

Orange County Public Schools

Odyssey Middle



2015-16 School Improvement Plan

Odyssey Middle

9290 LEE VISTA BLVD, Orlando, FL 32829

www.ocps.net/lc/southeast/mod

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	65%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	82%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Each year the school prepares to learn about students' cultures and builds relationships between teachers and students by reviewing the demographic makeup of all students on campus. This includes reviewing student data; academic, behavioral, special programs the students may participate in, and/or special services a student may receive (ELL or ESE).

Teachers are encouraged to review this data in order to gain a greater understanding of where a student is coming from, to assist in making students feel valued as an individual, and to incorporate a variety of heritages into a lesson by bringing culture and community into the classroom.

As a school, lessons and celebrations are conducted during certain months of the year, such as Black History Month, Hispanic Heritage Month, Special Education Month, Autism Awareness Month and Anti-Bullying Awareness Month. Information is provided both to the students and the faculty/staff during this time in an effort to provide educational information regarding cultures in our school.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Odyssey Middle creates an environment where students feel safe and respected before, during, and after school by following both the district and school code of conduct. At the start of each nine week grading period, the code of conduct is reviewed with all students to help ensure students know what is expected while on campus. Adult supervision in common areas and in the classroom also plays a large role in ensuring students feel safe and respected.

In addition, the school has implemented a schoolwide behavioral system, Positive Behavioral Support System (PBS). This program sets schoolwide expectations for common areas in the school as well as common procedures in the classroom. Students are rewarded for positive behavior using a variety of incentives.

Odyssey Middle has incorporated the components of Restorative Justice in classrooms and when dealing with discipline issues. By implementing Restorative Justice, the students feel respected and valued and are taught how to interact and respect each other.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Odyssey Middle has implemented a schoolwide behavioral system, Positive Behavioral Support System (PBS). At the start of the school year, a team created expectations for all common areas in the school; with input from all teachers, the team developed common expectations and procedures in

the classroom.

The acronym used is Dragon PRIDE. The acronym for Dragon Pride represents the following:

Prepared and On Time For Class
Respect Others and Their Property
Involved in Learning
Dressed Appropriately
Enthusiastic About Dragon Pride

All teachers were trained on the expectations and the procedures for PASS at the start of the new school year.

In addition, the school follows the Multi-tiered System of Support in regard to behavior.

Tier 1 - all students are expected to follow OCPS and Odyssey Middle student code of conduct.

Tier 2 - students will be provided with behavioral contracts and plans to help reinforce positive behavior. Students in this tier will be monitored on a biweekly basis by administration and/or the behavior specialist.

Tier 3 - students will be provided with behavioral contracts and plans to help reinforce positive behavior. Students will work closely with school staff, such as the administration and behavior specialist, once per week to assist in monitoring behavior and teaching appropriate behavior.

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

Odyssey provides counseling services from outside agencies on campus to students in need. The school assists parents in obtaining the counseling by first gaining consent from the parent. Once the approved application/consent form is complete, the form is forwarded to outside counseling agencies for approval through the student's insurance carrier. The school is then notified of the counseling approval and works with the counselors to provide them access to the student and a private area to provide counseling.

In addition, the school provides an anger management and divorce group to selected students on campus during the school year.

Staff, such as guidance counselors, school psychologist, and the behavioral specialist are available on campus to assist in meeting the social-emotional needs of all students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

After reviewing the school's early warning system, the data clearly display a gradual increase in numbers per indicator. The data indicate the following:

1. Attendance below 90%: An increase in 6th grade from 9 students to 23 students, an increase in 8th grade from 35 to 39, and a decrease in 7th grade from 33 to 27. An overall increase from 77 to 89 students.
2. One or more suspensions: A decrease in 6th grade from 28 to 17, a decrease in 7th grade from 54 to 31, and a decrease in 8th grade from 52 to 34. An overall decrease in suspensions from 134 to 82.
3. Course failure in ELA or Math: An increase in 6th grade from 1 to 7, an increase in 8th grade from 1 to 6, and a decrease in 7th from 3 to 1. An overall increase from 5 to 14.
4. Level 1 on statewide assessment: Data not available at this point due to the validity investigation on the FSA.

The data indicate a drastic decrease in the number of students at Odyssey who demonstrated two or more early warning indicators. Sixth grade data demonstrate a decrease from 15 to 5, 7th grade data indicate a decrease from 32 to 9, and 8th grade data also indicate a decrease from 42 to 15. Data indicate an overall decrease from 89 to 29.

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:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	23	27	39	89
One or more suspensions	17	31	34	82
Course failure in ELA or Math	7	1	6	14
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	5	9	15	29

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

In order to decrease the number of students falling in two or more indicators, Odyssey Middle School will implement the following intervention strategies to decrease each indicator:

1. Schedule parent conferences to address indicators that negatively impact student performance.
2. Implement a school wide consistency of classroom expectations (Dragon PRIDE): All classrooms will implement classroom expectations using the acronym PRIDE. P- Prepared and On Time for Class, R- Respect others and their property, I- Involved in learning, D- Dressed appropriately, E- Enthusiastic about Dragon PRIDE.
3. Implement a school wide discipline matrix to align discipline infractions by grade level. A school wide discipline matrix was created to align school wide discipline infractions.
4. Edgenuity program for credit recovery: The credit recovery program will be offered from home to assist students who fail previous year course work.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parents at Odyssey Middle School are encouraged to participate in the following programs: Meet the Teacher, School Advisory Council, Parent Teacher Student Association, Restaurant Spirit Nights, Science Technology Engineering Math (STEM) Evening, Multi-cultural Professional Learning Community, Student of the Month Breakfast, Evening of Excellence, and Parent Honor Society.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Odyssey Middle School builds and sustains partnerships with the local community to support the school and student achievement through the School Advisory Committee (SAC) and the Partners in Education (PIE) Program. The SAC represents the school community as the voice for school improvement. It is comprised of parents, business partners, concerned citizens from the local area and school personnel. Each school year members are recruited through information posted on the school website. Odyssey Middle School utilizes its PIE program to support the Student of the Month program, OCPS annual Teach-In program, OCPS annual Support Person of the Year program, school fundraiser spirit nights, and health-related informational sessions. This is accomplished by staying in contact and coordinating with school business partners on a monthly basis. In this way, they are in regular communication with a school representative and given numerous opportunities throughout the school year to provide resources for the students to support student academic achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hembrook, Ann	Principal
Haddix, Debra	Assistant Principal
Jackson, Terrilyn	Assistant Principal
Carlson, Mark	Dean
Skeates, Shannon	Instructional Coach
Taylor, Naomi	Instructional Coach
Torres, Linda	Administrative Support
Fink, Gail	Guidance Counselor
Correa, Melinda	Guidance Counselor
Hall, Debra	Other
Hansen, Deborah	Instructional Media
Gonzalez, Martiza	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Each member of the school-based leadership team has a function and a responsibility to the MTSS team. The team consists of the following people:

MTSS Leadership Team:

Ms. Ann Hembrook - Principal; The principal is responsible for overseeing curriculum and instruction, data analysis to ensure student achievement increases, and managing the learning environment.

Mrs. Debra Haddix - Assistant Principal of Instruction; Responsible for creating a master schedule that allows a focus on instruction to meet the needs of all students. Assists principal in curriculum and instruction and data analysis responsibilities.

Ms. Terrilyn Jackson - Assistant Principal/PBS Team Member; Responsible for maintaining a safe,

orderly, and clean environment so students can focus on learning and teachers can focus on instruction. Assists principal in curriculum and instruction and data analysis responsibilities.

Mr. Mark Carlson - 6th Grade Dean/PBS Coordinator; Responsible for maintaining a safe orderly environment for students and fostering the building of relationships with students and teachers.

Ms. Maritza Gonzalez - 7th grade/8th grade Dean; Responsible for maintaining a safe orderly environment for students and fostering the building of relationships with students and teachers.

Mrs. Debra Hall - Staffing Specialist/MTSS Data Collector/PBS Team Member; Responsible for coordinating all IEP meetings for compliance and ensure IEP goals are being implemented to best meet student needs.

Mrs. Shannon Skeates - Reading Coach/MTSS Facilitator/Coordinator/Data Collector/Data Interpreter for Reading; Oversees reading PLC to improve student reading and monitor reading instructional framework.

Mrs. Naomi Taylor - Curriculum Resource/Testing Coordinator/MTSS Note Taker/Data Collector; Responsible for working with teachers to improve instruction and use research based strategies during instructional planning to obtain the maximum results possible in regards to student achievement.

Mrs. Tracy Nguyen - School Psychologist/MTSS Curriculum Resources; Responsible for coordinating evaluation of students and assists in graphing data collected for the MTSS process.

Mrs. Linda Torres - ESOL CT; Responsible for ESOL compliance concerns which include testing students for the ESOL program and monitoring their progress. Provides ELL strategies to teachers as needed.

Mrs. Cassandra Fink - 6th/7th Guidance Counselor; Responsible for creating student schedules based on student needs, courses offered, and state requirements.

Mrs. Melinda Correa - 7th/8th Guidance Counselor; Responsible for creating student schedules based on student needs, courses offered, and state requirements.

Mrs. Sonia Mendoza - PASS coordinator; Responsible for helping students maintain focus on academics when serving in an alternative to suspension program, provides social skills lessons to students, and conducts restorative justice circles as needed.

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

Odyssey Middle School has developed a systematic process for implementing and monitoring the Multi-tiered System of Support (MTSS) structure. A selected group make up the MTSS team which meet on a weekly basis to discuss, evaluate, support, and monitor the effectiveness of the MTSS process.

Tier 1 - All students receive core instruction at this level. Using the data-based problem-solving processes, the MTSS team is able to monitor the effectiveness of the Tier 1 core instruction. Teachers use a variety of resources to teach the core instruction and recently have been tasked with infusing the common core standards into the lessons.

Tier 2 - Resources have been allocated for a select group of students requiring intervention in the area of reading or math. The school provides reading intervention in a single or block period. Students receiving Tier 2 intervention are progress monitored biweekly. The data is reviewed by the teacher and the MTSS team on a weekly basis to determine the effectiveness of the intervention and make changes if needed. 8th grade level 1 and 2 students receive intervention in the Intensive Math or Algebra block.

Tier 3 - Specialized research-based materials and strategies are used in the Tier 3 class. Students selected to receive Tier 3 intervention have an additional intervention period of reading or math; this is in addition to the support the student receives in Tier 1 and Tier 2. A student must receive support in Tier 1 and 2 in order to be eligible to receive support in Tier 3. This intervention is provided daily

and consists of a small group of 10-12 students. Students in the tier 3 intervention group are progress monitored on a weekly basis. The data is submitted to the MTSS team for review effectiveness and additional interventions.

Select instructional staff will participate in professional learning opportunities that are focused on using rubrics for scoring writing. This type of professional development will assist faculty in understanding the most successful tools for properly scoring writing assessments. Also, select staff members will attend trainings for the reading programs Achieve 3000, Read 180, and System 44. This type of professional development will support the staff with their understanding of the most successful tools to enhance reading instruction.

The Leadership Team will meet with teachers through PLCs, addressing the academic needs of our students while reviewing formative assessment data during the 2015 - 2016 school year.

The plan for professional development activities related to closing the achievement gap include: Providing training during PLC times on formative assessments and the high-yield instructional strategies of the instructional framework.

We will incorporate model classrooms to train teachers on how to effectively implement Marzano instructional strategies. PLCs will meet weekly to deconstruct standards, common plan and develop common assessments in order for teachers to become more reflective on their teaching process and student learning.

Additionally, select teachers will attend trainings for the reading programs Achieve 3000, Read 180, and System 44. These trainings will offer additional support and resources to teachers in order to improve reading through targeted differentiated instruction.

In the end, we will measure program effectiveness by:

- Curriculum Leaders will collect quarterly data for Writing and monthly for Reading as they meet with selected teachers during PLC meetings. This data will help determine the success of the professional development offered.
- MTSS biweekly meetings with the MTSS committee.
- Biweekly progress monitoring using research-based programs.
- Bimonthly common formative assessment of Reading and Writing for all students. Data will be scored, then uploaded into a data system. Teachers will use data results to adjust teaching instruction and provide intervention as needed. Formal common assessments will be administered at the end of each chapter/unit, as outlined in the district MTP; data will be stored and accessible through ODMS SharePoint. Data dialogues will be the vehicle to discuss with the team/department/PLC.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ann Hembrook	Principal
Dana Hopper	Teacher
Doug Hopper	Education Support Employee
Melissa Campbell	Parent
Brenda Badami	Parent
Daisy Cruz	Parent
Clemille Medeiros	Parent
Patricia Shorter-Lee	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the 2014 - 2015 school year, SAC members surveyed parents, student, and community members to address the school budget, training, instructional materials, technology, staffing, student support services, specific school safety, discipline strategies, and parent information. After reviewing last year's needs assessment, SAC members voted to focus on schoolwide technology. A portion of the school recognition funds will be used to purchase document cameras for each classroom. SAC members assisted by funding varying family nights (movie night, popcorn night, grade level team night); SAC funding also helped offset the cost of summer curriculum/professional development for all Language Arts and Social Studies teachers. Summer curriculum/professional development was conducted by Cassie Erkens of Solution Tree. Throughout the professional development opportunities, participants reviewed varying pieces of data, and created common core assessments.

Development of this school improvement plan

SAC discusses the data from the previous year. Recommendations are given by the principal as to the goals for the upcoming school year. SAC gives input as to whether they agree to goals determined or have suggestions for adjustments to be made to the school goals.

Preparation of the school's annual budget and plan

Funds are used to support the school improvement plan. Proposals are made during the year and are voted upon at SAC meetings.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Schools are no longer provided school improvement funds in their budget.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hembrook, Ann	Principal
Haddix, Debra	Assistant Principal
Jackson, Terrilyn	Assistant Principal
Skeates, Shannon	Instructional Coach
Taylor, Naomi	Instructional Coach
Torres, Linda	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

This year the literacy team is focused on the writing process to convey ideas across all content and grade levels. An emphasis will be placed on using appropriate conventions and using strong evidence from multiple sources to convey ideas clearly.

The team meets regularly to evaluate and discuss a variety of school data such as benchmark

scores, FSA data, and data from reading programs. Using this data, the team reflects and devises ways to improve areas of weakness as well as finding other ways to infuse, implement, and monitor literacy schoolwide. The literacy team also fosters the Book Club which encourages students to read all 15 Sunshine State Books for Battle of the Books.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Odyssey Middle will encourage positive working relationships within the school community by establishing professional learning communities. Teachers are required to meet a minimum of twice per week to analyze student data, deconstruct standards, create lesson plans one week in advance, create common assessments, and create student lessons that will meet the needs of both our ESE and ELL student populations. Our schoolwide PLC's are as follows:

Monday

1. AM Leadership Team meeting

Tuesday

1. AM Parent/Teacher Conferences
2. AM Admin meetings

Wednesday

1. AM Parent/Teacher Conferences
2. 1st Wed: PM PLCs
- 2nd Wed: PM PLCs
- 3rd Wed: PM PLCs

Thursday

1. AM Parent/Teacher Conferences

Friday

1. AM 1st and 3rd Friday Curriculum Council Meetings

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

When recruiting teachers, we look for highly qualified teachers who meet the required certification for the position. Once on board, teachers are provided professional development opportunities to help growth/enhance their instructional expertise and help with improving student achievement. Support is provided for teachers needing assistance with instructional strategies for all levels of students. Ultimately, responsibility falls to the Principal. Supporting the Principal is the Leadership Team which includes: Assistant Principals, Administrative Dean, CRT/Instructional Coach, Reading Coach, ESE Staffing Specialist, Behavior Specialist, CCT, Media Specialist, and Guidance Counselors.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Odyssey Middle has two teachers new to the classroom and three that have less than two full years of experience. In an effort to support these teachers as well as those new to our school, an in-house mentoring program exists. Through this program, a teacher new to Odyssey (mentee) is paired with a current experienced teacher (mentor) in order for the mentor to help monitor and guide the mentee on an as-needed basis. The mentor and mentee meet biweekly via PLC collaboration meetings. Additionally, our Reading Coach works closely with our reading teachers; our CRT works closely with those new to our school; CRT/Instructional Coach, Reading Coach, CCT and ESE Staffing Specialist work closely with our faculty, providing support within their areas of expertise.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Odyssey Middle School provides instructional programs for English, Math, Science, and Social Studies. The district sets curriculum guidelines which are aligned to the Florida Standards. Teachers are required to utilize the Instructional Management System (IMS), the Measurement Topic Plan (MTP), and a Scope and Sequence to develop lesson plans. The teachers upload lesson plans to the school's SharePoint drive and they are reviewed on a regular basis by the assessing administrator. Teachers also upload common formative assessment data to the school's SharePoint drive for monitoring and use in data meetings.

Teachers attend curriculum trainings as offered by the district; English and Math teachers have common planning with the same grade level in order to ensure alignment; all departments meet regularly to ensure alignment. Administrators and resource staff conduct weekly walk-throughs and provide feedback to help continue the alignment between the Florida Standards, the instructional framework, and the curriculum used in the classroom.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Odyssey Middle School utilizes the Odyssey Middle School Data Analysis Tool that allows teachers to progress monitor assessments while analyzing the data by subgroups as well as provide opportunities to discuss reteaching strategies and plans for next steps. During the PLC meetings, teachers create common formative assessments that are aligned to the FSA standards and analyze the data using the data analysis tool.

On the Data Analysis Tool, the section focused on the item analysis allows teachers to focus on the top three most frequently chosen incorrect answers on the common assessment. Teachers will discuss the reteaching strategies and techniques they might utilize. They will then reteach and assess based on the data.

Teachers are asked to take their data to the next level by focusing on reflective questions that concentrate on enrichment, ELL and ESE data and next steps.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,000

FSA After-School Tutoring Program (F.A.S.T.) is designed to assist students with reading and math comprehension skills and strategies for students who scored a level 1 or 2 on their previous FCAT. No state assessment data for reading or math is available at this time. The tutoring program planned for the 2015-2016 school year will run until FSA assessment begins in April 2016.

Strategy Rationale

F.A.S.T. is implemented to provide students with additional opportunities to practice and strengthen their skills in their core content area classes. The rationale behind creating this program is to see learning gains and growth in proficiency for the bottom 25%.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Carlson, Mark, mark.carlson@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers progress monitor throughout the tutoring to ensure students are progressing toward proficiency on FSA. Data is maintained and monitored for effectiveness.

Strategy: Extended School Day

Minutes added to school year: 3,000

Orange County Virtual School provides interested 8th grade students the opportunity to work on high school credits while still in middle school. Students may work on earning high school credits before school or from home.

Strategy Rationale

OCPS high school students are required to take a minimum of one course on-line. Middle schools offer this opportunity to complete this requirement while an 8th grade student. This helps students move toward meeting high school graduation requirements as well as providing enrichment opportunities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Correa, Melinda, melinda.correa@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Interested 8th grade students, with parent/guardian approval, will be monitored through assessments required via Orange County Virtual School.

Strategy: Before School Program

Minutes added to school year: 3,000

Edgenuity is a district approved program for students in need of credit recovery. Beginning the 2nd nine weeks, students in need of credit recovery, with parent permission, may come to school early and work on recovering lost credit through the Edgenuity program under the supervision of a certified teacher.

Strategy Rationale

Edgenuity is designed to help those students who failed one or more content courses strengthen their knowledge and earn credit as determined by successful completion of the Edgenuity course.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jackson, Terrilyn, terrilyn.jackson@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students failing one or more content courses are eligible/encouraged to participate; select certified teachers have received appropriate training and will monitor student progress through the Edgenuity program.

Strategy: Extended School Day

Minutes added to school year: 600

The top 10% FCAT students for math and reading qualify to take the SAT test. As part of the preparation to take the SAT, students are provided 10 hours of tutoring for the test.

Strategy Rationale

Provides students in the top 10% an early opportunity to experience SAT. The goal is this will encourage students to continue their hard work toward College and Career Readiness.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Correa, Melinda, melinda.correa@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected by the results from the SAT test.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

For students entering middle school for the first time(6th grade), an articulation meeting is held at the elementary schools. The middle school counselor visits each feeder elementary school, shows a power point presentation highlighting middle school, and concludes with a student question/answer session. The counselor meets with the 5th grade teachers explaining in more detail the registration process. Course selection forms are distributed to teachers so students may select their elective choices. All core level classes are determined by standardized test scores. Next, the students tour the middle school campus. A parent night is held prior to the end of the school year for the parents of incoming 6th graders.

For students transitioning to high school (9th grade), high school counselors work with the middle school counselor and plan visitation dates for registration. The middle school counselor arranges and distributes course selection forms/curriculum guides to all transitioning students . Students receive appointment times to meet with their high school counselors for one-on-one registration and/or information on programs, etc. The School Choice Department sends flyers to the school for distribution to 8th graders informing them of upcoming magnet fair and open house dates. The students are notified about application requirements, deadlines and necessary qualifications. The School Choice Department notifies the students via letter as to whether or not they were accepted to the magnet program.

College and Career Readiness

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

Through AVID Elective class, students are encouraged to create a college readiness plan. This plan guides their course selections throughout high school. In addition, students are exposed to opportunities available at feeder high schools and throughout the district that promote advanced, rigorous, and college ready programs, academies and magnets. Guidance counselors work with 8th grade students to review and expose students to all available high school opportunities which promote college and career readiness. The district is providing training to guidance counselors throughout the school year to create and monitor focus calendar academic plans beginning in 6th grade.

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

Odyssey Middle offers a high school credit computer class called INTRO TO INFORMATION TECHNOLOGY. This course is the entry level course for and Industry Certification- CIW Internet Business Associate, which is an articulated credit with Valencia College. Odyssey Middle School will also implement the District CAPE initiative through ELA and Math.

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

The efforts at Odyssey to support student achievement in this area span the full range of subject areas (with a shift in curriculum inclusive of technology), but are more widely seen in our fine and performing arts programs/courses, college prep computer elective, and laboratory science electives such as STEM research lab. The sciences and arts serve as foundations for the majority of industry sectors. A curriculum that shows how academic knowledge and skills are used in the world of work may motivate more students to persevere in the academic courses that prepare them for high school and beyond, therefore supporting their achievement at all levels. The school district and educators increasingly have integrated academic and CTE content to create courses that are both academically deep and personally relevant to students on campus.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Career and Technical Education help students become college and career ready by providing academically rigorous, integrated, and sequenced programs of study that align with, and lead to, postsecondary education. These programs provide students with opportunities to acquire the competencies required in today's workplace, such as critical thinking, collaboration, problem solving, innovation, teamwork, and communication. Strategies implemented across the district are to begin to push college and career readiness early in education so that we can ultimately help reduce dropout rates; encourage participation in postsecondary education; and enable students to earn dual enrollment credits, industry-endorsed certificates, and technical endorsements on high school diplomas. In addition, Odyssey Middle School encourages the 8th grade students to enroll in online/virtual classes that count towards high school credit. This fulfills their online credit required for a high school diploma and, at the same time, has the potential to dramatically expand the students educational opportunities.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** During collaborative planning, teachers will use formative assessment data to make changes in instruction using the instructional framework to align with progress monitoring systems to improve student achievement. This goal will assist in division priorities which are accelerate student performance, invest in human capital, ensure career and college readiness, and provide empowering environments.
- G2.** Teachers will use PLC time to participate in common lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. This goal will assist in division priorities which are accelerate student performance, invest in human capital, ensure career and college readiness, and provide empowering environments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. During collaborative planning, teachers will use formative assessment data to make changes in instruction using the instructional framework to align with progress monitoring systems to improve student achievement. This goal will assist in division priorities which are accelerate student performance, invest in human capital, ensure career and college readiness, and provide empowering environments. 1a

G073154

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - Asian	84.0
AMO Reading - African American	71.0
AMO Reading - Hispanic	77.0
AMO Reading - ED	73.0
AMO Reading - ELL	69.0
AMO Reading - SWD	56.0
AMO Reading - White	81.0
AMO Math - All Students	78.0
AMO Math - Asian	88.0
AMO Math - African American	70.0
AMO Math - Hispanic	77.0
AMO Math - White	85.0
AMO Math - ELL	67.0
AMO Math - ED	76.0
AMO Math - SWD	62.0
FCAT 2.0 Science Proficiency	54.0

Resources Available to Support the Goal 2

- Administrators attended formative assessment training during the summer.
- CRT is attending formative assessment training in the fall.
- The master schedule has been adjusted to provide additional common planning time.
- Principal will provide job-embedded PD during PLCs rather than a separate meeting.
- Ten teachers took the online summer course, "Advancing the Core of Teaching to Reach the Desired Effect".
- IMS
- IMS

Targeted Barriers to Achieving the Goal 3

- Teachers might not know how to create formative assessments.

Plan to Monitor Progress Toward G1. 8

Review data in PLCs, during Leadership Team Meetings, and Curriculum Council Meetings.

Person Responsible

Ann Hembrook

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

PLC meeting minutes, Leadership Team Meeting Minutes, Curriculum Leader Meeting Minutes

G2. Teachers will use PLC time to participate in common lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. This goal will assist in division priorities which are accelerate student performance, invest in human capital, ensure career and college readiness, and provide empowering environments. **1a**

 G073155

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - Asian	84.0
AMO Reading - African American	71.0
AMO Reading - Hispanic	77.0
AMO Reading - White	81.0
AMO Reading - ELL	69.0
AMO Reading - SWD	56.0
AMO Reading - ED	73.0
AMO Math - All Students	78.0
AMO Math - Asian	88.0
AMO Math - African American	70.0
AMO Math - Hispanic	77.0
AMO Math - White	85.0
AMO Math - ELL	67.0
AMO Math - SWD	62.0
AMO Math - ED	76.0
FCAT 2.0 Science Proficiency	54.0

Resources Available to Support the Goal **2**

- District resource personnel.
- Each PLC will have a common planning calendar to use for collaborative lesson planning.
- Each PLC will have a PLC liaison.
- IMS

Targeted Barriers to Achieving the Goal **3**

- Teachers have a limited understanding of how to collaboratively work during PLC common planning.

Plan to Monitor Progress Toward G2. 8

iObservation reports will be reviewed by administration and coaches to determine next steps in supporting teacher growth

Person Responsible

Ann Hembrook

Schedule

Monthly, from 10/1/2015 to 6/8/2016

Evidence of Completion

iObservation reports

Plan to Monitor Progress Toward G2. 8

Review formative assessment data

Person Responsible

Ann Hembrook

Schedule

Monthly, from 10/1/2015 to 6/8/2016

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. During collaborative planning, teachers will use formative assessment data to make changes in instruction using the instructional framework to align with progress monitoring systems to improve student achievement. This goal will assist in division priorities which are accelerate student performance, invest in human capital, ensure career and college readiness, and provide empowering environments. **1**

 G073154

G1.B2 Teachers might not know how to create formative assessments. **2**

 B191109

G1.B2.S1 Teachers need training on the various forms of formative assessments available. **4**

 S202564

Strategy Rationale

Teachers don't understand that there are other options in addition to the multiple choice items and that good information can be gleaned from short written responses.

Action Step 1 **5**

Provide Formative Assessment Training to teachers.

Person Responsible

Naomi Taylor

Schedule

Weekly, from 9/2/2015 to 10/21/2015

Evidence of Completion

Lesson plans, observation, formative assessments used; performance matters; sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor to see that the PD is being provided during the PLC common planning time.

Person Responsible

Ann Hembrook

Schedule

Weekly, from 9/2/2015 to 10/21/2015

Evidence of Completion

Observation, sign in sheets, exit slips

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review formative assessments created by teachers to ensure they are being created and they are quality assessments.

Person Responsible

Ann Hembrook

Schedule

Weekly, from 9/2/2015 to 6/8/2016

Evidence of Completion

formative assessments uploaded to SharePoint

G2. Teachers will use PLC time to participate in common lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. This goal will assist in division priorities which are accelerate student performance, invest in human capital, ensure career and college readiness, and provide empowering environments. 1

G073155

G2.B2 Teachers have a limited understanding of how to collaboratively work during PLC common planning. 2

B191113

G2.B2.S1 Provide teachers with a structure to have an effective collaborative common planning. 4

S202568

Strategy Rationale

This strategy needs to be implemented to give guidance and structure to teachers during the PLC process so that they have tools to improve instruction. Teachers have not left PLC meetings with tools they can use in the classroom. This has included learning goals, scales, formative assessments, and reteach opportunities.

Action Step 1 5

Teachers will be provided with the framework to conduct an effective common planning during PLCs. This includes a draft common planning agenda with weekly outcomes and guided notes about the quality of the lesson plan being created.

Person Responsible

Ann Hembrook

Schedule

Weekly, from 9/2/2015 to 6/8/2016

Evidence of Completion

lesson plans, guided notes, PLC common planning agendas

Action Step 2 5

Teachers will be provided with a PLC common planning agenda, guided questions to answer during the PLC discussions, and a data form with questions to guide conversations.

Person Responsible

Ann Hembrook

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Review PLC common planning agendas and observer PLC common planning meetings.

Person Responsible

Ann Hembrook

Schedule

Weekly, from 9/2/2015 to 6/8/2016

Evidence of Completion

PLC common planning agendas

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administration will observe PLC common planning to ensure collaboration is occurring and expected outcomes are being developed. These expected outcomes include learning goals, scales, daily lesson plans, and formative assessments.

Person Responsible

Ann Hembrook

Schedule

Weekly, from 9/2/2015 to 6/8/2016

Evidence of Completion

PLC common planning agendas, formative assessments, learning goals and scales, lesson plans

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Provide Formative Assessment Training to teachers.	Taylor, Naomi	9/2/2015	Lesson plans, observation, formative assessments used; performance matters; sign in sheets	10/21/2015 weekly
G2.B2.S1.A1	Teachers will be provided with the framework to conduct an effective common planning during PLCs. This includes a draft common planning agenda with weekly outcomes and guided notes about the quality of the lesson plan being created.	Hembrook, Ann	9/2/2015	lesson plans, guided notes, PLC common planning agendas	6/8/2016 weekly
G2.B2.S1.A2	Teachers will be provided with a PLC common planning agenda, guided questions to answer during the PLC	Hembrook, Ann	8/17/2015		6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	discussions, and a data form with questions to guide conversations.				
G1.MA1	Review data in PLCs, during Leadership Team Meetings, and Curriculum Council Meetings.	Hembrook, Ann	8/24/2015	PLC meeting minutes, Leadership Team Meeting Minutes, Curriculum Leader Meeting Minutes	6/8/2016 monthly
G1.B2.S1.MA1	Review formative assessments created by teachers to ensure they are being created and they are quality assessments.	Hembrook, Ann	9/2/2015	formative assessments uploaded to SharePoint	6/8/2016 weekly
G1.B2.S1.MA1	Monitor to see that the PD is being provided during the PLC common planning time.	Hembrook, Ann	9/2/2015	Observation, sign in sheets, exit slips	10/21/2015 weekly
G2.MA1	iObservation reports will be reviewed by administration and coaches to determine next steps in supporting teacher growth	Hembrook, Ann	10/1/2015	iObservation reports	6/8/2016 monthly
G2.MA2	Review formative assessment data	Hembrook, Ann	10/1/2015		6/8/2016 monthly
G2.B2.S1.MA1	Administration will observe PLC common planning to ensure collaboration is occurring and expected outcomes are being developed. These expected outcomes include learning goals, scales, daily lesson plans, and formative assessments.	Hembrook, Ann	9/2/2015	PLC common planning agendas, formative assessments, learning goals and scales, lesson plans	6/8/2016 weekly
G2.B2.S1.MA1	Review PLC common planning agendas and observer PLC common planning meetings.	Hembrook, Ann	9/2/2015	PLC common planning agendas	6/8/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. During collaborative planning, teachers will use formative assessment data to make changes in instruction using the instructional framework to align with progress monitoring systems to improve student achievement. This goal will assist in division priorities which are accelerate student performance, invest in human capital, ensure career and college readiness, and provide empowering environments.

G1.B2 Teachers might not know how to create formative assessments.

G1.B2.S1 Teachers need training on the various forms of formative assessments available.

PD Opportunity 1

Provide Formative Assessment Training to teachers.

Facilitator

Naomi Taylor and Shannon Skeates

Participants

teachers

Schedule

Weekly, from 9/2/2015 to 10/21/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Teachers will use PLC time to participate in common lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. This goal will assist in division priorities which are accelerate student performance, invest in human capital, ensure career and college readiness, and provide empowering environments.

G2.B2 Teachers have a limited understanding of how to collaboratively work during PLC common planning.

G2.B2.S1 Provide teachers with a structure to have an effective collaborative common planning.

PD Opportunity 1

Teachers will be provided with a PLC common planning agenda, guided questions to answer during the PLC discussions, and a data form with questions to guide conversations.

Facilitator

Ann Hembrook

Participants

teachers

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Budget

Budget Data						
1	G1.B2.S1.A1	Provide Formative Assessment Training to teachers.				\$980.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1682 - Odyssey Middle	General Fund		\$980.00
2	G2.B2.S1.A1	Teachers will be provided with the framework to conduct an effective common planning during PLCs. This includes a draft common planning agenda with weekly outcomes and guided notes about the quality of the lesson plan being created.				\$0.00
3	G2.B2.S1.A2	Teachers will be provided with a PLC common planning agenda, guided questions to answer during the PLC discussions, and a data form with questions to guide conversations.				\$0.00
					Total:	\$980.00