Odyssey Middle School

2014-15 School Improvement Plan

Odyssey Middle School

6161 W WOOLBRIGHT RD, Boynton Beach, FL 33437

www.edline.net/pages/odyssey_middle

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	85%

Alternative/ESE Center	Charter School	Minority
No	No	83%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	A

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Odyssey has a Single School Culture and an appreciation for multicultural diversity. Odyssey addresses Single School Culture academically by enabling teachers daily common planning for professional collaboration, creation and development of backwards quarterly exams, monthly department meetings, providing Monday Mastery Meetings (MMM) which provides relevant training for targeted departments, school-wide use of the I drive for common shared documents, Odyssey uses the Positive School-wide Behavior format to build relationships among students. Students are rewarded Starbucks for exemplifying STAR(Self-Control, Tenacity, Attitude, Respect) behavior. Odyssey students follow a behavior matrix that outlines behavioral expectations in various locations throughout the school and on the bus, Odyssey will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Odyssey will also assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations; Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings; Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students; Attend District provided Professional Development on multicultural offerings; Schedule and plan school wide multicultural projects; Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts); Form a representative student task force comprised of representative multicultural groups; Provide professional development to staff on increasing positive interactions with students;

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

Odyssey creates a positive, caring and supportive school community through classroom guidance of topics of friendship and decision making as well is mediations, assemblies and student workshops on bullying and conflict resolution are implemented to create an environment where students feel safe and respected in school; After school students participate in Models and Mentors that includes Girl Power and Brotherhood. Students are trained in various life skills that will empower them and help to ensure that they feel safe and respected and have open lines of communication with staff. Every faculty member chooses mentees to support throughout the year to build relationships and encourage academic achievement.

•Odyssey develops and implements a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

•Odyssey creates or enhances a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary);

•Odyssey articulates, demonstrates, and teaches the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;

•Odyssey staff across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;

•Odyssey involves non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors and rewards students with Starbucks when demonstrating appropriate behaviors;

•Odyssey provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;

•Odyssey create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

• Odyssey minimizes the use of the Public Address system throughout the course of the school day. Odyssey employs universal Guidelines and behavior matrix taught the first two weeks of school through the use of scripts in the classroom and during grade-level assemblies. Expectations are reviewed throughout the course of the year and particularly after winter break to ensure students are reminded of school expectations.

• Odyssey ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)

• The Odyssey SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.

• Faculty at Odyssey ensures differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity

• Faculty and staff make references to Universal Guidelines and behavioral expectations when providing students with positive feedback as expectations are posted throughout the school.

• Class meetings will occur on a frequent basis to include student feedback.

• Odyssey has a school-wide recognition system is in place that recognizes positive relationships with staff from students perspective (Star Fish Savers) and that recognized positive observations of

students (Students of the Month for each grade level, Shining Stars, Perfect Attendance, A and A/B Honor Roll, Soaring Stars)
• Odyssey also develops and implements a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

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

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

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

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

School-wide Positive Behavior committee will review discipline date each marking period that will assist with identifying, monitoring and implementing strategies for students whose behaviors have triggered need for greater support. The school guidance department will monitor and address issues of truancy and counsel students with in-school and out of school suspensions.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	17	32	38	87
One or more suspensions	58	91	75	224
Course failure in ELA or Math	0	1	0	1
Level 1 on statewide assessment	70	114	99	283

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	24	55	53	132

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

Odyssey uses the following strategies to improve academic performance of students identified by early warning systems.
• Effective multi-disciplinary teams in place to problem solve and create action plans;
• Read 180, Reading Plus, Tutorials, Wilson, Double Math blocks of instructions, Intensive Reading/ Language Arts teacher assignments
• Planned Discussions, Goal Setting for identified student;
• Notification procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
• Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
Yes

PIP Link

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

Description

We will increase our parent participation this year by 20% from the previous year.
There are a number of parental engagment opportunities offier at Odyssey Middle school. RAINing FCAT, Open House, FRL Drive, SAC meetings, Musical Concerts, Parent Conferences.
We will seek to improvement parental involvement through flyers, parent link call out, notes home, and persoanl phone calls home.

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

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

Effective Leadership

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

School Leadership Team

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

Name	Title
Fox, Bonnie	Principal
Camel, Pamela	Assistant Principal
Clark, Crystal	Assistant Principal
Mogilevesky, Andre	Assistant Principal
Peterson, Jordan	Instructional Coach
Lash, Jessica	Teacher, K-12
Francoise-Lowery, Nuncia	Guidance Counselor

Duties

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

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 suc 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.

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

The Leadership Team will focus meetings on how to develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students. The team meets regularly to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly to problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills.
Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIOR 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.
Odyssey utilizes the 1.0 Reading Coach to develop school-wide literacy resources, provide instructional support for teachers to help create a culture of professional collegiality. The coach and lead staff also coordinates tutorials, professional development regarding standards and best practices to ensure rigorous, differentiated instruct. These efforts require that Odyssey provide supplemental classroom materials.
Title I funds are used at Odyssey Middle School to supplement the general fund in order to reduce the opportunity gap that exists with lower economic/ low social status students. Funds are used to provide 6th period supplement allowing for lower class size and greater student instruction, core subject tutorials both after school and Saturday, as well as professional development opportunities for teachers.
Additionally, Title II funds provided by the district address professional development for key district initiatives.
Title III services are provided through the district to support English Language Learners and include an on site CLF.
Title X funds support services for students identified as homeless as needed.

School Advisory Council (SAC)

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

Name	Stakeholder Group
names will be provided after SAC meeting on October 7, 2014	Student

Duties

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

Evaluation of last year's school improvement plan

The school advisory council will review last years goals and strategies in an effort to update in accordance to the needs of students this year.

Development of this school improvement plan

To develop the plan, the School Advisory Council will:
• Assess the need for improvement at the school using district, state, and federal goals as a guide and by reviewing student performance data;
• Arrange the school's needs in priority order;
• Indicate problems and barriers that underlie the needed improvements and their causes;
• Identify and evaluate possible solutions and develop strategies—specific "how-to" steps—to accomplish the needed improvement;
• Establish what will be done, when it will be done, by whom, and what resources are needed;
• Specify precisely what results (outcomes) the SAC expects to achieve and how they will be measured;
• Determine which indicators of success will serve as "adequate progress" for strategies in the plan; and
• Decide how success will be measured.

Preparation of the school's annual budget and plan

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

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

SAC has traditionally be called upon to approve funding for student incentives, professional development and student agenda books. We anticipate that to be the same for the 2014-2015 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Peterson, Jordan	Instructional Coach
Camel, Pamela	Assistant Principal
Clark, Crystal	Assistant Principal
Mogilevesky, Andre	Assistant Principal
Hyde, Julie	Teacher, K-12
Lash, Jessica	Teacher, K-12
Valbrun, Dunier	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

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

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

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

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

Odyssey utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures; Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants; Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events; Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time; Establish and maintain relationships with colleges and officials in the field of education to promote the District; Maintain regular contact with designated recruiter to improve talent acquisition effectiveness.
Odyssey also host regular and on-going meetings of new teachers with Administration, partner new teachers with veteran staff; Solicit referrals from current employees; provide ongoing professional development; Target certified cadre of substitute teachers

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

Odyssey Middle School prides itself in ensuring every new teacher is welcomed, supported, and developed professionally. All new teachers are paired with a buddy in their subject area and grade level to guide them through the first days of preschool. After that all new teachers are paired with and introduced to their teacher mentor who will assist them throughout the entire school year. Mentors are selected and paired with new teachers dependent upon experience, personality, subject area, and leadership ability. The rationale is that we want to support the entire teacher. Therefore mentors are strategically selected among those who have the capability to match, assist, guide, and develop the entire new teacher process and the new teachers needs.
The mentor/mentee will meet bi-weekly as needed to discuss evidence base strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching, planning, modeling, pre/post test, conferences, and informal observations.
All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Odyssey uses multiple data sources to guide instruction. Informal means such as students responses on whiteboards, exit tickets, teacher made test, benchmark checks and quarterly exams are use to

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

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

•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

•Creating a schedule with an uninterrupted 90 minute reading block

•Providing iii instruction based on student needs

•Providing instruction aligned with the Language Arts Florida Standards for their grade level

•Providing resources to support instruction (texts to support units of study, leveled books for small group instruction)

•Administering assessments which measure instructed standards

•Monitoring progress at the class and grade level during Learning Team Meetings

•Conducting data chats with students

•Creating units of study based on current data

•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

•Students receiving push-in/pull out services for ESE/ELL

•Providing Process and Strategy charts for reminders of teaching

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

Strategy: Extended School Day

Minutes added to school year: 9,000

Beginning the 4th week of school (September 10, 2014), 3 days a week (Tuesday-Thursday), students are exposed to Reading and Math Tutorial. Each tutorial program is designed to focus on core content needs, skills, strategies and mastery as indicated on each grade level. Tutorials are scheduled from 4:15-5:30. 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 and occurs on Wednesdays. This program also equates to 75 additional daily minutes of instruction on Tuesday-Thursday.
After school instructional direction is determined by needs identified through on-going progress monitoring during daily instruction, diagnostic assessments and quarterly exam scores.

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Mogilevesky, Andre, andre.mogilevsky@palmbeachschools.org

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

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

| **Strategy:** Weekend Program |
| **Minutes added to school year:** 1,800 |

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mogilevesky, Andre, andre.mogilevsky@palmbeachschools.org

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

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Incoming 6th Grade Orientation is held in May.
Summer mailings are sent to all incoming students. Packets include schedules, afterschool information, free/reduced price lunch information, dress code, and various other pertinent information
Guidance counselors visit feeder schools to orient students about middle school and to provide registration information
High school transition assemblies are held for students who will enter high school the upcoming year.
The OMS Guidance department maintains communication with feeder high schools to ensure successfully visits as counselors visit OMS for registration and for when OMS students visit local high schools.
Guidance meets one on one with students to support adequate completion of Choice Program applications.

College and Career Readiness

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

The B.E.A.R. program was introduced to 6th grade students as an elective during FY14. 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.

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

Odyssey Middle School has incorporated an elective 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.

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

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

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

n/a

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.   To mobilize students and staff through data literacy in order to maximize student achievement

Strategic Goals Detail

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

G1. To mobilize students and staff through data literacy in order to maximize student achievement `1a`

🔍 G040511

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	72.0
Math Gains	80.0
Math Lowest 25% Gains	77.0
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal `2`

-
-

Targeted Barriers to Achieving the Goal `3`

- Limited abilities among staff in accessing, analyzing and transferring data knowledge to best practice

- Varied opinion among staff as to the definition of differentiated instruction

- Students unaware of assessment data, academic expectations and goal setting

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

Plan to Monitor Progress Toward G1. `8`

Data crate/portfolios, data chat/goal setting forms, iobservation reports, parent survey data, agendas and sign in sheets professional collaboration meetings, PDD meetings, department meetings, team meetings and instructional council meetings.

Person Responsible
Bonnie Fox

Schedule
Biweekly, from 8/6/2014 to 5/15/2015

Evidence of Completion
Daily visitations to classes, one documented walkthrough per teacher per week, Student attendance in different programs (afterschool tutoring, Saturday tutoring, pullout classes, boot camps) weekly professional collaboration meetings with coaches and team members, weekly lesson plan reviews, daily lesson plan checks, bi-monthly data crate checks (unit pre-test, multiple-standards checks, individual standard assessment, other common assessments, quarterly/final exams), parent involvement meetings, agendas, sign in sheets and invitations, parent feedback surveys

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. To mobilize students and staff through data literacy in order to maximize student achievement `1`

🔑 G040511

G1.B1 Limited abilities among staff in accessing, analyzing and transferring data knowledge to best practice `2`

🔑 B097976

G1.B1.S1 Build capacity in our teachers by teaching teachers to effectively access, analyze and use all available data `4`

🔑 S133359

Strategy Rationale

Teacher will then be able to allow data to drive instruction

Action Step 1 `5`

Provide ongoing professional development that teaches staff to access, examine interpret and translate data.

Person Responsible

Bonnie Fox

Schedule

Biweekly, from 8/19/2014 to 5/11/2015

Evidence of Completion

Sign In Sheets and Agendas of Monday Mastery Meetings, Faculty Meetings, PDDs,

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

Sign in sheets

Person Responsible

Pamela Camel

Schedule

Evidence of Completion

Daily visitations to all classes, two documented walkthroughs per teacher per week, student attendance in different programs (afterschool tutoring, Saturday tutoring, pullout classes, boot camps), weekly professional collaboration meetings with coaches and team members, weekly lesson plan reviews, daily lesson plan checks, bi-monthly data crate checks (unit pre-test, multiple-standards checks, individual standard assessments, other common assessments, diagnostic assessments, quarterly/final exams)

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

Administrators will conduct scheduled observations and walkthroughs, collect and review lesson plans, review feedback from coaches meeting facilitators, attend and monitor professional development trainings, team meetings, department meetings, professional collaboration meetings, instructional council meetings.

Person Responsible

Bonnie Fox

Schedule

Biweekly, from 8/6/2014 to 5/29/2015

Evidence of Completion

Agendas, sign in sheets, staff notes, iobservation reports, surveys

G1.B2 Varied opinion among staff as to the definition of differentiated instruction [2]

G1.B2.S1 Make timely standard- based instructional interventions on a regular basis to assure the achievement of every student [4]

Strategy Rationale

This will maximize student achievement

Action Step 1 [5]

Staff will provide differentiated insruction in smaller class size setting, tutorial and content rich classrooms.

Person Responsible

Jordan Peterson

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

Daily visitations to all classes, one documented walkthroughs per teacher per week, student attendance in different programs (after school tutoring, Saturday Tutoring, pullout classes, boot camps), weekly professional collaboration meetings with coaches and team members, weekly lesson plan reviews, daily lesson plans checks, bi-monthly data crate checks (unit pre-test, multiple standards checks, individual standard assessments, other common assessments, diagnostic assessments, quarterly/final exams)

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

Daily visitations to all classes, two documented walkthroughs per teacher per week, student attendance in different programs (afterschool tutoring, Saturday tutoring, pullout classes, boot camps), weekly professional collaboration meetings with coaches and team members, weekly lesson plan reviews, daily lesson plan checks, bi-monthly data crate checks (unit pre-test, multiple-standards checks, individual standard assessments, other common assessments, diagnostic assessments, quarterly/final exams)

Person Responsible

Bonnie Fox

Schedule

On 5/29/2015

Evidence of Completion

Re-teach checklist/rosters, daily lesson plans, tutorial attendance, agendas, iobservation reports

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

Conduct scheduled observations and walkthroughs collect and review lesson plans, review feedback from coaches meeting facilitators, attend and monitor professional development trainings, team meetings, department meetings, professional collaboration meetings, instructional council meetings

Person Responsible

Bonnie Fox

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

iobservation reports, lesson plans, team notes/summaries, agendas, sign in sheets

G1.B5 Students unaware of assessment data, academic expectations and goal setting `2`

🔑 B121331

G1.B5.S1 Build capacity by teaching students to effectively analyze, understand and use their own data results to track their progress, set goals and individual personal action plans `4`

🔑 S133677

Strategy Rationale

This will enable students to facilitate their own learning

Action Step 1 `5`

Teachers will conduct individual data chats with their students, assist them in recording their results to track their own progress and work with students to make changes to their individual, personal action plans as needed.

Person Responsible

Bonnie Fox

Schedule

Biweekly, from 11/17/2014 to 5/15/2015

Evidence of Completion

Student goals, data crates/portfolios,

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

Conduct scheduled observations and walkthroughs, collect and review lesson plans, Attend and monitor professional development trainings, team meetings, department meetings, professional collaboration meetings, instructional council meetings.

Person Responsible

Bonnie Fox

Schedule

Biweekly, from 10/21/2014 to 5/15/2015

Evidence of Completion

data crates/portfolios, agendas, meeting summaries, lesson plans, iobservation reports

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

Conduct scheduled observations and walkthroughs, collect and review lesson plans, review feedback from coaches and meeting facilitators, attend and monitor professional development trainings, attend meetings, department meetings, professional collaboration meetings, instructional council meetings, facilitate data chats with students

Person Responsible

Bonnie Fox

Schedule

Biweekly, from 9/1/2014 to 5/15/2015

Evidence of Completion

student assessment results, data chat sheet, team meeting agendas

G1.B6 Parents and community are unaware of new Florida Standards and resources available to them `2`

B121332

G1.B6.S1 Staff will work in conjunction with all stakeholders to establish realistic achievement goals for FY 15 Florida State Assessment `4`

S133689

Strategy Rationale

This will support stakeholder partnership in student achievement

Action Step 1 `5`

Administration and Staff will analyze current student data of current students, host goal setting discussions and meetings with stakeholders, and offer parent trainings to assist parents in assisting students achieve their goals.

Person Responsible

Bonnie Fox

Schedule

Monthly, from 8/28/2014 to 5/12/2015

Evidence of Completion

SAC agenda minutes and sign-in sheets, Parent Involvement meeting agendas and sign in,

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Monthly updates regarding goals and strategies will be communicated at SAC meeting, parent involvement meetings, instructional council meetings, department meetings, team meetings and will be posted on the school website on Edline and posted in each classrooms

Person Responsible

Bonnie Fox

Schedule

Monthly, from 8/28/2014 to 5/12/2015

Evidence of Completion

sign in sheets, agendas, parent invitations, minutes

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Attend and monitor goal setting meeting participation and outcomes

Person Responsible

Bonnie Fox

Schedule

Monthly, from 8/28/2014 to 5/12/2015

Evidence of Completion

sign in sheets, agendas, minutes,

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Staff will provide differentiated insruction in smaller class size setting, tutorial and content rich classrooms.	Peterson, Jordan	9/1/2014	Daily visitations to all classes, one documented walkthroughs per teacher per week, student attendance in different programs (after school tutoring, Saturday Tutoring, pullout classes, boot camps), weekly professional collaboration meetings with coaches and team members, weekly lesson plan reviews, daily lesson plans checks, bi-monthly data crate checks (unit pre-test, multiple standards checks, individual standard assessments, other common assessments, diagnostic assessments, quarterly/final exams)	5/29/2015 daily
G1.B1.S1.A1	Provide ongoing professional development that teaches staff to access, examine interpret and translate data.	Fox, Bonnie	8/19/2014	Sign In Sheets and Agendas of Monday Mastery Meetings, Faculty Meetings, PDDs,	5/11/2015 biweekly
G1.B5.S1.A1	Teachers will conduct individual data chats with their students, assist them in recording their results to track their own progress and work with students to make changes to their individual, personal action plans as needed.	Fox, Bonnie	11/17/2014	Student goals, data crates/portfolios,	5/15/2015 biweekly
G1.B6.S1.A1	Administration and Staff will analyze current student data of current students, host goal setting discussions and meetings with stakeholders, and offer parent trainings to assist parents in assisting students achieve their goals.	Fox, Bonnie	8/28/2014	SAC agenda minutes and sign-in sheets, Parent Involvement meeting agendas and sign in,	5/12/2015 monthly
G1.MA1	Data crate/portfolios, data chat/goal setting forms, iobservation reports, parent survey data, agendas and sign in sheets professional collaboration meetings, PDD meetings, department meetings, team meetings and instructional council meetings.	Fox, Bonnie	8/6/2014	Daily visitations to classes, one documented walkthrough per teacher per week, Student attendance in different programs (afterschool tutoring, Saturday tutoring, pullout classes, boot camps) weekly professional collaboration meetings with coaches and team members, weekly lesson plan reviews, daily lesson plan checks, bi-	5/15/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				monthly data crate checks (unit pre-test, multiple-standards checks, individual standard assessment, other common assessments, quarterly/final exams), parent involvement meetings, agendas, sign in sheets and invitations, parent feedback surveys	
G1.B2.S1.MA1	Conduct scheduled observations and walkthroughs collect and review lesson plans, review feedback from coaches meeting facilitators, attend and monitor professional development trainings, team meetings, department meetings, professional collaboration meetings, instructional council meetings	Fox, Bonnie	9/1/2014	iobservation reports, lesson plans, team notes/summaries, agendas, sign in sheets	5/29/2015 daily
G1.B2.S1.MA1	Daily visitations to all classes, two documented walkthroughs per teacher per week, student attendance in different programs (afterschool tutoring, Saturday tutoring, pullout classes, boot camps), weekly professional collaboration meetings with coaches and team members, weekly lesson plan reviews, daily lesson plan checks, bi-monthly data crate checks (unit pre-test, multiple-standards checks, individual standard assessments, other common assessments, diagnostic assessments, quarterly/final exams)	Fox, Bonnie	9/1/2014	Re-teach checklist/rosters, daily lesson plans, tutorial attendance, agendas, iobservation reports	5/29/2015 one-time
G1.B1.S1.MA1	Administrators will conduct scheduled observations and walkthroughs, collect and review lesson plans, review feedback from coaches meeting facilitators, attend and monitor professional development trainings, team meetings, department meetings, professional collaboration meetings, instructional council meetings.	Fox, Bonnie	8/6/2014	Agendas, sign in sheets, staff notes, iobservation reports, surveys	5/29/2015 biweekly
G1.B1.S1.MA1	Sign in sheets	Camel, Pamela	9/29/2014	Daily visitations to all classes, two documented walkthroughs per teacher per week, student attendance in different programs (afterschool tutoring, Saturday tutoring, pullout classes, boot camps), weekly professional collaboration meetings with coaches and team members, weekly lesson plan reviews, daily lesson plan checks, bi-monthly data crate checks (unit pre-test, multiple-standards checks, individual standard assessments, other common assessments, diagnostic assessments, quarterly/final exams)	one-time
G1.B5.S1.MA1	Conduct scheduled observations and walkthroughs, collect and review lesson plans, review feedback from coaches and meeting facilitators, attend and monitor professional development trainings, attend meetings, department meetings, professional collaboration meetings, instructional council meetings, facilitate data chats with students	Fox, Bonnie	9/1/2014	student assessment results, data chat sheet, team meeting agendas	5/15/2015 biweekly
G1.B5.S1.MA1	Conduct scheduled observations and walkthroughs, collect and review lesson plans, Attend and monitor professional	Fox, Bonnie	10/21/2014	data crates/portfolios, agendas, meeting summaries, lesson plans, iobservation reports	5/15/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	development trainings, team meetings, department meetings, professional collaboration meetings, instructional council meetings.				
G1.B6.S1.MA1	Attend and monitor goal setting meeting participation and outcomes	Fox, Bonnie	8/28/2014	sign in sheets, agendas, minutes,	5/12/2015 monthly
G1.B6.S1.MA1	Monthly updates regarding goals and strategies will be communicated at SAC meeting, parent involvement meetings, instructional council meetings, department meetings, team meetings and will be posted on the school website on Edline and posted in each classrooms	Fox, Bonnie	8/28/2014	sign in sheets, agendas, parent invitations, minutes	5/12/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To mobilize students and staff through data literacy in order to maximize student achievement

G1.B1 Limited abilities among staff in accessing, analyzing and transferring data knowledge to best practice

G1.B1.S1 Build capacity in our teachers by teaching teachers to effectively access, analyze and use all available data

PD Opportunity 1

Provide ongoing professional development that teaches staff to access, examine interpret and translate data.

Facilitator

Professional development team, instructional coaches, district presenters

Participants

All staff

Schedule

Biweekly, from 8/19/2014 to 5/11/2015

G1.B2 Varied opinion among staff as to the definition of differentiated instruction

G1.B2.S1 Make timely standard- based instructional interventions on a regular basis to assure the achievement of every student

PD Opportunity 1

Staff will provide differentiated insruction in smaller class size setting, tutorial and content rich classrooms.

Facilitator

Reading coach, Math coach, , lead teachers

Participants

All teachers

Schedule

Daily, from 9/1/2014 to 5/29/2015

G1.B5 Students unaware of assessment data, academic expectations and goal setting

G1.B5.S1 Build capacity by teaching students to effectively analyze, understand and use their own data results to track their progress, set goals and individual personal action plans

PD Opportunity 1

Teachers will conduct individual data chats with their students, assist them in recording their results to track their own progress and work with students to make changes to their individual, personal action plans as needed.

Facilitator

Core teachers, Guidance Department, Administrators

Participants

Core teachers, Guidance Department, Administrators

Schedule

Biweekly, from 11/17/2014 to 5/15/2015

Technical Assistance Items

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

G1. To mobilize students and staff through data literacy in order to maximize student achievement

G1.B6 Parents and community are unaware of new Florida Standards and resources available to them

G1.B6.S1 Staff will work in conjunction with all stakeholders to establish realistic achievement goals for FY 15 Florida State Assessment

PD Opportunity 1

Administration and Staff will analyze current student data of current students, host goal setting discussions and meetings with stakeholders, and offer parent trainings to assist parents in assisting students achieve their goals.

Facilitator

Administrators, Instructional Council members

Participants

parents, students, community members

Schedule

Monthly, from 8/28/2014 to 5/12/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: To mobilize students and staff through data literacy in order to maximize student achievement	230,168
Grand Total	**230,168**

Goal 1: To mobilize students and staff through data literacy in order to maximize student achievement		
Description	**Source**	**Total**
B1.S1.A1 - Notes 1.0 Reading Coach Salary and Benefits	Title I Part A	65,879
B1.S1.A1 - Notes Stipends and benefits for teachers to attend PDD outside of conract hours	Title I Part A	5,952
B1.S1.A1 - Notes PD supplies such as PD resource books, chart paper, post its, highlighters, markers, paper, ink, folders, pens, pencils, paper clips, staples, labels, protectors, binders	Title I Part A	1,000
B1.S1.A1 - Notes Subs for teacher release time for professional development	Title I Part A	3,079
B1.S1.A1 - Notes Part-time pay and benefits for collaborative planning	Title I Part A	3,770
B2.S1.A1 - Notes 1.0 Reading teacher to crate smaller class sizes in reading	Title I Part A	65,882
B2.S1.A1 - Notes Highly Qualified tutors	Title I Part A	18,346
B2.S1.A1 - Notes Extra period supplements to create small class sizes and /or push in	Title I Part A	17,852
B2.S1.A1 - Notes Supplemental classroom supplies	Title I Part A	10,541
B2.S1.A1 - Notes Out of System tutors to push in/pull out with supervision	Title I Part A	31,067
B6.S1.A1 - Notes Supplies for parent communication and trainings such as agenda	Title I Part A	4,500
B6.S1.A1 - Notes Postage & freight for parent communication supplies such as postage for mailouts	Title I Part A	2,000
B6.S1.A1 - Notes Pay for teachers to coordinate/conduct parent training	Title I Part A	300
Total Goal 1		**230,168**