Instructional Coaches and Site Administrator perform classroom walkthrough observations. Teacher review and gain a deep understanding of FSA test-item specifications 				
<p>Students' lack of deep understanding of the Math Florida Standards (MAFS) that they are responsible to master</p>	<ol style="list-style-type: none"> Teachers will use a common board configuration, including the standard, and learning goals. Teachers will unpack the MAFS standards and learning objectives with students, including a focus on mathematical and academic vocabulary. Teachers will increase accountability for students including rigorous independent workstation. 	<p>Math teachers, Instructional Coaches, site administrator, ESE and ESOL teachers</p>	<p>Weekly August 2016– May 2017</p>	<p>\$0</p>	<p>Classroom walkthroughs, weekly lesson plans and feedback on explicit instruction and unpacking of the standards.</p>
<p>Lack of understanding of mathematical practices and pedagogy</p>	<ol style="list-style-type: none"> Use of MAFS resources to supplement mathematical instruction PLC's twice a week concentration on math and ELA. Use of differentiated instruction during the mathematics block to ensure that all students are able to demonstrate mastery Use of mastery assessments to 	<p>Math teachers, Math Instructional Coach, ESE site administrator, and ESOL teachers</p>	<p>Bi-Weekly August 2016 – May 2017</p>	<p>\$10,000 Instructional Coaches (Title 1)</p>	<p>PLC weekly grade level/subject area meetings with Instructional Coaches and site administrator, MTSS monthly grade level meetings during planning periods, Study Island benchmark assessments</p>

	ensure students are mastering standards				
Student lack of problem solving skills and persistence/perseverance during the problem solving process	1. Teachers will collaborate during the PLC process to create lesson plans that fully address the FSA standards and differentiate instruction monitored by walk-throughs.	Math teachers, Instructional Coaches, site administrator, ESE and ESOL teachers	August 2016 – May 2017	\$0	Study Island benchmarking assessment, classroom walkthrough observations

CONTENT AREA: SCIENCE

<input type="checkbox"/> Reading	<input type="checkbox"/> Math	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Parental Involvement	<input type="checkbox"/> Drop-out Prevention Programs
<input type="checkbox"/> Language Arts	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Arts/PE	<input type="checkbox"/> Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Currently, only 15% of the Oasis students in grade 5 demonstrated proficiency on last spring's ELA Math FSA and only 7% on ELA FSA. These scores will likely impact the proficiency of the FCAT Science assessment

1) The School's Science goal is to increase proficiency from 18% in 1516 to 30% in 2016-17.

Strategies: (Small number of action oriented staff performance objectives)

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
<p>Teachers are textbook-focused rather than standards-focused</p>	<ol style="list-style-type: none"> 1. Teachers map Next Generation Sunshine State Science Standards during pre-planning 2. PLC and standards-based professional development 3. Form grade level PLCs during common planning time with school leadership, coaches, and PLC consultant. 4. PLCs meet weekly to work collaboratively to unpack standards and develop lesson plans. Standards are analyzed to determine best way to teach for student understanding. 5. Site administrator performs classroom walkthrough observations of 5th grade Science. 6. Teacher review and gain a deep understanding of FCAT Science test-item specifications 	<p>Site Administrator, and Grade Level Science Teachers</p>	<p>August 2016--May 2017</p>		<p>PLC meeting notes, PLC unpacking forms, lesson plans, classroom walkthrough observation notes</p>

Students' lack understanding and use of science vocabulary	<ol style="list-style-type: none"> In PLCs teachers identify vocabulary to be taught and best ways to teach for student understanding. Teachers have students apply, use and put in context the vocabulary for lessons during science instruction and discussions. 	Science Teachers, Site administrator, ESE and ESOL Teachers	Weekly August 2016 – May 2017	\$0	PLC discussions, classroom walkthrough observations and discussions with students by Site administrator
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CONTENT AREA: DISCIPLINE/ATTENDANCE

<input type="checkbox"/> Reading <input type="checkbox"/> Language Arts	<input type="checkbox"/> Math <input type="checkbox"/> Social Studies	<input type="checkbox"/> Writing <input type="checkbox"/> Arts/PE	<input type="checkbox"/> Science <input checked="" type="checkbox"/> Other: Discipline	<input type="checkbox"/> Drop-out Prevention Programs
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School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

During the fall of 2015-2016 Oasis Preparatory Academy had 44 office behavior referrals. Oasis will decrease office behavioral referrals by 20 referrals during the spring.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Loss of	1. Develop discipline	Site Administrators,	Ongoing	\$1000 (General)	Discipline Management

<p>Instructional Time due to behavior</p>	<p>procedures</p> <ol style="list-style-type: none"> 2. Instructional Coach, PE teacher to help with discipline 3. Hold parent meetings to discuss issues regarding behaviors and classroom expectations 4. PD on classroom management strategies for teachers 5. Teachers to implement classroom rules and procedures 6. Insure that all classroom behavioral steps have been followed prior to referral, except for emergency. 7. Develop MTSS process for extreme behaviors to provide appropriate interventions 8. Use help from the district support for behavioral issues and training. 9. Implement discipline committee to help organize 	<p>Leadership Team, teachers</p>		<p>System to monitor progress</p>
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	procedures, processes, and problem solving any concerns regarding discipline.				
Loss of instructional time due to behavior	<ol style="list-style-type: none"> 1. Hire Discipline Dean. 2. Provide training for all staff in Positive Discipline in the Classroom. 3. Hired experienced teachers, hired instructional coach to help strengthen classroom instruction as a means of reducing student behaviors. 4. Use of Dean to assist with the reduction of student behaviors. 5. Creation of a reflection room. 	All staff, Discipline Dean, school leader	August 2016-June 2017	\$25,000	Discipline data reports

CONTENT AREA: PARENTAL INVOLVEMENT

<input type="checkbox"/> Reading	<input type="checkbox"/> Math	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Parental Engagement	<input type="checkbox"/> Drop-out Prevention Programs
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<input type="checkbox"/> Language Arts	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Arts/PE	<input type="checkbox"/> Other:
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School Based Objective: (Action statement: What will we do to improve programmatic and/or instructional effectiveness?)
 In 2014-15, Oasis Preparatory Academy held three parent meetings that were fun activities for the students and parents. Oasis will have a minimum of 4 parent meetings that include an academic training model to help parents with improving student's academics.

Strategies: (Small number of action oriented staff performance objectives)

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
Knowledge of the educational systems and rules for students to be successful	<ol style="list-style-type: none"> 1. Host Parent Night to review students benchmark testing to help students set academic goals 2. Host Parent Meeting for understanding the FSA assessments 3. Host parent meeting to review high school graduation requirements 	Site Administrator, Parents and Stakeholders	Ongoing throughout the year	\$3,248.00 TITLE I	
Parents Volunteer in the Classrooms	<ol style="list-style-type: none"> 1. Create opportunities for parents to volunteer in the child's classroom 	Site Administrator, Parents, Teachers	Ongoing throughout the year		Monthly Keep N Track
Parents	<ol style="list-style-type: none"> 2. Title I Curriculum Nights for ELA 	Staff, instructional	October and	\$1000 (Title I --	Parent Night agendas,

understanding the new standards	and Mathematics	coaches, Leadership Team, teachers	January	family engagement set aside)	sign in sheets, handouts
Inaccurate volunteer data	1. Implementation of new KeepNTrack volunteer management system	Front desk staff, IT coordinator	August, 2015		Monthly Keep N Track reports



ODYSSEY
CHARTER SCHOOL, INC.

ACTION
AGENDA
ITEMS

**PRIVILEGED AND CONFIDENTIAL
ATTORNEY WORK-PRODUCT
PREPARED IN CONNECTION WITH PENDING LITIGATION**

COMMON INTEREST AND CONFIDENTIALITY AGREEMENT

This Common Interest and Confidentiality Agreement (the "Agreement") made and entered into on this 18th day of November, 2016, by and between CONSTANCE ORTIZ, individually, GREEN APPLE SCHOOL MANAGEMENT, LLC, and ODYSSEY CHARTER SCHOOL, INC., collectively referred to as "the Parties," and their counsel, memorializes certain agreements reached among them with respect to areas of common interest of the Parties concerning any claims or litigation arising out of or related to the Parties' prior dealings with Mark Shantzis/Equi-Debt Financial Group, Inc. as outlined in a draft Compliant sent to the Parties on behalf of Mark Shantzis/Equi-Debt Financial Group, Inc. on or about November 15, 2016 and threatened to be filed on or about November 21, 2016 (the "Pending Allegations/Claims").

WHEREAS, the Parties deny the Pending Allegations/Claims,

WHEREAS, the Parties acknowledge that they have common interests for which the sharing of information and documentation, including attorney work product and attorney/client privileged or other confidential information, would aid their respective defenses with respect to claims and litigation arising from or relating to the Pending Allegations/Claims,

WHEREAS, the Parties seek to advance their common interests by sharing information and participating in strategies including, where appropriate, the sharing of certain information and documentation, including attorney work product and attorney/client privileged or other confidential information,

NOW THEREFORE, in consideration of the mutual promises and covenants contained in this Agreement, the Parties agree as follows:

1. The premises and recitations stated above are incorporated by reference in their entirety as if fully set forth herein.

2. **SHARING AND EXCHANGING OF INFORMATION.**

(a.) It is and has been the desire and intent of the Parties that all lawful, ethical, and proper steps be taken by them and their respective counsel and their agents to share and exchange strategies, analyses, legal theories, confidences, information, and documents relating to areas of common

interest which may be useful in each counsel's preparation for, and participation in, the defense of any claims or litigation arising out of or related to the Pending Allegations/Claims. All communications involving the Parties, with or without counsel present, including communications amongst them, will be only at the direction of their respective counsel and in furtherance of common interests and shall be confidential and protected from disclosure to any third party by the Parties' attorney/client privileges and the attorney work product doctrine.

(b.) It is further agreed that party and witness statements, interviews, memoranda of law, debriefing memoranda, factual summaries, evaluations, transcripts, digests, documents, and such other material and information that is otherwise protected from disclosure to third parties may be exchanged among any of the Parties pursuant to the common interest doctrine recognized in cases such as *Visual Scene, Inc. vs. Pilkington Bros., PLC*, 508 So. 2d 437 (Fla. 3d DCA 1987); *United States v. McPartlin*, 595 F.2d 1321 (7th Cir. 1979); and *Huyndee vs. United States*, 335 F.2d 183 (9th Cir. 1965).

(c.) The Parties are firm in their resolve to maintain and preserve the confidentiality assured by the attorney/client privilege and the attorney work product doctrine and to not waive those privileges by such sharing of information, legal strategies and theories, documents and confidences for their mutual benefit. No such sharing of any information, documents, or materials pursuant to this Agreement shall be deemed to be a waiver of any privilege, work product protection, or rule of discovery.

(d.) The Parties and counsel may reveal information, legal strategies and theories, documents, evaluations and confidences governed by this Agreement to advance their common interests. However, such disclosure has been and will be made only upon the express condition that no Party or counsel will disclose to any third party any information, legal strategies and theories, documents, evaluations or confidences governed by this Agreement without the written consent, in advance, of all Parties.

3. APPLICABILITY OF PUBLIC RECORDS ACT. Notwithstanding the right of either party to assert confidentiality and/or an applicable exemption for any information exchanged as provided for in Paragraph 2 of this Agreement, the parties acknowledge that all records in the possession of ODYSSEY CHARTER SCHOOL, INC. are subject to Section 24 (a) of Article I of the State Constitution and/or Chapter 119, Florida Statutes, and shall be maintained as public records in accordance with Florida Law.

4. IDENTIFICATION AND RETURN OF PROTECTED MATERIAL. In the event of termination of this Agreement or withdrawal of a Party from this Agreement, all such documents and materials disclosed by any Party under this Agreement to any other Party, including all copies or reproductions made, shall be returned to the disclosing Party upon request.

5. DEMAND OR SUBPOENA OF PROTECTED MATERIAL. If any other entity requests or demands, by subpoena or otherwise, any materials received from another Party to this Agreement, the Party to whom the request was made shall immediately notify the Party that produced the material. The Party to whom the request was made shall inform the requestor that the requested materials are only on loan and that demand should be made on the appropriate Party. Each Party will take all reasonable steps necessary to permit the assertion of all applicable rights and privileges with respect to said materials and shall cooperate fully with all other Parties to this Agreement in any administrative or judicial proceeding relating to the disclosure of the materials.

6. PRODUCTION OF DOCUMENTS AND WITNESSES. The Parties will cooperate in the Proceedings by, among other things, making discoverable documents available to each other upon request and without the need for a formal request for production of documents or subpoena. Photocopying costs will be borne by the Party making the request. For settlement conferences or other meetings that are mutually beneficial to the Parties, each Party shall bear its own costs for attendance.

7. USE OF INFORMATION AGAINST PARTIES TO THIS AGREEMENT. No information, documents, evaluations or materials shared under this Agreement may be used by one Party against another Party to this Agreement in any claim, litigation or administrative proceeding, unless the Parties agree to the use in writing. This restriction will not be construed to limit the use by any Party to this Agreement of information, documents and materials obtained through the normal process of discovery in this matter or any subsequent claim, litigation or administrative proceeding.

8. SUBSTITUTION OF PARTIES OR ATTORNEYS. This Agreement shall automatically apply to substitute counsel or co-counsel who may appear on behalf of any Party to this Agreement. This Agreement shall not be subject to abrogation by any heir, assign or other successor-in-interest to any Party hereto, nor shall such heir, assign or successor-in-interest waive any privilege or doctrine with regard to information shared by or among the Parties to this Agreement.

9. ATTORNEYS NOT DISQUALIFIED. The participation of the Parties and their attorneys in this Agreement shall not constitute a basis for disqualification of any counsel in the Proceedings or any subsequent arbitration or litigation between the Parties.

Nothing in this Agreement shall create a conflict of interest to require disqualification of counsel for any of the Parties and the Parties to this Agreement hereby waive any such conflict of interest.

10. WITHDRAWAL FROM OR BREACH OF THIS AGREEMENT.

(a.) Any Party or counsel, by five (5) days written notice to the other Parties to this Agreement, may withdraw from this Agreement at any time. Withdrawal from this Agreement shall operate prospectively only. Withdrawal from this Agreement shall not, in and of itself, constitute a breach of this Agreement or effect a waiver of applicable privileges, work product protections, or rules relating to discovery obligations for information disclosed pursuant to this Agreement. A breaching or withdrawing Party remains bound to maintain the confidentiality of information received under this Agreement.

(b.) Any Party that withdraws from this Agreement shall immediately return to the disclosing Party all materials disclosed pursuant to this Agreement, including any copies, and all notes evidencing the contents of such materials. Disclosure of such material to any third party, even after withdrawal from this Agreement, shall constitute a breach of this Agreement. However, nothing in this Agreement shall prevent disclosure to a third party of information which the disclosing Party possessed independently of this Agreement or information of which the disclosing Party had knowledge independently of this Agreement.

11. AGREEMENT TO NOTIFY OF SETTLEMENT OR COOPERATION.

(a.) This Agreement shall in no way be construed to limit any Party's right to independently settle all or a portion of the Proceedings. Independent settlement of all or a portion of the Proceedings shall not constitute a breach of this Agreement.

(b.) Any Party that enters into a settlement agreement with any other non party to this Agreement with respect to any claims, litigation or administrative proceedings asserted by or on behalf of the Plaintiff shall immediately notify all other Parties to this Agreement of the fact, and immediately withdraw from this Agreement.

12. DISPUTES REGARDING THIS AGREEMENT.

(a.) All Parties acknowledge that disclosure to any third party of any privileged or confidential materials or information obtained pursuant to this Agreement will cause the Parties hereto to suffer irreparable harm for which there is no adequate legal remedy. All Parties acknowledge that immediate injunctive relief is an appropriate and necessary remedy for any violation or threatened violation of this Agreement.

(b.) The Parties agree to resolve any potential dispute or disagreement concerning privileged or confidential material produced pursuant to this Agreement in appropriate *in camera* proceedings.

13. INCORPORATION OF PRIOR ACTS AND AGREEMENTS. This Agreement incorporates all prior oral agreement of the Parties, the substance of which is set forth herein, and the Agreement extends to all prior exchanges of privileged, protected or confidential materials.

14. NO THIRD PARTY BENEFICIARIES. This Agreement is not intended to inure to the benefit of any third parties.

15. EXPIRATION OF THIS AGREEMENT. The rights and obligations of each Party to this Agreement terminate after final resolution of the Proceedings or upon mutual written agreement of the Parties to the Agreement.

16. SEVERABILITY. If any provision of this Agreement is invalid or unenforceable for any reason, or has been rendered unenforceable in the jurisdiction in which any claim, litigation or administrative proceeding is pending, all other provisions of this Agreement shall nevertheless remain in full force and effect. Upon determination that any provision of this Agreement is invalid or unenforceable, this Agreement shall be amended by all Parties to achieve the original intentions of the Parties as closely as possible.

17. MODIFICATIONS TO THIS AGREEMENT. Any change to this Agreement must be in writing and be signed by all Parties and their counsel.

APPROVED

NOV 18 2016

OCS, Inc.
Board of Directors

TIFFANY E. WARD

4177 Longbow Drive
Clermont, FL 34711

Cell: (407) 592-5683 • tiffster1@hotmail.com

Providing confident, results-focused senior management requires a broad combination of strategic planning, team direction, and problem resolution skills. With over 20 years of experience working in the field of education, I have had the opportunity to implement strategies, guidance, and solutions in order to achieve goals across multiple areas. I am one of the few charter principals that actually holds my certification in School Principal, in addition to my certification in Educational Leadership. Now, as I am currently seeking new opportunities, I would like to present my resume in consideration for a Principal Position with Green Apple School Management.

Throughout my career, I have set myself apart as a leader and achiever within positions such as Principal, Assistant Principal, Dean of Student Services, and Teacher. I have worked in roles in the public, private and charter sector. Additionally, I have been successful working with grade levels from Pre-K through College. Although my resume contains detailed information regarding my achievements, I would like to illustrate a few below to indicate my ability in meeting and exceeding objectives within key areas:

- As a former Board Member for Imagine South Lake Charter School, I saw the potential that a great charter school could have in the community. I spoke in front of the Lake County School Board on behalf of the school and helped with some of the early drafts of the school's charter.
- As a Principal at Excel, I worked with students that would otherwise not be attending school. I know how to work with students at all levels. This position helped me realize just how much one person can impact the environment of a school. I led a team to completely revamp the school and we were very successful during my time served.
- As a Principal at Imagine KCA, I improved team development through hiring, creating policy and procedure, training, and evaluation activities while additionally cutting organizational costs. The school achieved "A" status in my first year as principal for the school.
- As an Assistant Principal at Umatilla High School, I led the implementation of the 8th to 9th grade transition of the Umatilla Middle School students and designed a new program for student mentoring to encourage student success and ultimately impact the graduation rate. I worked on attendance for the school and actually went on many house calls. My efforts improved the attendance rate dramatically.
- As the Founding Principal at Central Florida Leadership Academy, I grew the school from approximately 70 students to a thriving productive school of over 200 students. The school began only serving grades 6-7 and now serves grades 6-12. Over the past six years as the principal, the school has earned a fantastic reputation in the district, become SACS accredited, is in full compliance with all of OCPS and has a "B" school grade. The school has a partnership with Valencia Community College and the high school students are able to participate in dual enrollment.

The consistent foundation throughout these results and my career is strategic planning combined with specific, appropriate actions. When faced with challenging situations, I have consistently delivered on expectations and produced positive outcomes. I am confident I can bring this same level of performance and dedication to your team.

My resume is enclosed to provide you with additional details concerning my background and qualifications. I would welcome a meeting with your team to discuss your organization's top-priority needs and the results you can expect from me. Thank you for your time and consideration.

Sincerely,

Mrs. Tiffany Ward

Mrs. Tiffany Ward

Tiffany Ward

4177 Longbow Drive
Clermont, FL 34711
(407) 592-5683
tiffster1@hotmail.com

PROFESSIONAL EXPERIENCE

Objective: Successfully provide ethical, instructional and visionary leadership by motivating staff, students, and family community members to develop and achieve a shared vision and strategic plan for the school that will provide all students with a learning environment that enables them to accomplish academic success in an environment that focuses on character development.

Orange County School System

2009- Present

- **Central Florida Leadership Academy**
- **Founding Principal**
- Hire and Evaluate all staff
- Attend and disseminate information from all district principal meetings
- Oversee student discipline for all grades
- Ensure After School All Star Program runs effectively
- Maintain a fiscally sound school that meets all district objectives
- Maintain a safe and drug free campus
- Create master schedule
- Make all curricular decisions
- Oversee textbook orders and financial decisions
- Wrote the state approved school improvement plan
- Achieved SACS accreditation at the earliest possible time for any new school
- After 5 years as the principal, received a 15 year charter renewal with OCPS

- **Southwest Middle School**
- **Academic Dean**
- Oversee student discipline of the 7th grade students
- Daily supervision in the cafeteria
- Morning and afternoon duty stations
- Maintain a safe and drug free campus
- Work with teachers on classroom management issues
- Integral member of the administrative team
- Member of Mr. Rosen's team of staff to create student scholarships for underprivileged Assign and delegate responsibilities to staff
- Maintain facility, make decisions on painting, plumbing and electrical issues

Lake County School System

2008- August 2009

- **Umatilla High School**
- **Assistant Principal**
- Oversee student attendance
- Daily supervision of the campus
- Student discipline and behavioral issues
- Lunchroom duty
- Supervise after school sports program
- School wide calendar
- Classroom walkthroughs and teacher evaluations
- Facility maintenance supervision
- Band Boosters
- Mid Year Report for the School Improvement Plan

Osceola County Charter Schools

2006 – 2008

- **Kissimmee Charter Academy**
- **Principal**
- Daily responsibility of running a charter school for students in Pre-K through 8th grade – Serving approximately 800 students
- SACS Accredited School – Went through reaccreditation process in 2008
- Attend school board meetings, foundation board meetings, city meetings on behalf of the school
- Conduct regular classroom walk throughs and have been through the Osceola School district training on classroom walkthroughs
- Certified in conducting FPMS formal observations
- Interview and hire all new teachers, teacher's assistants and staff members
- Set-up task forces to review FTE, master schedule, financing and various other daily school operations
- Wrote the state approved school improvement plan

Orange County Partnership Schools

2003-2006

- **Excel - Middle School Professional Academy**
- **Principal**
- Daily responsibility of running an alternative center for middle school students
- Improved FCAT writing scores and students achieved a 77% pass rate for 2005-06
- Attend school board meetings and county meetings with school liaison
- Conduct daily staff vision meetings
- Interview and train all new teachers, teacher's assistants and staff members
- FTE- Assist in creation of Master Schedule
- Oversee all expenditures of the school budget
- Review and analyze test scores and create necessary action plans
- Make discipline decisions
- Make staffing decisions

- **Community Education Partners**
- **Educational Specialist**
- Schedule classes, assist in creation of master schedule and screen new students
- Serve as testing coordinator and an effective part of the administrative staff
- ESE and ESOL compliance with state guidelines
- Conduct IEP and LEP meetings
- FTE –Input information into CICS (county database)
- Interview and train new teachers and staff members
- Math Department Head

- **Learning Community Instructional Leader**
- Alternative center for boys and girls
- Serve as principal of a school within a school of 120 middle school boys
- English Department Head
- Handle all parent contacts, staff observations, student discipline, lesson plans and staff memos

Orange County School System 2002- 2003

Olympia High School

- Testing Administrator for a school of nearly 3,000 students
- Organized FCAT, PSAT, SAT, HSCT, ASVAB, and AP exams
- Serve as a productive member of the administrative team
- Created FCAT assembly for 10th grade students

Florida Virtual School 2001 (summer)

- Taught online FCAT course

Lake County School System 1997- July 2002

Leesburg High School (Lee Education Center) 1997- July 2002

- Instructed Florida Competency Assessment Test Classes (FCAT)
- Instructed High School Competency Test Classes (HSCT)

Lee Adult Education Center 1999-2002

- Instructed General Education Diploma Classes in the Evenings (GED)

Lake Sumter Community College 1999- July 2000

- Instructed a course called Business Communications
- Taught students how to create power point presentations and resume writing

Clermont Middle School 1996-1997

- Taught Exceptional Education Math Class, Careers and Drama Arts Class

South Lake High School 1996

- Served as a permanent substitute in an English class

EDUCATION

Masters, University of Central Florida

July 2004, 3.9 GPA

- **MAJOR:** Educational Leadership

Bachelors of Arts, University of Delaware

May 1995, 3.0 GPA

- **MAJOR:** Communications, **MINOR:** Art History, **EMPHASIS:** Drama

Certification and Continuing Education Courses

- **Teacher Certification Courses at Valencia , NOVA and Florida Southern**
- **Disney College Program:** Management Training Classes
- **ETC classes in Lake County:** Effective teacher training course, beginning teacher program and a peer-mentoring program.
- **Training Courses in Orange County:** Completed Microsoft Access course, Virtual High School training, ESE and ESOL training.
- **Certification:** FPMS and ESOL 75 hours,

State of Florida Certification:

- School Principal (All Levels), Educational Leadership (K-12), Speech (6-12) and ESE (K-12) Certificates Valid through 2020

AWARDS and RECOGNITION

- **2001** - Selected to represent Leesburg High School at the Disney Teacherrific
- **2002**- Selected once again to represent Leesburg High School and won the award for best Alternative School Program. Prize money awarded to me: \$1,000 Prize money awarded to school: \$150
- **2004**- Nominated and became a member of Phi Delta Kappa
- **2006**- Toastmasters Best Ice Breaker Award and 1st Place Speech Award
- **2007**- School Earned the Parent Choice Award from Imagine Schools
- **2008**- Five Star School Award KCA
- **2013** – School Board Recognition by OCPS School Board Member Rick Roach for dedication to the field of education
- **2014** – Artist With a Purpose – Teacher of the Year Recognition for years of service
- **2015**- CFLA earned School Improvement Dollars with “B” school grade

REFERENCES

- **Gay Dougherty – Director of Admin. Operations at CFLA – 407-240-2794**
- **Gina Dole- Senior Administrator, School Choice Services OCPS – 407-317-3200 ext. 2002596**
- **Lovely Tinsley- former supervisor CEP and current Assistant Principal OCPS- 407-739-9064**
- **Derrick Tinsley- former supervisor CEP and current Dean at OCPS – 407-739-9066**
- **Dr. Margaret Christmas, Prior Dir. Rescare, current College Prof. at Concordia University -- 407-625-5238**



April 7, 2016

To Whom It May Concern:

I am writing this letter of recommendation for Tiffany Ward. I have had the distinct pleasure of working with Tiffany for the past 6 years at Central Florida Leadership Academy.

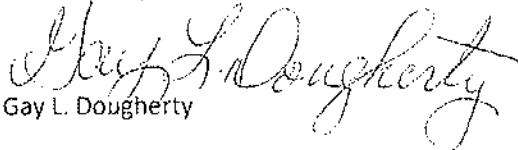
Together, Tiffany and I took the vision of our Governing Board and built a school from that vision. Tiffany with her impeccable leadership abilities, partnered with her unique drive and determination, worked endless hours to make CFLA a success. She took this school from a simple "C" school to a high "B" school. Not accepting average, Tiffany has motivated her staff to reach for higher goals, and being an "A" school now seems within our reach. One of the greatest achievements Mrs. Ward has received for our school, is that we were granted a 15 year contract renewal, this accomplishment is unheard of in the charter world, as most charter schools receive at most a 5 year renewal.

Tiffany, is one of the hardest working principals in the district, keeping our school 100% in compliance with the district, since the day we opened, no other charter school can say that. Tiffany inspects what she expects. She has high standards for her staff and leads in a positive caring way that employees work harder for her, because of the respect they have for her.

It is with some sadness that I highly recommend Tiffany for any position your school might have open. Any school would benefit having Tiffany Ward as an administrator, matter of fact they would be lucky to have such a quality person on staff.

Should you have any questions, please feel free to contact me (c) 407-240-2794 or (w) 407-480-2352.

In Education,



Gay L. Dougherty

Director of Administrative Operations

Central Florida Leadership Academy

407-480-2352



April 7, 2016

To Whom It May Concern:

In June, 2010, the Central Florida Leadership Academy (CFLA) engaged the services of our current Principal Tiffany Ward, who has been our Principal for the past six years. Two months later, in August, 2010, we opened the school which now serves grades 6-12. We have grown from 83 students to a student population of 231. We have obtained SACS/CASI accreditation. We have had our charter renewed for a 15 year period and we have most recently been awarded a grade of "B" by the Florida Department of Education.

We currently have 14 full and part-time teachers, a full time Guidance Counselor and Dean, in addition to an administrative support team of four full and part-time employees. Mrs. Ward has managed the school staff and the overall operations of the school for the past six years.

Mrs. Ward's strengths include managing District and State compliance requirements at 100 % compliance every year, building partnerships with local businesses that support the school, and maintaining a strong rapport with the parents of the CFLA students. Mrs. Ward frequently works long hours without complaint and has augmented the state FEFP funds by obtaining several educational grants which have allowed us to take interesting field trips and expand our physical education program.

In addition to the skills she brings to the job, Mrs. Ward is a cheerful, caring and considerate person, well-liked by her peers, her subordinates, the Governing Board and the students and parents at CFLA. She is conscientious and has been available on a 24-7 basis to handle any unforeseen problem or emergency.

Mrs. Ward has proven that she can open, operate and grow a school in the often challenging charter school environment. She is a relationship builder, honest and trustworthy. She cares passionately about the students at our school and is a committed educator. She will no doubt be an asset to any organization that hires her.

Sincerely,

Jody Litchford

Jody Litchford
President

CENTRAL FLORIDA LEADERSHIP ACADEMY

427 N. Primrose Drive, Orlando, FL 32803

407-480-2352

April 7, 2016

To Whom It May Concern,

I am writing on behalf of Mrs. Tiffany Ward. Mrs. Ward worked with me at Southwest Middle School in 2009-2010, serving in the position of Dean of Students. She came highly recommended to me from another Dean that I had on staff at that time. I had just completed my first year at SWMS as Principal and our Administrative team was in transition. Mrs. Ward brought experience and new ideas to our staff from her previous years in both private and public education.

I quickly found out that Mrs. Ward's experience from other work locations allowed her to present different perspectives and solutions that were insightful and helpful. When her suggestions were not implemented, I also found that she was truly a team player and accepted the direction our team was moving in and fully supported those decisions.

Although I only had the pleasure of working with Mrs. Ward for that one year, I am sure that her knowledge and experience in the different positions she has held these past six years has only increased from the time that we worked together. I would encourage you to consider her for any position that you might have and I'm sure that your meeting and discussions will allow her to convey those same strengths and ideas that were evident when she worked with me at SWMS.

Sincerely,

A handwritten signature in black ink that reads "Mark Brown". The signature is written in a cursive style with a long horizontal flourish at the end.

Mark Brown

Assistant Principal

Blankner K-8

Orange County Public Schools



Umatilla High School

320 North Trowell Avenue • Umatilla, FL 32784

Phone: (352) 669-3131

Fax: (352) 669-6606

Mike Elchenko, Principal

To Whom It May Concern,

Tiffany Ward has been employed at Umatilla high School since November of 2008 as an Assistant Principal 1. She was assigned to be in charge of attendance, custodians and 8th grade transition, shared in teacher evaluations as well as other supervisory tasks.

Ms. Ward's efforts have resulted in an improved attendance rate. She also established parent/administrative conferences to discuss attendance issues. Communication with parents has been increased and attendance problems are dealt with effectively.

The articulation with the Middle School has resulted in much improved preparedness and organization. An 8th grade visitation to the high school has been arranged as well as a special parent night for rising 8th graders. Much more time and organization has also occurred with the scheduling of the 8th graders into high school.

Tiffany Ward also received an excellent evaluation this year and did a good job with assigned tasks.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael P. Elchenko".

Michael P. Elchenko



April 15, 2008

To Whom It May Concern:

This letter comes as a recommendation on behalf of Mrs. Tiffany Ward, whom I have known since July of 2003. Mrs. Ward worked as a Learning Community Leader for a middle school boys' community supervising four classrooms and a staff of nine. Mrs. Ward and I worked in a capacity that required constant communication, strategizing and implementation. I can say without hesitation that Mrs. Ward served as a very efficient supervisor. Assignments were always submitted early and without a need for a friendly reminder.

Mrs. Ward did an excellent job following up with teachers to ensure that all assignments were submitted on time and correctly. She has a high regard for efficiency as well as a high standard of expectation for herself and her staff. She necessitated that each teacher fell into compliance with the policies and procedures set by our school.

Mrs. Ward also displayed a sincere interest for her middle school boys. She worked nonstop to find solutions for existing concerns. She also challenged and encouraged the young men to strive for success.

It is my privilege to nominate Mrs. Ward for an administrative position. Her efficiency and dedication to the job is an absolute necessity for all leadership positions. She has proven this one year to be a most qualified leader. Please consider Mrs. Ward as an asset to your establishment of work. If additional information is needed, I may be reached at 321-281-2559.

Warmest Regards,

Lovely B. Tinsley,
AP of Curriculum & Instruction

DISNEY'S
TEACHERRIFIC
A W A R D S

Tiffany Ellen Ward

*Top Program Award
Alternative School Category*

Thank You for Sharing Your Special Magic.

