



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Odyssey Middle School**

6161 W WOOLBRIGHT RD

Boynton Beach, FL 33437

561-752-1300

[www.edline.net/pages/odyssey\\_middle](http://www.edline.net/pages/odyssey_middle)

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## School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 85%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 83%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

**School**

Odyssey Middle School

**Principal**

Bonnie Fox

**School Advisory Council chair**

Shelia Cohen

**Names and position titles of the School-Based Leadership Team (SBLT)**

Name	Title
Andre' Mogilevsky	Assistant Principal
Pamela Camel	Assistant Principal
Crystal Clark	Assistant Principal

#### District-Level Information

**District**

Palm Beach

**Superintendent**

Mr. E. Wayne Gent

**Date of school board approval of SIP**

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Odyssey Middle School's SAC committee consists of a SAC Chair who is responsible for planning, organizing, guiding, and leading each SAC meeting, The SAC body also consists of school administration (principal), parents, community members and teachers. Working in tandem with the SAC Chair is the SAC Co-Chair and secretary.

#### Involvement of the SAC in the development of the SIP

To develop the plan, your 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.

**Activities of the SAC for the upcoming school year**

School Advisory Council Committee will meet once a month starting September 2013 to address bylaws, budget, expenses, SwPBS, incentives, school and student needs etc.

**Projected use of school improvement funds, including the amount allocated to each project**

SAC has traditionally be called upon to approve funding for student incentives. We anticipate that to be the same for the 2013-2014 school year.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Bonnie Fox**

Principal

Years as Administrator: 39

Years at Current School: 12

**Credentials**

Certified in Language Arts, Masters in Leadership and ESOL Endorsed

**Performance Record**

Principal at Odyssey Middle School 2012-2013  
 School Grade =B  
 Reading Mastery 53%  
 Math Mastery 60%  
 Science Mastery- 40%  
 2011-2012- Grade A  
 Reading Mastery 46%, Math Mastery 61%,  
 Science Mastery 45%.  
 2010-2011-Grade A- Reading Mastery  
 64%,Math Mastery 73%, Science Mastery  
 46%, AYP 74%, Black, Economically  
 Disadvantaged,  
 Students with Disabilities,, Hispanic, ELL did  
 not make AYP in Reading. Black, Hispanic,  
 Economically Disadvantaged, ELL did not  
 make AYP in Math.  
 2009-2010- Grade A Reading Mastery 60%,  
 Math Mastery 73%, Science Mastery 53%:  
 AYP 69%, Black, Economically  
 disadvantage, ELL, Hispanic, White did not  
 make AYP in Reading. Black, Economically  
 disadvantage, ELL, Student with Disabilities  
 did not make AYP in Math.  
 2008-2009 Grade A Reading Mastery 65%:  
 Math Mastery 71%, Science Mastery 48%,  
 AYP: 77%, Black, Economically  
 disadvantage, ELL did not make AYP in  
 Reading. ELL and SWD did not make AYP in  
 Math.  
 2007-2008 Grade A Reading Mastery 64%,  
 Math Mastery 70%, Science Mastery,45%  
 AYP: 87%. Black, Economically  
 disadvantage, ELL, SWD did not make AYP  
 in Reading. SWD did not make AYP in Math.  
 2006-2007-Grade A Reading Mastery 59%,  
 Math Mastery 64%, Science 34%, AYP  
 85%, Black, Economically disadvantaged,  
 ELL, SWD did not make AYP in Reading. All  
 subgroups in Math made AYP.  
 2005-2006 School Grade A, Reading  
 Mastery 55%, Math Mastery, 60%-AYP  
 82%, Economically disadvantaged, ELL and  
 SWD did not make AYP in Reading. Black,  
 Economically disadvantaged,, ELL, SWD did  
 not make AYP in Math.



2004-2005- School Grade A- Reading Mastery 50%, Math Mastery 60%, AYP 73%, Black, Economically disadvantaged, ELL, SWD did not make AYP in Reading. Black, Economically disadvantaged, ELL SWD did not make AYP in Math

**Andre' Mogilevsky**

Asst Principal

Years as Administrator: 8

Years at Current School: 5

**Credentials**

Bachelors in Elementary Education and Master's Degree in Educational Leadership, ESOL endorsed.

**Performance Record**

Assistant Principal of Odyssey Middle School 2012-2013- Grade B Reading Mastery Math Mastery Science Mastery 40% Assistant Principal of Odyssey Middle School 2011-2012 Grade A -Reading Mastery 46%, Math Mastery 61%, Science Mastery 45%.  
 2010-2011 Grade A-Reading Mastery 64%,Math Mastery 73%, Science Mastery 46%, AYP 74%, Black, Economically Disadvantaged, Students with Disabilities,, Hispanic, ELL did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged, ELL did not make AYP in Math.  
 2009-2010- Grade A Reading Mastery 60%, Math Mastery 73%, Science Mastery 53%, AYP 69%, Black, Economically disadvantage, ELL, Hispanic, White did not make AYP in Reading. Black, Economically disadvantage, ELL, Student with Disabilities did not make AYP in Math.

<b>Crystal Clark</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
<b>Credentials</b>	Bachelors degree in Psychology Certified in Elementary Education K-6, Integrated Curriculum 6-9, and Educational Leadership K-12	
<b>Performance Record</b>	Assistant Principal of Odyssey Middle School 2012-2013 Grade B Reading Mastery 53% Math Mastery 60% Science Mastery 40% School 2011-2012 Grade A-Reading Mastery 46%, Math Mastery 61%, Science Mastery 45%.	

<b>Pamela Camel</b>		
Asst Principal	Years as Administrator: 13	Years at Current School: 4
<b>Credentials</b>	Bachelors in English Liberal Arts. Masters Degree in Education: Administration and Supervision. Doctorate in Educational Leadership	
<b>Performance Record</b>	Assistant Principal of Odyssey Middle School 2012-2013- Grade B Reading Mastery Math Mastery Science Mastery 40% School 2011-2012- Grade A-Reading Mastery 46%, Math Mastery 61%, Science Mastery 45%. 2010-2011. Grade A-Reading Mastery 64%, Math Mastery 73%, Science Mastery 46%, AYP 74%, Black, Economically Disadvantaged, Students with Disabilities,, Hispanic, ELL did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged, ELL did not make AYP in Math.	

**Instructional Coaches**

<b># of instructional coaches</b>	2
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	

<b>Jordan Peterson</b>		
Full-time / School-based	Years as Coach: 5	Years at Current School: 9
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelors in Communication Processes/Public Relations, Reading Endorsed, Certified English 5-9	
<b>Performance Record</b>	2012-2013 Grade B Reading Mastery Math Mastery Science Mastery 40% 2011-2012 Grade A-Reading Mastery 46%, Math Mastery 61%, Science Mastery 45% 2010-2011 Grade A- Reading Mastery 64%,Math Mastery 73%, Science Mastery 46%, AYP 74%, Black, Economically Disadvantaged, Students with Disabilities,, Hispanic, ELL did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged, ELL did not make AYP in Math. 2009-2010 Grade A -Reading Mastery 60%,Learning Gains: 63% Lowest 25%, 64%. All subgroups need improvement in Reading. No subgroups in Reading made AYP this year. The coach will work closely with the ELL, ESE, Language Arts, Social Science and Reading Departments.	

<b>Tepper</b>		
Full-time / School-based	Years as Coach: 10	Years at Current School: 1
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Middle Math 6-8; Elementary Education; ESE; Educational Leadership	
<b>Performance Record</b>	VAM 57 from previous school	

**Classroom Teachers**

<b># of classroom teachers</b>	60
<b># receiving effective rating or higher</b>	57, 95%
<b># Highly Qualified Teachers</b>	95%

**# certified in-field**

57, 95%

**# ESOL endorsed**

17, 28%

**# reading endorsed**

10, 17%

**# with advanced degrees**

18, 30%

**# National Board Certified**

1, 2%

**# first-year teachers**

8, 13%

**# with 1-5 years of experience**

25, 42%

**# with 6-14 years of experience**

21, 35%

**# with 15 or more years of experience**

14, 23%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Strategies -- Person Responsible

1. Regular and on-going meetings of new teachers with Administration--Assistant Principal
2. Partnering new teachers with veteran staff--Assistant Principal
3. Solicit referrals from current employees--Principal
4. Professional Development/Learning Team meeting (LTFs)--Assistant Principals, Jessica Lash (LTF)
5. Subject area certification testing as needed

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the 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.

### Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

### Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 implementation of interventions support and documentation and communicate with parents providing school-based RTI plans and activities.

Select General Education Teachers will provide information about core instruction, participates in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through activities such as co-teaching. Instructional Coaches/Reading and Math- Develop, lead, and evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Our coaches also identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based

intervention strategies; assist with whole school screen programs that provided early intervention services to children to be considered "at risk", assist in the design and implementation for progress

monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of intervention plans, provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

School Guidance Counselors and ESOL Counselor/ESOL Coordinator are also used to provide a common vision for the use of data-based decision making and ensure that the school based team is implementing RTI.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Leadership team meets with the School Advisory Council (SAC) and principal to help develop the SIP. The team then provide data on Tier 1,2 and 3 targets: academic and social/emotional areas that need to be addressed; help set clear expectations for instruction(Rigor, Relevance, Relationship). Fidelity is monitored through frequent review of OMS's SIP and updating the SIP as needed to maintain the accuracy and coordination of direction and resources

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Frequent benchmark exams , Quarterly Backward exams, and daily progress monitoring are data sources used to analyze and monitor the effectiveness of instruction. Benchmark checks are conducted with core subject teachers who in turn analyze results to determine needs for reteaching and instructional delivery. Quarterly backwards exams are created at the beginning of each 9 weeks with the end in mind. Teachers create the quarterly exams with the same rigor and complexity as indicated on item specifications.

In terms of intensive reading, all students with level 1 or 2 receive intensive reading (lvl 1 students receive 2 blocks of IR and lvl 2 students receive a single block of IR) in order to provide and expose students to additional opportunities to master skills.

Additionally, we utilize School-wide Positive Behavior Support (SwPBS). This initiative assists school staff by identifying and sustaining effective school wide disciplinary processes. The program was originally rolled out in the beginning of the 2012-2013 school year to the staff first and then the students through media with much success. The SwPBS mnemonic for the universal guidelines at Odyssey Middle School is STAR which stands for Self-Control, Tenacity, Attitude and Respect. Students are rewarded with Star Bucks for displaying positive behaviors. Teachers are given Star Bucks every 9 weeks and are encouraged to catch and distribute to students displaying appropriate behaviors and character. Students can then redeem their Star Bucks at the school store before or after school on Tuesdays and Thursdays. Other incentives for students include but are not limited to such opportunities as lunch in the Star Cafe, raffles, and free passes for home athletic games.

Universal Guidelines/Matrix are reviewed with all students on a daily basis in the beginning of the school year for 2 weeks. After that each teacher reviews the matrix and expectations as needed. However, as a continuous reminder, universal guidelines for the school are also posted throughout the school when entering buildings, on each and every classroom door both on the inside and outside.

In terms of the data component used by SwPBS, OMS frequently reviews the Dashboard discipline report to analyze our progression with disciplinary issues. Dashboard reports are gathered from EDW. Data is used to identify the following: to determine where most problems arise, when the problems take place, identify what practices and systems are in place to address issues, as well as determine what practices and systems need to be put in place.

The implementation and utilization of the SwPBS program is monitored through frequent updates. A self assessment survey is completed annually in the Fall by the instructional staff. The SwPBS team then

completes an implementation checklist at the end of each semester.

SwPBS is on every faculty meeting agenda. Data pertaining to the effectiveness of the program at time then present is reviewed with the entire faculty. Any additional pertinent information is also brought forth and discussed. This information is also emailed to the staff. Additionally, SwPBS is also include in the student agenda and staff handbook as an anytime reference.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Professional development will be provided during department meetings, planning time and small sessions will occur throughout the year. The school based experts will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include but are not limited to the following:

Problem Solving Model Consensus - designed to build selection and availability of research -based interventions tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers as needed.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program**Minutes added to school year:** 9,000

Beginning the 4th week of school (September 10, 2013), 3 days a week (Tuesday-Thursday), students are exposed to RAP (Read and Play). Tuesday-Fridays MAP (Math and Play) tutorials take place. 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 4:15-5:30. 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. Because science is so content laden, this tutorial program does not start until January and lasts until mid-April This program also equates to 75 additional daily minutes of instruction on Tuesday-Thursday. After school instructional direction is determined by needs identified on Winter Diagnostic as well as needs identified through on-going progress monitoring during daily instruction.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this 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.

**Who is responsible for monitoring implementation of this strategy?**

Assistant Principals over each core subject area are responsible for the monitoring and implementation of the after school Reading, Math and Science tutorial programs.

**Strategy:** Weekend Program**Minutes added to school year:** 240

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

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this 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.

**Who is responsible for monitoring implementation of this strategy?**

Assistant Principals are responsible for monitoring and the implementation of the Saturday Tutorial Program.



## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

Name	Title
Bonnie Fox	Principal

### How the school-based LLT functions

The Leadership team meets once a month during the evening. The team focuses on Reading, Math, Science and Writing goals as well as addressing concerns across the school. During the meetings, the team discusses goals, strategies, and ways to implement the strategies. If additional needs and concerns arise, the LLT will investigate the concerns, study a plan of action and implement the action and analyze its effectiveness. We will discuss the action plans of the teachers in order to meet goals for this year.

### Major initiatives of the LLT

One of the major initiatives will be to address the goals set forth for this school year. We received a large influx of students with academic deficiencies as compared to previous years. As a result OMS's focus includes but not limited to providing all students exhibiting deficiencies in literacy with a series of literacy workshops including writing boot camps. Boot camps are traditionally held during the day but will be provided after school if needed.

Additionally, we did not make our goals for AMO's in reading, math, nor science. As a result we address current data trends and devise methods for meeting our AMO goals.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Each Reading teacher will participate in continuous ongoing professional development. Additionally, teachers will collaborate together by grade level to create backward exams. Each exam is designed to be a 9 week reflection of what will be taught and assessed at the end of the quarter. Each exam is required to represent the complexity and assessment level of each concept as determined by state of Florida standards.

Each teacher contributes to the reading improvement of every student through differentiated instruction and monitoring of the learning process. Additionally all core classes participate in the 10% Summary process using informational text to determine main idea, details, and vocabulary. In reading classes IBM/ MBA benchmark assessments are provided to conduct frequent and individual progress monitoring. For the 2013-2014 school year we have determined our goal for mastery is 80%. Pending the results of the benchmark assessments reteaching and reassessing takes place with students not demonstrating mastery. Reading skills and strategies are enforced in order to support student mastery in all content areas through the use of underling important information, use of context clues to determine meaning, and marginal notes.

After school and Saturday tutoring takes place weekly to provide additional instructional and skill development with students needing further practice.

All OMS teachers support the reading success of students through the mentor/mentee program. Every student will be assigned to a mentor who will mentor the "entire student". This means the mentor will frequently discuss with the student their current FCAT / Diagnostic level, what is needed to move up or maintain current level, ensure the mentee is attending tutoring is needed, talking with the mentee's teachers as necessary and keeping in touch with the parents.

Another measure Odyssey's teachers take is to determine who are the "Best Bets", develop action plans

for students, ensure adaptations or accommodations are being conducted and monitoring the lowest 30% for progress.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Odyssey Middle School has incorporated an elective BEAR program. BEAR is an acronym for Bio-Medical, Engineering, Animation and Robotics. This program has been designed to provide students with relevant career exposure needed to assist them in career choice selection.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

This program is being grown from 6th grade up. Each year an additional grade is incorporated into the program. Participation is required in 6th grade. However, it is optional and elective in grades 7 and 8.

### **Strategies for improving student readiness for the public postsecondary level**

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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	53%	No	62%
American Indian				
Asian	81%	78%	No	83%
Black/African American	47%	42%	No	52%
Hispanic	64%	55%	No	68%
White	73%	72%	No	75%
English language learners	32%	27%	No	39%
Students with disabilities	41%	24%	No	47%
Economically disadvantaged	53%	46%	No	57%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	306	31%	53%
Students scoring at or above Achievement Level 4	215	21%	53%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	721	73%	79%
Students in lowest 25% making learning gains (FCAT 2.0)	178	75%	80%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	66	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	36	30%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	34	28%	50%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	193	60%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	60%	No	72%
American Indian				
Asian	90%	83%	No	91%
Black/African American	59%	50%	No	63%
Hispanic	76%	68%	No	78%
White	82%	74%	No	84%
English language learners	50%	45%	No	55%
Students with disabilities	53%	39%	No	58%
Economically disadvantaged	63%	56%	No	67%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	348	35%	60%
Students scoring at or above Achievement Level 4	246	26%	30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	761	77%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	171	70%	80%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	111	50%	100%
Middle school performance on high school EOC and industry certifications	111	99%	100%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	33%	20%
Students scoring at or above Achievement Level 4	64	66%	80%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		10%
Students scoring at or above Achievement Level 4	12	75%	90%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	20%	40%
Students scoring at or above Achievement Level 4	66	20%	30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	20%	50%
Students scoring at or above Achievement Level 4	66	20%	50%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	1000	95%	100%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	329	33%	40%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	25	2%	0%
Students who fail a mathematics course	5	0%	0%
Students who fail an English Language Arts course	4	0%	0%
Students who fail two or more courses in any subject	3	0%	0%
Students who receive two or more behavior referrals	215	21%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	189	19%	5%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

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.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parents who participated in school functions	397	35%	55%

**Area 10: Additional Targets**

**Additional targets for the school**

Odyssey Middle School 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
- \*Women's Contributions
- \*Sacrifice of Veterans

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Odyssey Middle teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)	100	100%	100%



## Goals Summary

- G1.** 50% of all students taking the 2013-214 FCAT 2.0 science exam will be proficient.
- G2.** 60% of 6-8 students meet high standard of proficiency on the 2014 SY Math FCAT
- G3.** 53% of all students grade 6-8 will meet high standards on 2013-2014 Reading FCAT 2.0

## Goals Detail

**G1.** 50% of all students taking the 2013-214 FCAT 2.0 science exam will be proficient.

### Targets Supported

- STEM - All Levels

### Resources Available to Support the Goal

- Ongoing professional development and science unit planning will prove to be a significant resource in instructional design and delivery.
- The use of GIZMOs- an online simulation of science concepts will also prove to be an asset especially in terms of bringing abstract science concepts to more concrete and tangible realizations for students.

### Targeted Barriers to Achieving the Goal

- We have a fairly young staff of science teachers. Teacher content development and instruction will be an ongoing professional development piece.
- Targeting and differentiating instructions to address the various needs of students within each class.
- Students unfamiliar with science academic language

### Plan to Monitor Progress Toward the Goal

Monitor the progress of students within science concepts

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule:

On-going

#### Evidence of Completion:

Evidence will be seen in frequent benchmark checks and the analysis of the results, monitoring lesson plans and collaborative planning designed to strategically address the needs of the classroom. Additionally, the results of all formalized assessments: Diagnostic, Quarterly exams etc will be evaluated to determine direction of instructional delivery.

**G2. 60% of 6-8 students meet high standard of proficiency on the 2014 SY Math FCAT****Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

**Resources Available to Support the Goal**

- This year we have a highly skilled and experienced math coach. Her schedule has been designed to allow her to model and assist teachers with content development as well as teach a few classes.

**Targeted Barriers to Achieving the Goal**

- Lack of home resources to support learning outside of school.
- Gaps in learning due to variations in teaching methods of new standards and lessons
- Lack of student motivation

**Plan to Monitor Progress Toward the Goal**

60% of all students taking the 2013-2014 Math FCAT 2.0 will be proficient

**Person or Persons Responsible**

Administration, Math Coach

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Progress Monitoring, data chats, benchmark checks, lesson plans, classroom walk throughs

**G3. 53% of all students grade 6-8 will meet high standards on 2013-2014 Reading FCAT 2.0****Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Middle School

**Resources Available to Support the Goal**

- We have a highly skilled Reading Coach to assist teachers with content area needs and instructional development.

**Targeted Barriers to Achieving the Goal**

- Multi year learning gaps
- Students in need of additional remediation and enrichment
- Teachers have limited knowledge and strategies to use with students of varying ability levels (differentiated instruction)

## Plan to Monitor Progress Toward the Goal

### Student Achievement

**Person or Persons Responsible**

Administration, Reading Coach

**Target Dates or Schedule:**

On going

**Evidence of Completion:**

IBM's/MBA's, progress monitoring, student work, lesson plans, walk throughs

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 50% of all students taking the 2013-214 FCAT 2.0 science exam will be proficient.

**G1.B1** We have a fairly young staff of science teachers. Teacher content development and instruction will be an ongoing professional development piece.

**G1.B1.S1** Provide district and in house experts to train teachers in instructional delivery and content.

#### Action Step 1

Professional Development Trainings

#### Person or Persons Responsible

Grade level science teams, Administration

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Agenda, Classroom walkthroughs, lesson plans

#### Facilitator:

PD Facilitator

#### Participants:

Science Department teachers

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

Implementation of instructional delivery strategies

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

On-going, classroom walk throughs

#### Evidence of Completion

Lesson plans, progress monitoring, data.

**Plan to Monitor Effectiveness of G1.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G1.B2 Targeting and differentiating instructions to address the various needs of students within each class.**

**G1.B2.S1** Use of year end assessments to determine students strength and weaknesses in addressed science content. This data will be used to determine academic level and placement.

**Action Step 1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G1.B2.S2** Continuous monitoring of student success through progress monitoring and differentiated instruction

**Action Step 1**

Address class size in order to provide smaller class size instruction

**Person or Persons Responsible**

Teachers, Administration

**Target Dates or Schedule**

Daily

**Evidence of Completion**

6th period supplement

**Plan to Monitor Fidelity of Implementation of G1.B2.S2**

Class size reduction

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Daily

**Evidence of Completion**

class rosters and master schedule

**Plan to Monitor Effectiveness of G1.B2.S2**

Class size

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Student teacher ratio, assessment data

**G1.B2.S3 Provide district and in house expert training for teacher in instructional delivery**

**Action Step 1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B2.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B2.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**



**Plan to Monitor Fidelity of Implementation of G1.B3.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B3.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G1.B3 Students unfamiliar with science academic language**

**G1.B3.S2** Train teachers on how to present material to students that do not understand, how to chunk vital information and use literacy strategies in science content

**Action Step 1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Fidelity of Implementation of G1.B3.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G1.B3.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G2.** 60% of 6-8 students meet high standard of proficiency on the 2014 SY Math FCAT

**G2.B1** Lack of home resources to support learning outside of school.

**G2.B1.S1** Enrichment activities, after school tutoring and Saturday tutoring

### **Action Step 1**

The leadership team will meet once a month or as often as needed to reflect upon instructional strategies used and assessment data

**Person or Persons Responsible**

Administration, Department Chair and Math Coach

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Progress monitoring assessments

### **Action Step 2**

Provide on-going parent training and frequent communication

#### **Person or Persons Responsible**

Teachers, Administration

#### **Target Dates or Schedule**

on-going

#### **Evidence of Completion**

Parent sign in sheets, parent conferences, documentation in Title I box

### **Action Step 3**

Address class size in order to provide smaller class size instruction

#### **Person or Persons Responsible**

Teachers, Administration

#### **Target Dates or Schedule**

daily

#### **Evidence of Completion**

6th period supplement and teacher salary

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

Review steps indicated on student action plan, department and grade level meetings to discuss needs of teachers implementing the action plan

#### **Person or Persons Responsible**

Administration, Department Chair, Math Coach

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Review assessments

## Plan to Monitor Effectiveness of G2.B1.S1

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

## G2.B2 Gaps in learning due to variations in teaching methods of new standards and lessons

**G2.B2.S1** Benchmark checks, quarterly assessments, differentiated lessons, pretests to determine instructional direction

### Action Step 1

Leadership team will meet as needed to reflect upon strategies used and review data

#### Person or Persons Responsible

Administration, Math Chair, Math Coach

#### Target Dates or Schedule

on-going

#### Evidence of Completion

Review assessments

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

Progress Monitoring assessments, data chats

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Increase in learning gains and or level as indicated on Fall vs Winter Diagnostic and FCAT

**Plan to Monitor Effectiveness of G2.B2.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G2.B3 Lack of student motivation**

**G2.B3.S1 Goal setting, incentives, students monitoring their own progress and descriptive feedback**

**Action Step 1**

The leadership team will meet with the math department monthly to reflect upon strategies and review data

**Person or Persons Responsible**

Administration. Math Chair and Math Coah

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Review assessments

**Plan to Monitor Fidelity of Implementation of G2.B3.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B3.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G3. 53% of all students grade 6-8 will meet high standards on 2013-2014 Reading FCAT 2.0**

**G3.B1 Multi year learning gaps**

**G3.B1.S1** Pre-test to determine instructional need and direction, benchmark checks, quarterly exams and differentiated instruction

**Action Step 1**

The leadership team will meet monthly with math department to reflect upon math strategies and review data

**Person or Persons Responsible**

Administration, Math Chair and Math Coach

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Review assessments

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G3.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G3.B2** Students in need of additional remediation and enrichment

**G3.B2.S1** Provide small group instruction during school and during tutorial services after school and on Saturdays

**Action Step 1**

After school and Saturday tutorials, data chats, conferences, learning team meetings

**Person or Persons Responsible**

Reading teachers, Reading Coach, Reading Chair and Administration

**Target Dates or Schedule**

on-going

**Evidence of Completion**

EDW reports, analyzing progress monitoring evidence

**Facilitator:**

Reading Coach and Learning Team Facilitator

**Participants:**

Reading teachers and Administration

**Action Step 2**

Address class size in order to provide smaller class size instruction

**Person or Persons Responsible**

Teachers, Administration

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Master schedule, teacher rosters, assessments

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

The leadership team will meet with the reading department monthly or as needed to reflect upon instructional strategies used and review data

#### **Person or Persons Responsible**

Administration, Reading Chair, and Reading Coach

#### **Target Dates or Schedule**

on-going

#### **Evidence of Completion**

Review assessment data

### **Plan to Monitor Effectiveness of G3.B2.S1**

Monitor class size

#### **Person or Persons Responsible**

Administration and Coaches

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Master schedules, teacher rosters, assessment data



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIOR MATRIX 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.

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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** 50% of all students taking the 2013-214 FCAT 2.0 science exam will be proficient.

**G1.B1** We have a fairly young staff of science teachers. Teacher content development and instruction will be an ongoing professional development piece.

**G1.B1.S1** Provide district and in house experts to train teachers in instructional delivery and content.

### PD Opportunity 1

Professional Development Trainings

#### Facilitator

PD Facilitator

#### Participants

Science Department teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Agenda, Classroom walkthroughs, lesson plans

**G3.** 53% of all students grade 6-8 will meet high standards on 2013-2014 Reading FCAT 2.0

**G3.B2** Students in need of additional remediation and enrichment

**G3.B2.S1** Provide small group instruction during school and during tutorial services after school and on Saturdays

**PD Opportunity 1**

After school and Saturday tutorials, data chats, conferences, learning team meetings

**Facilitator**

Reading Coach and Learning Team Facilitator

**Participants**

Reading teachers and Administration

**Target Dates or Schedule**

on-going

**Evidence of Completion**

EDW reports, analyzing progress monitoring evidence

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	50% of all students taking the 2013-214 FCAT 2.0 science exam will be proficient.	\$77,759
G2.	60% of 6-8 students meet high standard of proficiency on the 2014 SY Math FCAT	\$64,435
G3.	53% of all students grade 6-8 will meet high standards on 2013-2014 Reading FCAT 2.0	\$92,009
Total		\$234,203

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Personnel	Total
Title I	\$19,955	\$72,641	\$141,607	\$234,203
Total	\$19,955	\$72,641	\$141,607	\$234,203

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** 50% of all students taking the 2013-214 FCAT 2.0 science exam will be proficient.

**G1.B1** We have a fairly young staff of science teachers. Teacher content development and instruction will be an ongoing professional development piece.

**G1.B1.S1** Provide district and in house experts to train teachers in instructional delivery and content.

#### Action Step 1

Professional Development Trainings

#### Resource Type

Professional Development

#### Resource

Stipends for teachers to attend training (\$18,712.00); Common Core Training (\$240.00); Supplies such as paper, books, ink, chart paper, markers, pens, post-its, etc. (\$1,003.00)

#### Funding Source

Title I

#### Amount Needed

\$19,955

**G1.B2** Targeting and differentiating instructions to address the various needs of students within each class.

**G1.B2.S2** Continuous monitoring of student success through progress monitoring and differentiated instruction

**Action Step 1**

Address class size in order to provide smaller class size instruction

**Resource Type**

Personnel

**Resource**

Additional 0.5 Science teacher (\$31,804.50) and 6th period supplements (\$25,999.34)

**Funding Source**

Title I

**Amount Needed**

\$57,804

**G2.** 60% of 6-8 students meet high standard of proficiency on the 2014 SY Math FCAT

**G2.B1** Lack of home resources to support learning outside of school.

**G2.B1.S1** Enrichment activities, after school tutoring and Saturday tutoring

**Action Step 2**

Provide on-going parent training and frequent communication

**Resource Type**

Evidence-Based Program

**Resource**

Postage (\$2,392.00); Printing (\$4,168.00); Supplies for parent trainings such as paper, ink, pens, etc. (\$71.94)

**Funding Source**

Title I

**Amount Needed**

\$6,632

### Action Step 3

Address class size in order to provide smaller class size instruction

#### Resource Type

Personnel

#### Resource

Additional 0.5 Math teacher (\$31,804.50) and 6th period supplements (\$25,999.33)

#### Funding Source

Title I

#### Amount Needed

\$57,803

**G3.** 53% of all students grade 6-8 will meet high standards on 2013-2014 Reading FCAT 2.0

**G3.B2** Students in need of additional remediation and enrichment

**G3.B2.S1** Provide small group instruction during school and during tutorial services after school and on Saturdays

### Action Step 1

After school and Saturday tutorials, data chats, conferences, learning team meetings

#### Resource Type

Evidence-Based Program

#### Resource

0.5 Reading Coach (\$35,291.00); Supplies for classrooms and tutorials such as paper, pens, ink, folders, notebooks, markers, chart paper, pencils, etc. (\$12,953.76); Tutors (\$17,764.24)

#### Funding Source

Title I

#### Amount Needed

\$66,009

**Action Step 2**

Address class size in order to provide smaller class size instruction

**Resource Type**

Personnel

**Resource**

6th Period Supplements (\$25,999.33)

**Funding Source**

Title I

**Amount Needed**

\$26,000