

The School District of Palm Beach County

Odyssey Middle School



2017-18 Schoolwide Improvement Plan

Odyssey Middle School

6161 W WOOLBRIGHT RD, Boynton Beach, FL 33437

www.edline.net/pages/odyssey_middle

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	C*	B

**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 was approved by the Palm Beach County School Board on 11/1/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Odyssey Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Odyssey Middle School community is committed to excellence in education and preparation of all students with knowledge, skills, and ethics necessary to promote life-long learning to enable them to be successful in the 21st century.

b. Provide the school's vision statement.

The vision of the Odyssey Middle School community is that our students will leave with the tools necessary to be successful in high school and beyond, enabling them to become life-long learners. We will accomplish this through the use of a single school culture for academics, behavior and climate, modeling the qualities and characteristics that we hope to instill in our students.

2. School Environment

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

Odyssey has a Single School Culture and an appreciation for multicultural diversity. Odyssey addresses Single School Culture academically by enabling teachers daily common planning for professional collaboration, creation and development of backwards quarterly exams, monthly department meetings, providing, school-wide use of the Google Docs and the I drive for common shared documents, Odyssey uses the Positive School-wide Behavior format to build relationships among students. Students are rewarded Starbucks for exemplifying STAR (Self-Control, Tenacity, Attitude, Respect) behavior. Odyssey students follow a behavior matrix that outlines behavioral expectations in various locations throughout the school and on the bus, Odyssey will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Haitian Contributions
- Women's Contributions
- Sacrifices of Veterans

Odyssey will also assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations; Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings; Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students; Attend District provided Professional Development on multicultural offerings; Schedule and plan school wide multicultural projects; Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts); Form a representative student task force comprised of representative multicultural groups; Provide professional development to staff on increasing positive interactions with students;

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Odyssey creates a positive, caring and supportive school community through classroom guidance of topics of friendship and decision making as well as mediations, use of a motivational coach provided by Motivational Coaches USA, use of a Safe Schools counselor, assemblies and student workshops on bullying and conflict resolution are implemented to create an environment where students feel safe and respected in school; After school students participate in Models and Mentors that includes Girl Power and Brotherhood. Students are trained in various life skills that will empower them and help to ensure that they feel safe and respected and have open lines of communication with staff.

- Odyssey develops and implements a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Odyssey creates or enhances a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary);
- Odyssey articulates, demonstrates, and teaches the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Odyssey staff across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Odyssey involves non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors and rewards students with Starbucks when demonstrating appropriate behaviors;
- Odyssey provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Odyssey create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

c. 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 minimizes the use of the Public Address system throughout the course of the school day. Odyssey employs universal Guidelines and behavior matrix taught the first two weeks of school through the use of scripts in the classroom and during grade-level assemblies. Expectations are reviewed throughout the course of the year and particularly after winter break to ensure students are reminded of school expectations.
- Odyssey ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- The Odyssey SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Faculty at Odyssey ensures differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Faculty and staff make references to Universal Guidelines and behavioral expectations when providing students with positive feedback as expectations are posted throughout the school.
- Class meetings will occur on a frequent basis to include student feedback.
- Odyssey has a school-wide recognition system is in place that recognizes positive relationships with staff from students perspective (Star Fish Savers) and that recognized positive observations of students (Students of the Month for each grade level, Shining Stars, Perfect Attendance, A and A/B Honor Roll, Soaring Stars)
- Odyssey also develops and implements a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

d. 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 has an operational school based team that meets bi-weekly to discuss students with barriers to academic and social success;
- Odyssey assigns mentors to students identified with SEL concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day is also a strategy used at Odyssey.
- Instruction staff is assigned mentees to build relationships and encourage academic and social-emotional success
- The Guidance department connect students to agencies who have Cooperative Agreements or are on campus (Motivational Coaches USA, The Chrysalis, Youth Service Bureau DATA, CHS, Care-Giving Youth, etc);
- At Odyssey a comprehensive school counseling program (Student Development Plan) is implemented and dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Odyssey engages with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

A layered response system is in place at Odyssey Middle School that will indicate early warning signs of students in need of support Odyssey utilizes data systems to identify students who have attendance, behavioral or academic concerns; Create data decision rules for number of absences or OSS before referral generated to SBT; Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules; At least three times week professional collaborations meetings will take place among grade level teachers who share the same subject matter. At weekly grade level team meetings teachers will discuss shared students across content who demonstrate need for additional support due to poor attendance, behavioral, emotional and academic performance and develop possible incentives to further engage students. Bi-weekly School-Based Team Meetings will be held to address such need of students who have demonstrated a trend of such behaviors. Students who fail core content courses will be selected for the Middle School Course Recovery program. Students who score level 1 on statewide standardized assessments in Reading and in Math will be enrolled in double block courses in the subject of need and provided with more time on task. By late October individual data chats will be held with all students whereby goal setting and individual student action plans will be developed. The School-wide Positive Behavior committee will review discipline date each marking period that will assist with identifying, monitoring and implementing strategies for students whose behaviors have triggered need for greater support. The school guidance department will monitor and address issues of truancy and counsel students with in-school and out of school suspensions.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	32	31	47	0	0	0	0	110	
One or more suspensions	0	0	0	0	0	0	67	70	62	0	0	0	0	199	
Course failure in ELA or Math	0	0	0	0	0	0	14	12	54	0	0	0	0	80	
Level 1 on statewide assessment	0	0	0	0	0	0	97	92	72	0	0	0	0	261	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	53	46	60	0	0	0	0	159	

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

Odyssey uses the following strategies to improve academic performance of students identified by early warning systems.

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Read 180, Reading Plus, Tutorials, Wilson, Double Math blocks of instructions, Intensive Reading/ Language Arts teacher assignments
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive

(individual) interventions, connecting students and their families to needed school-based and community resources;

- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

We will increase our parent participation this year by 20% from the previous year.

There are a number of parental engagement opportunities offered at Odyssey Middle school. RAINing FCAT, Open House, FRL Drive, SAC meetings, Musical Concerts, Parent Conferences.

We will seek to improve parental involvement through flyers, parent link call out, notes home, and personal phone calls home.

2. 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 will build partnerships through openly seeking partnerships through door-to-door solicitations, Edline PARENTLINK solicitation campaigns, with stakeholders, encouraging volunteer participation, seeking support from the district Business community Partnership Office, public address announcements at athletic activities and through parent surveys.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Fox, Bonnie	Principal
Camel, Pamela	Assistant Principal
Clark, Crystal	Assistant Principal
Schwartztrauber , Shaun	Assistant Principal
Peterson, Jordan	Instructional Coach
Lash, Jessica	Teacher, K-12

b. Duties

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

The Principal - builds and structures the vision ensuring that data drives the decision making in scheduling, teacher selection for various content area courses, directs instructional needs, progress monitors instructional, environmental and climate.

Assistant Principals: Provide a common vision for the use of data-based decision making, ensure the school based team is implementing RTI, conduct assessments of RTI skills of school staff, ensure provide instructional feedback and support, implementation of interventions support and documentation and communicate with parents providing school-based RTI plans and activities.

The Single School Culture Coordinator- develops school-wide instructional resources, provide instructional support for teachers to help create a culture of professional collegiality. The coordinator and lead staff also coordinates tutorials, professional development regarding standards and best practices to ensure rigorous, differentiated instruction

The Teacher On Special Assignment builds the master board and helps to ensure student schedules are personalized to their needs and serves to ensure compliance requirements are met and communicated. The TOSA also meets with students to discuss scheduling concerns and monitors class loads.

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

The Leadership Team will focus meetings on how to develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students. The team meets regularly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly to problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills.

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIOR GUIDELINES and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our action plans during learning team meetings. We also strive to instill an appreciation for multicultural diversity through our anti bullying campaign structures lessons and implementation of SwPBS programs.

Odyssey utilizes the Single School Culture Coordinator to develop school-wide instructional resources, provide instructional support for teachers to help create a culture of professional collegiality. The coordinator and lead staff also coordinates tutorials, professional development regarding standards and best practices to ensure rigorous, differentiated instruction. These efforts require that Odyssey provide supplemental classroom materials.

Title I funds are used at Odyssey Middle School to supplement the general fund in order to reduce the opportunity gap that exists with lower economic/ low social status students. Funds are used to provide 6th period supplement allowing for lower class size and greater student instruction, core subject tutorials both after school and Saturday, as well as professional development opportunities for teachers.

Additionally, Title II funds provided by the district address professional development for key district initiatives.

Title III services are provided through the district to support English Language Learners and include an on site CLF.

Title X funds support services for students identified as homeless as needed. The school's liaison ensures students identified as homeless receive access to services such as tutorials, transportation and free meals.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tanika Reiss	Teacher
Bonnie Fox	Principal
Sebastian Waters	Student
Barbara Brunner	Education Support Employee
George Ayers	Parent
Lynne Kahn	Parent
Dragon Dujin	Parent
Angel Defrancesco	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school advisory council will review data from the past 4 years as well as previous years goals and strategies in an effort to update in accordance to the needs of students this year.

b. Development of this school improvement plan

To develop the plan, the School Advisory Council will:

- Assess the need for improvement at the school using district, state, and federal goals as a guide and by reviewing student performance data;
- Arrange the school's needs in priority order;
- Indicate problems and barriers that underlie the needed improvements and their causes;
- Identify and evaluate possible solutions and develop strategies—specific “how-to” steps—to accomplish the needed improvement;
- Establish what will be done, when it will be done, by whom, and what resources are needed;
- Specify precisely what results (outcomes) the SAC expects to achieve and how they will be measured;

- Determine which indicators of success will serve as “adequate progress” for strategies in the plan; and
- Decide how success will be measured.

c. Preparation of the school's annual budget and plan

The SAC will assist in the development of the SIP by reviewing assessment and behavioral data. Input will help determine the needs of the school and the expenditures relating to those needs.

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

SAC has traditionally been called upon to approve funding for student incentives, professional development and student agenda books/ Standard Operating Procedures (SOP) handbook. We anticipate that to be the same for the 2017-2018 school year.

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

Yes

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

The first Odyssey SAC meeting for FY 15 will be held on October 7, 2014.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Peterson, Jordan	Instructional Coach
Camel, Pamela	Assistant Principal
Clark, Crystal	Assistant Principal
Lash, Jessica	Teacher, K-12
Schwartztrauber , Shaun	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This group of professionals is comprised of leaders in literacy. This team include the Single School Culture Coordinator, the social studies department chair, all assistant principals, and the professional development team which includes the ESOL coordinator, and a representative from ESE. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meets bi-weekly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, writing boot camps and various other initiatives.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration in Common grade level planning meetings, Professional Collaboration Meetings held three times a week, in monthly department meetings, monthly Instructional Council Meetings.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for high school readiness and post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

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

Odyssey utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures; Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants; Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events; Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time; Establish and maintain relationships with colleges and officials in the field of education to promote the District; Maintain regular contact with designated recruiter to improve talent acquisition effectiveness.

Odyssey also host regular and on-going meetings of new teachers with Administration, partner new teachers with veteran staff; Solicit referrals from current employees; provide ongoing professional development; Target certified cadre of substitute teachers

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

Odyssey Middle School prides itself in ensuring every new teacher is welcomed, supported, and developed professionally. All new teachers are paired with a buddy in their subject area and grade level to guide them through the first days of preschool. After that all new teachers are paired with and introduced to their teacher mentor who will assist them throughout the entire school year. Mentors are selected and paired with new teachers dependent upon experience, personality, subject area, and leadership ability. The rationale is that we want to support the entire teacher. Therefore mentors are strategically selected among those who have the capability to match, assist, guide, and develop the entire new teacher process and the new teachers needs.

The mentor/mentee will meet bi-weekly as needed to discuss evidence base strategies for each domain.

The mentor is given release time to observe the mentee. Time is given for feedback, coaching, planning, modeling, pre/post test, conferences, and informal observations.

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Instructional teams meet during the summer to plan and coordinate lessons, unpack standards and to collaborate with district in on site workshops. Professional Learning Communities meetings occur twice a week to search for resources on Blender and on other venues to secure adequate selection of materials and understanding of standards and instructional pacing. Department meetings occur twice a month and grade level team meetings occur monthly.

b. Instructional Strategies

1. 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Odyssey uses multiple data sources to guide instruction. Informal means such as students responses on whiteboards, exit tickets, teacher made test, benchmark checks and quarterly exams are use to steer small group instruction and reteach activities. Teachers maintain data crates to chronicle

assessments and from conclusion about student achievement. This data feedback is used in professional collaboration meetings to identify strengths and weaknesses of students and staff. Staff then develops activities and rotations further treat student needs. Students may be steered to computer based activities, small group pull-out sessions, or on the spot corrective actions and then re-assessed for mastery. When students consistently struggle with curriculum the SBT/Rtl process may be employed. Students who demonstrate short-term or long term difficulty with content are encouraged to attend after school and/or Saturday tutorial. Students who have demonstrated one year or more deficiency in reading access Odyssey's intensive reading program, or the use of small group instruction.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in services for ESE/ELL
- Providing Process and Strategy charts for reminders of teaching

2. 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: 9,000

Beginning the second week of September, 4 days a week (Tuesday-Thursday), students are exposed to Reading and Math Tutorial. Each tutorial program is designed to focus on core content needs, skills, strategies and mastery as indicated on each grade level. Tutorials are scheduled from 4:05-5:30. This equates to an additional 75 minutes of daily instruction or an additional 225 minutes of weekly instruction.

Science tutoring is also apart of the after school tutorial program and occurs on Wednesdays. This program also equates to 75 additional daily minutes of instruction on Tuesday-Thursday. After school instructional direction is determined by needs identified through on-going progress monitoring during daily instruction, diagnostic assessments and quarterly exam scores.

Strategy Rationale

After school tutoring enables additional support for students who are in the bottom 25% and for those who are proficient and those who need maintenance and enrichment

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Clark, Crystal, crystal.clark@palmbeachschools.org

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

Data is collected and analyzed through weekly attendance records, pre and post tests, and increased proficiency and successful performance of skills as indicated on classroom benchmark exams.

Strategy: Weekend Program

Minutes added to school year: 1,800

Saturday Tutorials are designed to address needs in reading and math.

Strategy Rationale

Saturday tutorial is designed to support top 15% of level 2 students in Reading and in Math and the bottom 15% of level 3 students in Reading and in Math. Teachers structure lessons based on student need in order to move students into proficiency or maintain proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mogilevesky, Andre, andre.mogilevsky@palmbeachschools.org

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

Data is collected through results of Fall and Winter Diagnostics. Students who score below proficiency are strongly encouraged to attend. Parents are notified and incentives are provided to ensure the strongest turn out on a weekly basis.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Incoming 6th Grade Orientation is held in May.

Summer mailings are sent to all incoming students. Packets include schedules, afterschool information, free/reduced price lunch information, dress code, and various other pertinent information. Guidance counselors visit feeder schools to orient students about middle school and to provide registration information.

High school transition assemblies are held for students who will enter high school the upcoming year. The OMS Guidance department maintains communication with feeder high schools to ensure successful visits as counselors visit OMS for registration and for when OMS students visit local high schools.

Guidance meets one on one with students to support adequate completion of Choice Program applications.

b. College and Career Readiness

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

The B.E.A.R program was introduced to 6th grade students as an elective during FY14. Each year an additional grade was incorporated into the program. Participation was required in 6th grade. However,

it was an optional and elective in grades 7 and 8. During FY 17 Odyssey became a district-wide Choice Program whereby students beyond the traditional SAC area exercised the option to enroll in the program. Industry and community organization are invited to assist with instruction by provided personal insight into careers.

The OMS guidance department provides classroom advance college and career awareness instruction as well.

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

Odyssey Middle School has incorporated an elective medical and technology Choice program. This program has been designed to provide students with relevant career exposure needed to assist them in career choice selection. Students in the technology program are eligible to take an industry certification exam.

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

Odyssey Middle School also provide Careers courses for students. Through this course students are guided in their thought process of what possible career they would like to have, what it entails and what course work is needed to be successful in that career choice. This course is provided by one of our Guidance Counselors who is also heavily involved with the promotion of high school academic choice selection based on student's future career aspirations.

4. 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.

n/a

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness including academic achievement, behavior, and engagement.

Strategic Goals Detail

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness including academic achievement, behavior, and engagement. 1a

G094877

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	48.0
ELA/Reading Gains	70.0
Math Gains	60.0
Statewide Science Assessment Achievement	56.0
FSA ELA Achievement - SWD	35.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge of standards and the consistency in developing and implementing rigorous lessons.
- Parents and community are unaware of new Florida Standards and resources available to them.
- Lack of time and resources to provide additional support to struggling readers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Single School Culture Coordinator
- Collaborative planning twice a week
- System 44 to support beginning readers
- Phonics Blitz is used to support students who struggle with phonemic awareness
- Administrative team provides Marzano training via team meetings to build teachers instructional capacity
- Peer coaching for new teachers
- District and regional staff provide instructional support in all core content areas
- Extended day and Saturday tutorials
- Push-in/pull-out support personnel to provide small group instruction
- Monthly parent engagement trainings and activities facilitated by content area instructional staff.
- Summer planning sessions
- Monday Mastery meetings

Plan to Monitor Progress Toward G1. 8

Administrative team will review diagnostic data, SRI results, and Unit Standards Assessments to monitor progress toward achievement goal.

Person Responsible

Bonnie Fox

Schedule

Monthly, from 10/5/2017 to 6/1/2018

Evidence of Completion

Diagnostic data, SRI results, Unit Standards Assessment data

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

 = Problem Solving Step  S123456 = Quick Key


G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness including academic achievement, behavior, and engagement. **1**

 G094877

G1.B1 Teachers lack knowledge of standards and the consistency in developing and implementing rigorous lessons. **2**

 B255232

G1.B1.S1 Develop the capacity of teachers to provide a safe and productive learning environment and instructional programming that is culturally relevant and is customized to the individual strengths, needs, interests, and aspirations of each learner. **4**

 S269721

Strategy Rationale

Teachers lack knowledge of standards and the consistency in developing and implementing rigorous lessons.

Action Step 1 **5**

Single School Culture Coordinator will provide teachers with instructional leadership and support for the continuous academic improvement of all students, provide side-by-side support at Professional Learning Community Meetings, and applies principles and practices of Multi-Tiered System of Supports.

Person Responsible

Jordan Peterson

Schedule

Daily, from 7/17/2017 to 6/2/2018

Evidence of Completion

calendar, PLC minutes/agenda/sign-in sheets, mentor's lesson plans

Action Step 2 5

Teachers will be afforded the opportunity to attend school-based and district relevant professional development to build content and pedagogical knowledge during the summer and throughout the school year.

Person Responsible

Jordan Peterson

Schedule

Monthly, from 7/24/2017 to 6/1/2018

Evidence of Completion

TDEs, agendas from trainings, sub slips, time sheets from stipends

Action Step 3 5

Teachers will meet in summer months to collaboratively analyze data and plan instruction to address findings in data.

Person Responsible

Bonnie Fox

Schedule

On 6/1/2018

Evidence of Completion

teacher sign-in sheets, time sheets, work products

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will collect content of PLC meetings (sign-in sheets, summary meeting notes, PLC focus topics/agendas), monitor assignment calendar, and provide feedback when necessary.

Person Responsible

Bonnie Fox

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

assignment calendar, content of PLC meetings, evidence reflection template

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will review achievement data from Reading Plus, Performance Matters, and staff placement data to monitor and support the effectiveness of implementation.

Person Responsible

Bonnie Fox

Schedule

Monthly, from 9/28/2017 to 6/1/2018


Evidence of Completion

EDW reports, Performance Matters data, Reading Plus data

G1.B2 Parents and community are unaware of new Florida Standards and resources available to them. **2**

 B255233

G1.B2.S1 Develop parents' capacity to reinforce instruction by providing parent trainings and timely communication regarding student progress, resources, and strategies. **4**

 S269722

Strategy Rationale

Parents and community are unaware of Florida Standards and resources available to them.

Action Step 1 **5**

Provide student agenda books/Standard Operating Procedures handbooks to facilitate school to home and home to school communication.

Person Responsible

Pamela Camel

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

copies of notes to/from parents in agendas

Action Step 2 **5**

Plan and deliver timely parent trainings that focus on strategies to assist students at home.

Person Responsible

Pamela Camel

Schedule

Monthly, from 10/19/2017 to 5/18/2018

Evidence of Completion

invitations, agendas, sign-in sheets, parent evaluations

Action Step 3 **5**

Utilize multiple media sources (Edline, callouts, text messages, email, mailings, etc.) to keep parents informed of events, trainings, and students' academic progress.

Person Responsible

Pamela Camel

Schedule

Daily, from 7/17/2017 to 6/1/2018

Evidence of Completion

sample newsletters, flyers, documentation of callouts, documentation of postings to social media sources

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

Monthly focus on content standards will be emphasized at Family Involvement events

Person Responsible

Pamela Camel

Schedule

Monthly, from 10/19/2017 to 5/18/2018

Evidence of Completion

parent surveys from family involvement nights, sign in sheets, agenda, handouts

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

Person Responsible


Schedule

Evidence of Completion

G1.B3 Lack of time and resources to provide additional support to struggling readers. 2

 B255234

G1.B3.S1 Provide a safe and productive learning environment and instructional programming that is culturally relevant and is customized to the individual strengths, needs, interests, and aspirations of each learner. 4

 S269723

Strategy Rationale

Lack of time and resources to provide additional support to struggling readers.

Action Step 1 5

Sixth period supplements will allow selected teachers to provide targeted instruction to students identified as requiring extra support in reading.

Person Responsible

Bonnie Fox

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

master schedule, student rosters, sample lesson plans

Action Step 2 5

Provide extended learning opportunities for targeted students to remediate and/or enrich skills taught in the classroom.

Person Responsible

Bonnie Fox

Schedule

Daily, from 9/26/2017 to 5/18/2018

Evidence of Completion

teacher and student sign-in sheets, teacher time sheets, lesson plans

Action Step 3 5

Instructional support staff will be paired with identified lead teachers to provide additional classroom support through small group instruction.

Person Responsible

Pamela Camel

Schedule

Daily, from 8/14/2017 to 5/11/2018

Evidence of Completion

assignments, lesson plans, sign-in sheets, payroll sheets

Action Step 4 5

Adaptive technologies will be used to support intensive reading students who are identified as Tier III.

Person Responsible

Jordan Peterson
















Schedule

Daily, from 8/28/2017 to 5/25/2018

Evidence of Completion

Usage reports, lesson plans reflecting use in classrooms

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.MA1  M385147	[no content entered]		No Start Date		No End Date one-time
G1.B3.S1.A3  A360426	Instructional support staff will be paired with identified lead teachers to provide additional...	Camel, Pamela	8/14/2017	assignments, lesson plans, sign-in sheets, payroll sheets	5/11/2018 daily
G1.B2.S1.MA1  M385148	Monthly focus on content standards will be emphasized at Family Involvement events	Camel, Pamela	10/19/2017	parent surveys from family involvement nights, sign in sheets, agenda, handouts	5/18/2018 monthly
G1.B2.S1.A2  A360422	Plan and deliver timely parent trainings that focus on strategies to assist students at home.	Camel, Pamela	10/19/2017	invitations, agendas, sign-in sheets, parent evaluations	5/18/2018 monthly
G1.B3.S1.A2  A360425	Provide extended learning opportunities for targeted students to remediate and/or enrich skills...	Fox, Bonnie	9/26/2017	teacher and student sign-in sheets, teacher time sheets, lesson plans	5/18/2018 daily
G1.B2.S1.A1  A360421	Provide student agenda books/Standard Operating Procedures handbooks to facilitate school to home...	Camel, Pamela	8/14/2017	copies of notes to/from parents in agendas	5/25/2018 daily
G1.B3.S1.A4  A360427	Adaptive technologies will be used to support intensive reading students who are identified as Tier...	Peterson, Jordan	8/28/2017	Usage reports, lesson plans reflecting use in classrooms	5/25/2018 daily
G1.MA1  M385149	Administrative team will review diagnostic data, SRI results, and Unit Standards Assessments to...	Fox, Bonnie	10/5/2017	Diagnostic data, SRI results, Unit Standards Assessment data	6/1/2018 monthly
G1.B1.S1.MA1  M385145	Administration will review achievement data from Reading Plus, Performance Matters, and staff...	Fox, Bonnie	9/28/2017	EDW reports, Performance Matters data, Reading Plus data	6/1/2018 monthly
G1.B1.S1.MA1  M385146	Administration will collect content of PLC meetings (sign-in sheets, summary meeting notes, PLC...	Fox, Bonnie	8/28/2017	assignment calendar, content of PLC meetings, evidence reflection template	6/1/2018 weekly
G1.B1.S1.A2  A360419	Teachers will be afforded the opportunity to attend school-based and district relevant professional...	Peterson, Jordan	7/24/2017	TDEs, agendas from trainings, sub slips, time sheets from stipends	6/1/2018 monthly
G1.B1.S1.A3  A360420	Teachers will meet in summer months to collaboratively analyze data and plan instruction to address...	Fox, Bonnie	7/10/2017	teacher sign-in sheets, time sheets, work products	6/1/2018 one-time
G1.B2.S1.A3  A360423	Utilize multiple media sources (Edline, callouts, text messages, email, mailings, etc.) to keep...	Camel, Pamela	7/17/2017	sample newsletters, flyers, documentation of callouts, documentation of postings to social media sources	6/1/2018 daily
G1.B3.S1.A1  A360424	Sixth period supplements will allow selected teachers to provide targeted instruction to students...	Fox, Bonnie	8/14/2017	master schedule, student rosters, sample lesson plans	6/1/2018 daily
G1.B1.S1.A1  A360418	Single School Culture Coordinator will provide teachers with instructional leadership and support...	Peterson, Jordan	7/17/2017	calendar, PLC minutes/agenda/sign-in sheets, mentor's lesson plans	6/2/2018 daily

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness including academic achievement, behavior, and engagement.

G1.B1 Teachers lack knowledge of standards and the consistency in developing and implementing rigorous lessons.

G1.B1.S1 Develop the capacity of teachers to provide a safe and productive learning environment and instructional programming that is culturally relevant and is customized to the individual strengths, needs, interests, and aspirations of each learner.

PD Opportunity 1

Single School Culture Coordinator will provide teachers with instructional leadership and support for the continuous academic improvement of all students, provide side-by-side support at Professional Learning Community Meetings, and applies principles and practices of Multi-Tiered System of Supports.

Facilitator

Jordan Peterson

Participants

All teachers

Schedule

Daily, from 7/17/2017 to 6/2/2018

PD Opportunity 2

Teachers will be afforded the opportunity to attend school-based and district relevant professional development to build content and pedagogical knowledge during the summer and throughout the school year.

Facilitator

Jordan Peterson

Participants

All teachers

Schedule

Monthly, from 7/24/2017 to 6/1/2018

PD Opportunity 3

Teachers will meet in summer months to collaboratively analyze data and plan instruction to address findings in data.

Facilitator

Department Chairs

Participants

All teachers

Schedule

On 6/1/2018

G1.B3 Lack of time and resources to provide additional support to struggling readers.

G1.B3.S1 Provide a safe and productive learning environment and instructional programming that is culturally relevant and is customized to the individual strengths, needs, interests, and aspirations of each learner.

PD Opportunity 1

Instructional support staff will be paired with identified lead teachers to provide additional classroom support through small group instruction.

Facilitator**Participants****Schedule**

Daily, from 8/14/2017 to 5/11/2018

PD Opportunity 2

Adaptive technologies will be used to support intensive reading students who are identified as Tier III.

Facilitator**Participants****Schedule**

Daily, from 8/28/2017 to 5/25/2018

VI. Technical Assistance Items

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