

Orange County Public Schools

Odyssey Middle



2017-18 Schoolwide Improvement Plan

Odyssey Middle

9290 LEE VISTA BLVD, Orlando, FL 32829

<https://odysseyms.ocps.net/>

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	No	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

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

**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 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

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.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Odyssey Middle School (ODMS) 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 a student's background. This information is used by teachers when planning instruction. When planning instruction, teachers are encouraged to use resources and materials which represent the cultural diversity of their students. This occurs so students feel valued as an individual and see relevance in the curriculum.

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 educate and celebrate the diverse cultures represented in our school.

The morning television news crew at ODMS recognizes diverse individuals who have made a contribution to society on a monthly basis.

Restorative justice circles are held in each classroom on a monthly basis. Discussions revolve around current concerns or challenges students face. This is also a time to discuss and celebrate the cultural differences. Through discussion of cultures and differences, students have a greater understanding of the students and staff at ODMS.

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

ODMS 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 so they know what is expected on campus. Adult supervision in common areas and in the classroom also plays a large role in ensuring students feel safe.

ODMS has implemented a school wide Positive Behavioral Support System (PBS). This program sets school wide expectations for common areas in the school as well as common procedures in the classroom. These behavior expectations include leadership, initiative, persistence, engagement,

helping others, positivity, respect, and responsibility. Students are rewarded with points for demonstrating these positive behavior expectations in the classroom and common areas. Students redeem points throughout the school year in the school store and they can also use points to attend various special incentive events.

ODMS has incorporated the components of Restorative Justice (RJ) to help students feel respected. RJ is used on a monthly basis in the classroom. One Monday a month, the school uses a Wednesday bell schedule and uses the extra time to conduct an RJ circle in the classroom. Each month a different class period is selected in which to conduct the RJ circle.

RJ is used when working with students who are struggling to understand each other and have different views or perspectives. A trained RJ facilitator brings the students together to facilitate a discussion in which all parties can express their views.

RJ is used when a student and adult is struggling to understand each other. A trained RJ facilitator brings the students together to facilitate a discussion in which all parties can express their views.

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.

The principal purchased a system called HERO. Hero is a tracking system which allows the school to identify target behaviors to decrease and target other behaviors to encourage and increased.

ODMS has implemented a school wide Positive Behavioral Support System (PBS). This program sets school wide expectations for common areas in the school as well as common procedures in the classroom. These behavior expectations include leadership, initiative, persistence, engagement, helping others, positivity, respect, and responsibility. Students are rewarded with points for demonstrating these positive behavior expectations in the classroom and common areas. Students redeem points throughout the school year in the school store and they can also use points to attend various special incentive events. .

The staff selected four target behaviors students exhibit that interferes with the learning environment. These are the behaviors staff want to see decreased in the classroom and common areas. These four behaviors are horseplay, tardy to class, cell phone usage in the classroom, and classroom disruption. The staff outlined how each teacher should handle each of these behaviors in the classroom which includes how many verbal warnings a student should receive. Clear procedures were developed so all teachers understood what a classroom disruption entails. Additionally, teachers agreed on the process for tracking these behaviors in the HERO system the moment the behavior is observed in the learning environment.

The deans provided training to the staff on how to use the HERO system which tracks student behaviors the staff want to discourage. Proper referral writing and alignment to the student code of conduct was also shared.

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.

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.

ODMS provides counseling services from outside agencies 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 grief/loss 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.

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.

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

From the 2015-2016 school year to the 2016-2017 school year, there is an overall increase in the number of students whose attendance is below 90% with data increasing from 79 to 140 respectively. An increase in 6th grade from 18 students to 46 students, an increase in 7th grade from 31 to 46, and an increase in 8th grade from 30 to 48.

From the 2015-2016 school year to the 2016-2017 school year, there is an overall increase in the number of students with 1 or more suspensions with data increasing from 92 to 103 respectively. An increase in 6th grade from 27 to 46, a slight decrease in 7th grade from 38 to 35, and a slight decrease in 8th grade from 27 to 22.

From the 2015-2016 school year to the 2016-2017 school year, there is an overall increase in the number of students with 1 or more course failures in ELA or Math with data increasing from 1 to 112 respectively. An increase in 6th grade from 0 to 29, an increase in 7th grade from 0 to 39, and an increase in 8th grade from 1 to 44.

From the 2015-2016 school year to the 2016-2017 school year, there is an overall increase in the number of students scoring a level 1 on a state assessment with data increasing from 207 to 264 respectively. An increase in 6th grade 77 to 96, an increase in 7th grade from 81 to 108, and an increase in 8th grade from 48 to 60.

The data indicate a drastic increase in the number of students at Odyssey who demonstrate two or more early warning indicators. Sixth grade data demonstrate an increase from 17 to 53, 7th grade data indicate an increase from 22 to 51, and 8th grade data also indicate an increase from 23 to 39. Data indicate an overall increase from 73 to 143.

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	46	46	48	0	0	0	0	140
One or more suspensions	0	0	0	0	0	0	46	35	22	0	0	0	0	103
Course failure in ELA or Math	0	0	0	0	0	0	29	39	44	0	0	0	0	112
Level 1 on statewide assessment	0	0	0	0	0	0	96	108	60	0	0	0	0	264

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	51	39	0	0	0	0	143

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

ODMS 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 which focuses on increasing student behavior which will contribute positively to the learning environment and decrease behaviors which detract from the learning environment.
3. Implement a school wide discipline matrix to align discipline infractions. The HERO system was purchased to better track student behavior in order to more quickly identify students in need of interventions.
4. Edgenuity program for credit recovery: The credit recovery program will be offered from home to assist students who fail previous year course work.
5. Odyssey will also implement the overage models to help students graduate on time.
6. Odyssey will also follow the district guidelines on other methods of course recovery options.
7. Odyssey will participate in a Challenge Day to better connect and understand at risk students.
8. Implement MTSS for academic and behavior concerns.

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?

No

1. PFEP Link

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

2. Description

Parents at ODMS 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, Calculus Project Nights, and Parent Leadership Events.

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.

ODMS 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, students, and school personnel. Each school year members are recruited through information posted on the school website and at Meet the Teacher in August. 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.

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
Hembrook, Ann	Principal
Haddix, Debra	Assistant Principal
Jackson, Terrilyn	Assistant Principal
Fink, Gail	School Counselor
Correa, Melinda	School Counselor
Hall, Debra	Other
Mendoza, Sonia	Other
Kitts, Natalie	Instructional Coach
Lopez, Nicole	Instructional Coach
Goodheim Borjas, Goldie	Other
West, Jennifer	Instructional Media
Pringle, Eugene	Assistant Principal
Maldonado, Javier	Dean
Anderson, Patrice	Dean

b. Duties

1. 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:

Leadership Team:

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

Mrs. Debra Haddix - Assistant Principal; 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; 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. Eugene Pringle - Assistant Principal; Responsible for overseeing MTSS which allows a focus on instruction with interventions to meet the needs of all students. Assists principal in curriculum and instruction and data analysis responsibilities.

Ms. Patrice Anderson - 6th/7th Grade Dean; Responsible for maintaining a safe orderly environment for students and fostering the building of relationships with students and teachers.

Mr. Javier Maldonado - 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.

Ms. Nicole Lopez - ECS/MTSS Coach; Responsible for assisting teachers with interventions for the MTSS process. 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. Natalie Kitts- Curriculum Resource/Testing Coordinator; 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; Responsible for coordinating evaluation of students and assists in graphing data collected for the MTSS process.

Mrs. Cassandra Fink - 6th/7th Guidance Counselor; Responsible for creating student schedules based on student needs, courses offered, and state requirements. The counselor provides responsive services, goal-focused counseling for students' social/emotional needs.

Mrs. Melinda Correa - 7th/8th Guidance Counselor; Responsible for creating student schedules based on student needs, courses offered, and state requirements. The counselor provides responsive services, goal-focused counseling for students' social/emotional needs.

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.

Ms. Goldie Goodheim Borjas - Behavior Specialist; Responsible for working closely with the deans, the staffing specialist, the guidance counselors, and teachers. Meeting regularly, these personnel identify students who may struggle with some type of interaction. The behavior specialist works with the student and teacher to change the behavior so the student can focus on academics.

Ms. Jennifer West - Media Specialist; assists teachers with selecting appropriate literature in the classroom for instruction and to increase reading by students. Assists teachers with digital instruction in preparation to become a digital school in the 2018-2019 school year.

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.

ODMS 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 monthly 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 which are the Florida Standards.

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 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. Students in Tier 2 use iReady in the reading and math intensive classes. 6th grade students in the 6th grade math course also use iReady as learning gains for 6th grade math have been historically lower than other grade level's learning gains.

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.

The Leadership Team will meet with teachers through PLCs, addressing the academic needs of our students while reviewing formative assessment data during the 2017 - 2018 school year.

The plan for professional development activities related to closing the achievement gap include: Providing training during PLC times on how best to use the formative assessment data collected monthly and the high-yield instructional strategies of the instructional framework.

ODMS 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.

In the end, we will measure program effectiveness by:

- Curriculum Leaders will collect quarterly data as they meet with 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 CRM; data will be stored and accessible through ODMS SharePoint. Data dialogues will be the vehicle to discuss with the team/department/PLC.
- iReady data

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ann Hembrook	Principal
Dana Hopper	Teacher
Doug Hopper	Education Support Employee
Daisy Cruz	Parent
Clemille Medeiros	Parent
Patricia Shorter-Lee	Parent
Jon Adcock	Parent
Damon Moore	Business/Community
Edgar Lee	Parent
Girlye Hernandez	Parent
Antonio Kelly	Education Support Employee
Yolanda Perez	Parent
Maribel Betancourt	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 Improvement Plan (SIP) was approved by the School Advisory Committee (SAC) in the fall of 2016 and was monitored in the winter of 2017. The school received school recognition funds due to earning a school grade of "A" in 2016.

b. Development of this school improvement plan

During the 2016 - 2017 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. SAC assisted in reviewing AdvancEd data to brainstorm goals for the 2017 - 2018 school year. During the May and August 2017 SAC meeting, SAC discussed 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. The goals are then taken to the school leadership team where they are further developed with specific action steps and accountable personnel. The entire SIP is presented at a fall SAC meeting for approval by SAC.

c. 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. School recognition funds were given to Odyssey the year before. Proposals on how to use the funds will be discussed. Policy on using the school recognition funds will be followed.

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

Odyssey was awarded school recognition funds last year and the funds were voted on and distributed as bonuses. No funds were set aside for the school budget.

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.

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
Hembrook, Ann	Principal
Kitts, Natalie	Instructional Coach
Lopez, Nicole	Instructional Coach
West, Jennifer	Other
Alexander, Julie	Teacher, K-12
Futch, Kimberly	Teacher, K-12
Lundi, Ralph	Teacher, K-12
Nelson, Tricia	Teacher, K-12
Solomon, Tameka	Teacher, K-12
Landry, Alice	Teacher, K-12

b. Duties

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

This year the literacy team includes the members on the District Literacy Professional Learning Community (DPLC). The focus of the DPLC is to increase the usage of complex texts in all content areas. The DPLC will attend training and learn how to identify complex texts and how to use complex texts in each content area. The DPLC will return to school to train the teachers at the school. Walkthroughs will be conducted to verify evidence of the usage of complex texts in the classroom.

We are also implementing the AR program with rewards for AR goals to encourage independent reading and increase student reading comprehension.

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.

ODMS 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, create common assessments, and create strategies that will meet the needs of ESE and ELL student populations. Our schoolwide PLC's are as follows:

Monday

1. Social Studies 6th grade meets during common planning (period 6).

2. Math 6th and 7th grade meets during common planning (period 6).
3. 8th grade pre-Algebra 8:45 - 9:20.

Tuesday

1. AM Parent/Teacher Conferences
2. AM Admin meetings every other Tuesday
3. AM Leadership Team meetings every other Tuesday
4. The third Tuesday of every month is Professional Development for teachers during common planning.
5. 8th grade Algebra 8:45 - 9:20.
6. 8th grade science 8:45

Wednesday

1. AM Parent/Teacher Conferences
2. 1st Wed: PM PLCs
- 2nd Wed: Department meeting
- 3rd Wed: PM PLCs
3. 6th grade science during common planning.

Thursday

1. AM Parent/Teacher Conferences
2. 8th grade science 8:45

Friday

1. AM 1st Friday Curriculum Council Meetings
2. PLC Liaison Meetings
3. 7th and 8th grade Social Studies meets in at 8:45 in room 708 and 819 respectively.
4. 7th and 8th grade ELA during common planning
5. 6th grade ELA at 4:15
6. 7th grade science 8:45

2. 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 grow/enhance their instructional expertise and help with improving student achievement. In addition, teachers' certifications are monitored throughout the year to ensure they remain valid. 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, ECS/MTSS Coach, ESE Staffing Specialist, Behavior Specialist, Media Specialist, and Guidance Counselors.

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

ODMS has 11 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 new teacher (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. Additionally, the CRT works closely with those teachers new to ODMS.

Mentees are paired with a mentor who has demonstrated successful teaching through evaluation and student achievement scores. The mentor must also have successfully completed Clinical Educator Training through the district's professional development or through a university or college program. The

new teachers are paired with a mentor based on the content area or area of support the new teacher needs the most. The CRT develops a list of topics the mentor and mentee should discuss regularly. These topics are based on challenges many first year teachers face as well as observations from classroom visits. The CRT meets with all new teachers once a month to deliver a training designed for new teachers. The topics include classroom management, building relationships with students, data analysis, learning goals and standards, using data, differentiated instruction, engagement strategies, reflection and goals, and technology tools for the classroom.

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.

ODMS 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 Curriculum Resource Material (CRM), 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 administrators and PLC Liaisons. 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, Math, Science, Social Studies, and Reading teachers have common planning with the same grade level. All departments meet regularly to assess alignment of lessons to the standards. Administrators and resource staff conduct walk-throughs and provide feedback on the alignment between the Florida Standards, the instructional framework, and the curriculum observed in the classroom.

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.

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.

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: 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 low level 3 on the statewide assessment. The tutoring program planned for the 2017-2018 school year will run until FSA assessment begins in April 2018.

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 achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lansing, Mark, mark.lansing@ocps.net

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

Teachers progress monitoring occurs to ensure students are progressing toward proficiency on FSA. Data is maintained and monitored for effectiveness.

Strategy: Weekend Program

Minutes added to school year: 2,100

ODMS will host 10 Saturday tutoring opportunities in the areas of math and reading.

Strategy Rationale

The goal for the Saturday sessions is to target students who scored in the high level 2 range on the math or ELA FSA in order to give them more support to reach the achievement level of a 3.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hembrook, Ann, ann.hembrook@ocps.net

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

Formative assessment, iReady data, and observational data.

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. OCVS also offers rolling enrollment opportunities throughout the school year for students in grades 6-7 to take electives that may be of interest or not offered on their campus. ie: photography, world languages, business keyboarding, and career and research.

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. Students identified in need of course recovery are assigned to one class period during the school day to work on course recovery in the Media Center and under 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. We have several teachers who were trained in Spring 2016 and may choose to use Edgenuity in the classroom for intervention purposes.

Strategy Purpose(s)

- Core Academic Instruction
- 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 enrolled in class period of Edgenuity. Any student passing the course at the semester will be placed in an elective semester 2. Select certified teachers have received appropriate training and may choose to implement Edgenuity for intervention purposes.

Strategy: Extended School Day

Minutes added to school year: 600

The top 10% of students who score the highest on the FSA Math and ELA 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.

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.

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.

OCPS provides students in grades 6-8 access to a College and Career Readiness Resource called NAVIANCE. Students can access it through Launchpad. Guidance Counselors work with students each year by providing lessons on how to navigate through Naviance as they begin to explore their interests and design goals and ultimately an academic plan as they transition to high school and beyond.

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.

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.

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

ODMS offers a high school credit computer class called Intro To Informational Technology. This course is the entry level course for Industry Certification- CIW Internet Business Associate, which is an articulated credit with Valencia College. Odyssey Middle School will also implement the District CAPE initiative.

3. 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.

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.

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 schools 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.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** During collaborative planning, teachers will use formative assessment data, iReady data, and data collected from the implementation of interventions through MTSS 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.** Based on the learning acquired from the District Professional Learning Community (DPLC) teachers will develop common lessons which will include the use of complex texts related to the standard. 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”), 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. During collaborative planning, teachers will use formative assessment data, iReady data, and data collected from the implementation of interventions through MTSS 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**

G095168

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	81.0
AMO Reading - Asian	86.0
AMO Reading - African American	75.0
AMO Reading - Hispanic	80.0
AMO Reading - ED	77.0
AMO Reading - ELL	74.0
AMO Reading - SWD	63.0
AMO Reading - White	84.0
AMO Math - All Students	82.0
AMO Math - Asian	90.0
AMO Math - African American	75.0
AMO Math - Hispanic	80.0
AMO Math - White	87.0
AMO Math - ELL	72.0
AMO Math - ED	79.0
AMO Math - SWD	68.0
FCAT 2.0 Science Proficiency	54.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	65.0
Math Gains	75.0
Math Lowest 25% Gains	67.0

Targeted Barriers to Achieving the Goal **3**

- Teachers might not understand the MTSS process.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Principal will provide regular job-embedded PD during common planning.
- IMS
- CRT and Reading Coach provide coaching on the instructional framework.
- Providing training to include coaching on the MTSS process.

Plan to Monitor Progress Toward G1. 8

Review data in PLCs, during Leadership Team Meetings, and Admin Meetings.

Person Responsible

Ann Hembrook

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

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

G2. Based on the learning acquired from the District Professional Learning Community (DPLC) teachers will develop common lessons which will include the use of complex texts related to the standard. 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**

G095169

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	81.0
AMO Reading - Asian	86.0
AMO Reading - African American	75.0
AMO Reading - Hispanic	80.0
AMO Reading - White	84.0
AMO Reading - ELL	74.0
AMO Reading - SWD	63.0
AMO Reading - ED	77.0
AMO Math - All Students	82.0
AMO Math - Asian	90.0
AMO Math - African American	75.0
AMO Math - Hispanic	80.0
AMO Math - White	87.0
AMO Math - ELL	72.0
AMO Math - SWD	68.0
AMO Math - ED	79.0
FCAT 2.0 Science Proficiency	58.0
FSA ELA Achievement	70.0
FSA Mathematics Achievement	72.0

Targeted Barriers to Achieving the Goal **3**

- Teachers have a limited understanding of how to use complex texts appropriately within a lesson.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Each PLC will have a common planning calendar to use for collaborative lesson planning.
- Each PLC will have a representative who attends the DPLC.
- IMS
- CPalms
- CRMs

Plan to Monitor Progress Toward G2. 8

Review student assessment data

Person Responsible

Ann Hembrook

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Formative assessment data, classroom observation data, and iReady data will be collected

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, iReady data, and data collected from the implementation of interventions through MTSS 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**

 G095168

G1.B5 Teachers might not understand the MTSS process. **2**

 B256149

G1.B5.S1 Teachers will receive regular trainings and coaching support on the MTSS process including the use of iReady data. **4**

 S270750

Strategy Rationale

Teachers need to understand how to identify students in need of interventions based on data and then develop proper interventions and monitor the interventions.

Action Step 1 **5**

Teachers will receive training on the MTSS process which will include the different Tiers, using data to understand how students fall into Tiers, and how to create, implement, and monitor interventions to students in Tier 2 and 3.

Person Responsible

Ann Hembrook

Schedule

Monthly, from 8/28/2017 to 5/4/2018

Evidence of Completion

iReady data, formative assessment data, professional development sign in sheets, classroom observations

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Review data and MTSS plan

Person Responsible

Ann Hembrook

Schedule

Quarterly, from 9/29/2017 to 5/31/2018

Evidence of Completion

formative assessment data, teacher observational data, iReady data

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Data will be analyzed to identify student achievement trends.

Person Responsible

Ann Hembrook

Schedule

Monthly, from 9/29/2017 to 5/31/2018

Evidence of Completion

iReady data, formative assessment data

G2. Based on the learning acquired from the District Professional Learning Community (DPLC) teachers will develop common lessons which will include the use of complex texts related to the standard. 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**

 G095169

G2.B1 Teachers have a limited understanding of how to use complex texts appropriately within a lesson.

2

 B256150

G2.B1.S1 Provide training, coaching, and support to teachers to help them understand how to use complex texts in the classroom. **4**

 S270751

Strategy Rationale

The proper use of complex texts in the classroom will increase student higher order thinking and problem solving.

Action Step 1 **5**

DPLC members will train on selecting and implementing complex tasks as well as provide feedback on the use of complex texts in the classroom.

Person Responsible

Ann Hembrook

Schedule

Monthly, from 9/29/2017 to 5/31/2018

Evidence of Completion

lesson plans, observations, PLC meeting minute notes, DPLC feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Discuss the feedback provided during the Curriculum Council and DPLC Liaison Meetings.

Person Responsible

Ann Hembrook

Schedule

Biweekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Curriculum Council Meeting Minutes; Leadership Team Meeting Minutes; Admin Meetings, DPLC meeting

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Review lesson plans, observe teachers, and monitor student data.

Person Responsible

Ann Hembrook

Schedule

Monthly, from 10/6/2017 to 5/31/2018

Evidence of Completion

iObservation data; Administration Meeting Minutes, Curriculum Council Meeting Minutes

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.B5.S1.A1 A362733	Teachers will receive training on the MTSS process which will include the different Tiers, using...	Hembrook, Ann	8/28/2017	iReady data, formative assessment data, professional development sign in sheets, classroom observations	5/4/2018 monthly
G1.MA1 M387570	Review data in PLCs, during Leadership Team Meetings, and Admin Meetings.	Hembrook, Ann	9/1/2017	PLC meeting minutes, Leadership Team Meeting Minutes, Curriculum Leader Meeting Minutes	5/31/2018 monthly
G2.MA1 M387573	Review student assessment data	Hembrook, Ann	10/2/2017	Formative assessment data, classroom observation data, and iReady data will be collected	5/31/2018 monthly
G1.B5.S1.MA1 M387568	Data will be analyzed to identify student achievement trends.	Hembrook, Ann	9/29/2017	iReady data, formative assessment data	5/31/2018 monthly
G1.B5.S1.MA1 M387569	Review data and MTSS plan	Hembrook, Ann	9/29/2017	formative assessment data, teacher observational data, iReady data	5/31/2018 quarterly
G2.B1.S1.MA1 M387571	Review lesson plans, observe teachers, and monitor student data.	Hembrook, Ann	10/6/2017	iObservation data; Administration Meeting Minutes, Curriculum Council Meeting Minutes	5/31/2018 monthly
G2.B1.S1.MA1 M387572	Discuss the feedback provided during the Curriculum Council and DPLC Liaison Meetings.	Hembrook, Ann	10/2/2017	Curriculum Council Meeting Minutes; Leadership Team Meeting Minutes; Admin Meetings, DPLC meeting	5/31/2018 biweekly
G2.B1.S1.A1 A362734	DPLC members will train on selecting and implementing complex tasks as well as provide feedback on...	Hembrook, Ann	9/29/2017	lesson plans, observations, PLC meeting minute notes, DPLC feedback	5/31/2018 monthly

V. Professional Development Opportunities

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

G2. Based on the learning acquired from the District Professional Learning Community (DPLC) teachers will develop common lessons which will include the use of complex texts related to the standard. 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.B1 Teachers have a limited understanding of how to use complex texts appropriately within a lesson.

G2.B1.S1 Provide training, coaching, and support to teachers to help them understand how to use complex texts in the classroom.

PD Opportunity 1

DPLC members will train on selecting and implementing complex tasks as well as provide feedback on the use of complex texts in the classroom.

Facilitator

Natalie Kitts

Participants

teachers

Schedule

Monthly, from 9/29/2017 to 5/31/2018

VI. Technical Assistance Items

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

G1. During collaborative planning, teachers will use formative assessment data, iReady data, and data collected from the implementation of interventions through MTSS 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.B5 Teachers might not understand the MTSS process.

G1.B5.S1 Teachers will receive regular trainings and coaching support on the MTSS process including the use of iReady data.

TA Opportunity 1

Teachers will receive training on the MTSS process which will include the different Tiers, using data to understand how students fall into Tiers, and how to create, implement, and monitor interventions to students in Tier 2 and 3.

Facilitator

Nicole Lopez

Participants

all teachers

Schedule

Monthly, from 8/28/2017 to 5/4/2018

VII. Budget

1	G1.B5.S1.A1	Teachers will receive training on the MTSS process which will include the different Tiers, using data to understand how students fall into Tiers, and how to create, implement, and monitor interventions to students in Tier 2 and 3.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	1682 - Odyssey Middle	General Fund		\$100.00
2	G2.B1.S1.A1	DPLC members will train on selecting and implementing complex tasks as well as provide feedback on the use of complex texts in the classroom.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	1682 - Odyssey Middle	General Fund		\$500.00
Total:						\$600.00