

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ODYSSEY CHARTER SCHOOL

District Name: Brevard

Principal: Wendi Nolder

SAC Chair: Cindy Gilmore, Beverley Squire-Wiggins (co-chairs)

Superintendent: Dr. Brian Binggeli

Date of School Board Approval:

Last Modified on: 10/10/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Wendi Nolder	Master of Education - Elementary Science Education Bachelor of Arts - Mathematics/Secondary Education Florida Teacher Certificate *825126 in Elementary Education Grades K-6, Mathematics Grades 6-12, Gifted Endorsement Pan-American Montessori Society Teaching Certificate in Montessori Method of Pre-	13	2	2011-2012: Odyssey earned a school grade of A; 64% met high standards in Reading; 64% met high standards in Math; 80% met high standards in Writing; 60% met high standards in Science; ___% made learning gains in Reading; ___% made learning gains in Math; 76% of lowest 25% made learning gains in Reading; 79% of lowest 25% made learning gains in Math; the School made AYP. 2010-2011: Odyssey earned a school grade of B; 77% met high standards in Reading; 77% met high standards in Math; 80% met high standards in Writing; 57% met high standards in Science; 64% made learning gains in Reading; 57% made learning gains in Math; 64% of lowest 25% made learning gains in Reading; 49% of lowest 25% made learning gains in Math; did not make AYP.

		School Education			
Assis Principal	Jon Chace	Florida Teacher Certificate #807215 in Educational Leadership (all levels), Social Science 6-12, Business Education 6-12, Middle Grades Integrated 5-9		2	2010-2011 Pinecrest opened in Orange County. Enrollment at the end of the year was 86 students; not enough to be given a grade. Pinecrest's second year earned a "B" grade.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
K-2nd grade Mathematics Contact	Denise Crouchley	PreK/Primary Education (PK-3) ESOL Endorsement	1		
Early Childhood Contact	Cherilyn Rouzer	PreK/Primary Education (PK-3) ESOL Endorsement	4	2	2011-2012: Odyssey received a school grade of A, the School made AYP. 2010-2011: Odyssey received a school grade of B, and did not make AYP.
Literacy/Reading Contact	Valarie Gonzalez	Elementary Education (K-6)	5	3	2011-2012: Odyssey received a school grade of A, the School made AYP. 2010-2011: Odyssey received a school grade of B, and did not make AYP. 2009-2010: Odyssey received a school grade of A, and made AYP.
Elementary Science contact	Tara Jankovic	Elementary Education (K-6) Health Education (K-12) Middle Grades Integrated Curriculum (5-9) Social Science (6-12) Exceptional Student Education (K-12)	5	2	2011-2012: Odyssey received a school grade of A, the School made AYP. 2010-2011: Odyssey received a school grade of B, and did not make AYP.
Writing Contact	Kimberly Kelly	Elementary Education (1-6)	5	5	2011-2012: Odyssey received a school grade of A, the School made AYP. 2010-2011: Odyssey received a school grade of B, and did not make AYP. 2009-2010: Odyssey received a school grade of A, and made AYP. 2008-2009: Odyssey received a school grade of A. 2007-2008: Odyssey received a school grade of A, and made AYP.
Mathematics Contact	Debora Munoz	PreK/Primary Education (PK-3) Foreign Language - Spanish (K-12)	6	1	2011-2012: Odyssey received a school grade of A, the School made AYP.
Social Studies Contact	Jennifer Breinlinger	Elementary Education (K-6)	4	4	2011-2012: Odyssey received a school grade of A, the School made AYP. 2010-2011: Odyssey received a school grade of B, and did not make AYP. 2009-2010: Odyssey received a school grade of A, and made AYP. 2008-2009: Odyssey received a school grade of A.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

1	Quality Montessori staff development	Administrative Team	ongoing until teachers are certified	
2	Efforts to maintain salary/pay and benefit packages comparable to district employees	Academica Central Florida Management Company Administrative Team Human Resources	ongoing	
3	On-going individually focused professional development	Administrative Team	ongoing	
4	Implementation of Professional Learning Communities wherein faculty and staff contribute to the daily operations and decisions of the School	Administrative Team	ongoing	
5	Clinical Educator Trained teachers to attract interns and mentor new teachers	Administrative Team	Throughout school year	
6	Review resumes to ensure teachers are highly qualified	Human Resources Administrative Team	August 2011	
7	Provide reminders to teachers whose certification is up for renewal	Human Resources	ongoing	
8	Participation in Florida School Recognition Funds disbursement plan	Administrative Team	if awarded, bonuses will be disbursed in Fall 2012	
9	Participation in the Instructional Personnel Performance Appraisal System related to Race to the Top	Principal	merit based pay scale - ongoing beginning fall 2012	
10	Classroom walkthrough	Principal	May 2012	
11	Requirement of teachers to work toward ESOL endorsement	Administrative Team	ongoing until teachers are endorsed	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
One (1) teacher out of field for Reading	<ol style="list-style-type: none"> 1. Staff receive in-house training in Columbia University Teacher's College Reading Workshop 2. Staff receive in-house training in Positive Discipline in the Classroom 3. Staff receive in-house training in Responsive Classroom 4. Staff receive Montessori training and certification through Montessori Live Teacher training program, a MACTE accredited online program 5. Staff receive District training and certification in English Speakers of Other Languages 6. Staff receive co-teacher training 7. Staff receive training to understand and utilize Measures of Academic Progress data in order to improve instruction 8. Staff are provided time

to meet in grade level teams and subject area teams
 9. Staff are provided with classroom support through co-teachers, team leaders, mentor teachers, and administrative walkthroughs

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
48	10.4%(5)	47.9%(23)	33.3%(16)	8.3%(4)	22.9%(11)	97.9%(47)	16.7%(8)	0.0%(0)	37.5%(18)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Andrew Breese	DeAnna Bernardo, Nilda Murray, Christina Koenig, Samantha Macheska, Andrea Forrest, Mary Feders, Elizabeth Frank, Emily Pidgeon, Michele Romeo, Andrea Trousdale	Experience at Odyssey, Team Coordinator	Weekly meetings to inform about school culture, meet teacher needs, offer lesson plan feedback, share teaching observations and feedback, opportunities to shadow teachers
Valarie Gonzalez	Denise Crouchley, Dale Convery, Kellie Morse, Adrienne Chaney, Brenda Seppi, Pamela Hamm, Mercedes Talavera, Katie Gillen	Experienced teacher, Odyssey experience, Literacy Coach, Team Coordinator	Weekly meetings, monitor instructional program, work with teachers on monitoring data and data-driven decision making, facilitate instructional innovation, offer lesson plan feedback, facilitate home-school communication, conduit for administrative initiatives, share teaching observations and feedback, opportunities to shadow teachers
Nancy Keane	Denise Crouchley, Alice House, Jessica Rhodes, Dale Convery, Kellie Morse	CET Trained, Experienced teacher, Odyssey experience, Montessori teacher, Montessori mentor	Provide Montessori lessons, Montessori philosophy, classroom observations and feedback
Kathryn Archibald	Pamela Hamm, Cherilyn Rouzer, Brenda Seppi, Adrienne Chaney, Suzanne Krasny, Mercedes Talavera,	CET Trained, Experienced teacher, Odyssey experience, Montessori mentor	Provide Montessori lessons, Montessori philosophy, classroom observations and feedback

	Katie Gillen		
Jon Chace	Andrew Bayard, Bhrett Butler, Neil Durrant, Richard Grimaldi, Autumn Lewis, Audrey O'Dea, Heather Settles, Aaron Washington, Stephanie Williams, Todd Williams,	Experienced leader, experienced teacher	Weekly meetings to inform about school procedures and practices, offer lesson plan feedback, classroom observations and feedback

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through in-school and after-school programs. Brevard County Schools coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

The Title I Migrant Education Program provides support services such as advocacy for migrants, guidance, social work, nutrition, and tutoring services. In addition, Brevard County School District is responsible for continually identifying migrants as they move into the district. Once identified, the migrant children are eligible for Title I services.

Title I, Part D

Neglected and Delinquent: The Title I program at the seven institutions for neglected and delinquent children (Space Coast Marine Institute, Brevard Group Treatment Center, Brevard Regional Juvenile Detention Center, Country Acres Parental Home, Frances S. Walker Halfway House, Hacienda Girl's Ranch, and Rainwater Halfway House) provides computer-assisted instruction.

Title II

The Brevard Public School District receives these funds. Odyssey Charter School encourages teachers to participate in professional development opportunities provided through Brevard County School District which are subsidized by Title II funds.

Title III

Services are provided through the district for educational materials and English Language Learners (ELL) district support services to improve the education of English Language Learners. Educational materials and ELL district support services are used to improve the education of immigrant students.

Title X- Homeless

Student Services will coordinate with the Brevard Public School District Homeless Social Worker to provide resources (clothing, school supplies, social services referrals) for students identified as homeless (students in transition) under the McKinney-Vento Act in order to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI)

Odyssey Charter School is not a School In Need of Improvement.

Violence Prevention Programs

Odyssey Charter School offers non-violence and anti-drug programs, Red Ribbon Week, Character Education, and follows the Brevard County School District's Bullying Policy. Odyssey works toward bullying prevention in a number of ways. We offer guidance meetings with small groups of students to discuss social/emotional issues, and role play situations in which students

may find themselves involved. Odyssey will invite the Palm Bay Police Department and/or Brevard County Sheriff's Office to present a program on bullying prevention, including cyberbullying. The school will work toward additional training in our Positive Discipline in the Classroom program.

Nutrition Programs

Odyssey Charter School has developed a Wellness Policy which addresses overall wellness through good nutrition and physical activity. Odyssey's wellness policy is implemented through nutrition education, healthy foods offered at our Healthy Cafe, implementation of various physical activities, and a classroom celebration policy dedicated to acknowledging special celebrations without focusing on food. Odyssey's Healthy Cafe serves wholesome food, primarily created from scratch, including whole grains, fresh fruits and vegetables, and a salad bar daily.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Private Montessori Preschool
Voluntary Pre-Kindergarten Program
After School Class Offerings
Extracurricular Sports Program

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; ensures implementation of intervention support and documentation; plans for RtI professional development to support implementation; ensures communication with parents regarding RtI plans and activities; conducts classroom walkthroughs.

Select General Education Teachers (Primary and Intermediate): Assist with providing information about core instruction; participate in student data collection; conduct ongoing progress monitoring, complete and implement PMPs, understanding student growth and progress, Response to Instruction for all subject areas, keep student portfolios on all students, deliver Tier 1 instruction/intervention; collaborate; integrate Tier 1 materials/instruction with Tier 2 and Tier 3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, deliver Tier 3 instruction/intervention and core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach(es)/Literacy Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. deliver Tier 3 instruction/intervention and core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Guidance Counselor /Student Services: Participates in the 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. Provides support to students struggling with emotional, behavioral, or social success; links child-serving and community agencies to schools and families to support the child's academic, emotional, behavioral, and social success. Individual Problem Solving Team (IPST) chairperson.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team meets once a month to engage in the following activities: Review 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. Based on the above information, the team will identify professional development activities and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team will meet with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data is gathered in August and September. Measures of Academic Progress and Curriculum Based Assessments will be used to assess Reading, Math and Science for grades K-8. FAIR and FLKRS, assessments used in Kindergarten, are processed through the PMRN. First through third grade data is gathered from the previous and current year's Measures of Academic Progress. Fourth grade through eighth grade data is gathered from the previous year's FCAT as well as previous and current year's Measures of Academic Progress.

Progress monitoring data is gathered mid-year and toward the end-of-year using Measures of Academic Progress. Other Progress Monitoring data, i.e. formative assessments, is collected as needed for classroom or student progress. Predictive and Diagnostic Assessment data is gathered through Measures of Academic Progress. End-of-year data is gathered through FCAT, and Measures of Academic Progress. Data is analyzed and discussed at the monthly MTSS Leadership meetings.

Odyssey uses Behavior Intervention Plans for students exhibiting the need for behavior intervention. Data is collected related to the specific behavior concerns and interventions are implemented. Behavior is monitored and improvements are noted. Lack of improvement indicates the need for additional interventions.

Describe the plan to train staff on MTSS.

The Brevard Public School District school psychologist will work with the MTSS Leadership team and will meet to develop a plan for training the teachers at our school. A review of RtI/MTSS will be presented in October. Whole group professional development sessions will be held in October to complete the overview of RtI. Small group professional development will be provided throughout the year during grade level meetings and faculty meetings. In addition, training on our specific school plan will take place during grade-level meetings early in the school year.

Describe the plan to support MTSS.

Our school consistently supports MTSS by conducting both Teacher Data Teams meetings monthly and Individual Problem Solving Team Meetings (IPST) weekly. Progress monitoring, data analysis and individual student intervention strategies are developed as a team and selected members actively assist the classroom teachers with interventions. Selected staff members that provide assistance are a Literacy Coach, ESE Teachers, ESOL Teacher and selected General Education Teachers.

Every month, each grade specific team, along with support staff and administration, meet to discuss all students that are receiving additional interventions and chart current academic levels. Based on progress or lack of, student groups are revised and additional researched based interventions are planned that supplement the curriculum.

Literacy Leadership Team (LLT)

Identify the school-based Literacy Leadership Team (LLT).

The school's Literacy Leadership Team (LLT) will include the Principal, Literacy Coach, Guidance Counselor, Media Specialist, Writing Contact, ESE Coordinator, and Team Leaders.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The facilitator will be the Literacy Coach and will establish a meeting schedule of at least one meeting per month. The facilitator will develop an agenda based on the goals of the LLT. The purpose of each meeting will be to develop strategies to build capacity for reading achievement on the campus. The LLT will engage the faculty in recognizing and implementing best practices through data-generated information and research-based reading strategies.

What will be the major initiatives of the LLT this year?

The major initiative of the LLT for the 2012-2013 school year will be to establish and promote a reading culture throughout the school. This will include an initial review of the reading data as provided by both the Spring 2012 Reading FCAT and the FALL 2012 MAP Reading pre-assessments to highlight areas of need. The team will work cooperatively to provide support as indicated by the data for both teachers and students. Furthermore the team will establish and promote reading events where students, teachers, parents, and community members can come together to share the joys of reading. Lastly the LLT will conduct research of core reading programs that highlight quality literature-based instruction for implementation of the 2013-2014 reading adoption.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Odyssey Charter School sponsors a private preschool program. The school files an annual application with the Early Learning Coalition of Brevard County. This year, Odyssey Charter School registered four (4) Voluntary Pre-Kindergarten (VPK) classes. The two morning programs have 18 students each, while the afternoon programs currently have 14 and 10 students enrolled with a plan to grow to 18 students in each.

The VPK Director, VPK teachers and VPK assistants have the required coursework from the Early Coalition and the Department of Children and Families. The VPK program prepares children socially and academically for Kindergarten. Historically, the majority of VPK program participants enter the on-site Kindergarten program.

In order to determine placement, assessments such as FLKRS (Florida Kindergarten Readiness Screening) and IPT (Idea Oral Language Proficiency) will be utilized.

To ensure a smooth transition from the early childhood program to the elementary program the children are given several assessments to establish that they are progressing in their Kindergarten readiness skills. The areas assessed are cognitive, such as fine motor, gross motor, speech and language acquisition, and mathematical understanding. In addition, the children's social emotional skills are developed through the Montessori curriculum.

Children are tested using the VPK assessment as a pre and post test.

The pre-test is issued in September and the post-test is issued in April. The results are shared with the preschool teaching staff and with parents during conferences. Another screening that is utilized is the Ages and Stages Questionnaire (ASQ-2). This questionnaire is an observational tool that parents are asked to complete in September.

The information gathered will help to determine if the children are developmentally in track. The final assessment the children will be given is the Measures of Academic Progress (MAP) which will show a base line for the children's language and mathematics skills. This base line will be used when the children transitions into Kindergarten to determine learning gains.

Each of these assessments will be stored in the child's portfolio.

Portfolio's will follow the child to their Kindergarten program. If the child continues with Odyssey, the Kindergarten teachers will be provided this information as part of the child's cumulative file. If the child transfers to another Elementary program, the information will be sent along with the child's health and screening records.

The final method that is used to transition children to Elementary is the Kindergarten visit. The director of the program will coordinate with the Kindergarten teachers to schedule a visit to the classroom during the last month of school. Children are

able to experience what is expected in the Kindergarten classroom. Additional visits to the Media center, cafe and music room round out the children's tour of Odyssey, allowing them to experience some of the additional areas that they will be introduced to in their elementary program. If the child moves to another elementary school, this will give them an idea of what they can expect as they move from their primary classroom to other areas of their new school.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Research-based reading strategies are infused throughout all content areas. Teachers will incorporate strategies daily within lessons using graphic organizers, thinking maps, and other reading strategies. Administrative walkthroughs and lesson plan checks will monitor implementation of reading strategies. Assessment data will be evaluated during RtI meetings and Professional Learning Communities.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Odyssey Charter School will increase the percentage of students proficient to 68% (371 out of 545 students), as measured by FCAT reading levels 3 to 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*In 2012, 66% (357 out of 540 students) of all students in grades 3-8 were proficient (Achievement Levels 3-5) in FCAT Reading. *Proficiency is determined on current student enrollment - fall review of spring FCAT scores.	In 2013, we expect 68% (371 out of 545 students) of all students in grades 3-8 to be proficient (Acheivement Levels 3-5) in FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge and use of SpringBoard Reading, Gourmet Reading, Lindamood Bell, Barton Reading curricula; training in Units of Study for Teaching Reading and Writing	Teachers will be trained in use of new reading materials and curriculum, including remedial portions of curriculum Teachers trained in Teacher's College Units of Study for Teaching Reading and Writing	Principal Literacy Coach	Attendance Sheets MAP FCAT scores	Trainer observation Principal observation during classroom walkthroughs and dialogue
2	Lack of parental involvement & understanding of the importance of reading	Increase the number of communications regarding Odyssey's Read Aloud Club, in which they read to their children for 15 minutes per night and can earn up to 1 hour volunteer time per week. Reading aloud to children helps promote their fluency, listening comprehension, vocabulary, interest in and enjoyment of reading. Host additional parent education Read Aloud evening 2x per year.	Classroom Teachers Volunteer Coordinator Principal Program/Curriculum Coordinator	Read Aloud log sheets Parent education attendance	Increase in participation in read aloud program
3	Not all teachers are trained or understand the MTSS Process and Individual Problem Solving Team (IPST) Process	Create a training plan to ensure teachers get necessary support on MTSS. Recruit teachers interested in participating in peer modeling of MTSS. Create a Peer Modeling Schedule to accommodate and	MTSS Leadership Team District personnel	MTSS Leadership Team will meet 2 times to create a training plan. Offer class coverage to provide teachers opportunity for training Meeting Schedule	MTSS Training Plan

	support teacher needs. Discuss MTSS during bi-weekly Hall Meetings and Individual problem Solving Team Meetings (IPST) to ensure fidelity and effectiveness of implementation. Weekly ESE meetings.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In the 2012-2013 school year, Odyssey Charter School will increase the percent of students achieving above proficiency (FCAT Levels 4 and 5) in reading to 40% (218 students out of 545).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 39% of Odyssey Charter School students (165 students out of 428) scored above proficiency (FCAT Levels 4 and 5) in reading.	In 2013, we expect to have 40% (218 students out of 545) of our students score above proficiency (FCAT Levels 4 and 5) in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of opportunities for enrichment and/or challenge in previous reading curriculum	Offering a research elective, media/writing elective, ethics/debate elective Addition of differentiated reading class Addition of SpringBoard curriculum which adds rigor through a college preparatory program	Classroom/Elective Teachers Principal Literacy Coach	Monitor lesson plans to include enrichment activities Classroom walkthroughs Reviewing student reading data three times per year	MAP assessment (3x per year) Formative assessments End of unit tests

		Montessori method of individualized instruction so children are working at their own pace. Gourmet Learning reading curriculum.			
2	Identification of students	Select students for opportunities for enrichment/GSP program.	Classroom teachers Literacy Coach Principal MTSS team	District screening process: referral, characteristics list, screening instrument, parent meeting	Referral form Characteristics form Kaufmann Brief Intelligence Test (KBIT)
3	Need for training in differentiation of instruction	Provide Professional Development and materials for differentiation Climbing the Data Ladder - Teacher Differentiation Workshop Florida Inclusion Network Differentiated Instruction Training	Classroom teachers Gifted Student Program Teacher Literacy Coach Principal	Lesson Plans Ongoing classroom assessments Administrative walkthroughs	Formative: student work samples, mini-assessments Summative: 2013 FCAT Assessment
4	Not all gifted students are performing at their optimal levels	Program stressing higher order thinking skills Future Problem Solving activities to increase problem solving abilities Investigating giftedness - discovering areas of strength and weakness and learning styles Junior Great Books activities Activities involving creative problem solving and working in groups	Gifted Student Program Teacher Classroom Teachers Principal	Progress monitoring 3x per year Student self-assessment/GSP teacher evaluation	MAP assessment (3x per year) Gifted Student Progress Report

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Our goal for the 2012-2013 school year is to increase the percentage of student making learning gains in reading to 74% (355 out of 480 assessed students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of students making Learning Gains in reading was 72% (304 out of 422 assessed students).	In 2013, we expect to increase the percentage of students making Learning Gains in reading to 74% (355 out of 480 assessed students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of remediation and intervention in order to improve in basic skills in reading.	<p>Barton Reading & Spelling System has been introduced for Tier II and Tier III students who demonstrate the need for a multi-sensory phonics based approach to reading.</p> <p>Barton training provided for reading/language arts teachers.</p> <p>Grouping strategies have been implemented to best use instructional time with students.</p> <p>Small group intervention.</p> <p>Implementation of LindaMood Bell strategies.</p> <p>Implementation of Spalding strategies.</p>	<p>Administrative Team</p> <p>MTSS Team</p> <p>LLT Team</p>	Pre- and post- testing	<p>Formative: student work samples, mini-assessments</p> <ul style="list-style-type: none"> •Interim assessments. <p>Summative:</p> <ul style="list-style-type: none"> •2013 FCAT Assessment. •Measures of Academic Progress. •End-of-unit or chapter tests. •End-of-term or semester exams <p>Classroom walkthroughs.</p>
2	Differentiating/maintaining the instructional needs of low-level and high-level students.	<p>Determine core instructional needs by reviewing assessment data for all students.</p> <p>Plan differentiated instruction using evidence-based interventions for an additional 30-45 minutes from one to five times per week.</p>	<p>Administrative Team</p> <p>MTSS Team</p> <p>LLT Team</p>	On going progress monitoring	<p>Formative: student work samples, mini-assessments</p> <ul style="list-style-type: none"> •District Benchmark or interim assessments. <p>Summative:</p> <ul style="list-style-type: none"> •2013 FCAT Assessment. •Measures of Academic Progress. •End-of-unit or chapter tests. •End-of-term or semester exams <p>Classroom walkthroughs.</p>
3	Insufficient time for 6th-8th grade students for reading	<p>SpringBoard Language Arts Curriculum.</p> <p>Gourmet Learning Reading</p>	<p>Classroom Teacher</p> <p>Literacy Coach</p>	SpringBoard assessments; Gourmet Learning assessments	Gourmet Learning assessments

	Curriculum for students scoring level 1 and 2.	Principal	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Our Goal for the 2012-2013 school year is to increase the percentage of students in the Lowest 25% making learning gains in Reading to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Our 2012 percentage of students in the Lowest 25% making learning gains in Reading was 76% (90 out of 119 students).	In 2013, we expect the percentage of students in the Lowest 25% making learning gains in Reading to be 78% (98 out of 125 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of remediation and intervention. Involvement in an extended school day or tutoring programs is required.	Students who are not achieving using the core curriculum materials, will receive supplemental instruction in small groups based on their needs. Barton Reading & Spelling System has been introduced for Tier II and Tier III students who demonstrate the need for a multi-sensory phonics based approach to reading.	Administrative Team MTSS Team LLT Team	On-going progress Monitoring	Formative: student work samples, mini-assessments Summative: •2013 FCAT Assessment. •Measures of Academic Progress. •District Benchmark or interim assessments. •End-of-unit or chapter tests. •End-of-term or semester exams.
	Differentiating/maintaining	Determine core	Administrative	On-going progress	Formative:

2	the instructional needs of low-level students.	instructional needs by reviewing assessment data for all students. Plan differentiated instruction using evidence-based interventions for an additional 30-45 minutes from one to five times per week.	Team MTSS Team LLT Team	monitoring	student work samples, mini-assessments Summative: •2013 FCAT Assessment. •Measures of Academic Progress. •District Benchmark or interim assessments. •End-of-unit or chapter tests. •End-of-term or semester exams.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # It is the goal of the school to reduce the achievement gap by 50% over six (6) years. By 2016-2017, the percentage of students not scoring as proficient in Reading will be reduced to 11%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	23%	20%	17%	14%	11%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	For the 2012-2013 school year, Odyssey expects to reduce the percentages of students in each subgroup not making satisfactory progress in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of students not making satisfactory progress in Reading by ethnicity subgroup were: White - 25% Black - 41% Hispanic - 46% Asian - 0% American Indian - 0%	In 2013, we expect the percentage of students not making satisfactory progress in Reading by ethnicity subgroup to decrease to: White - 23% Black - 39% Hispanic - 44% Asian - 0% American Indian - 0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiating/maintaining the instructional needs of low-level and high-level students. Awareness of the needs of students in various subgroups. Additional support needed to meet the specific needs of ELL students.	Determine core instructional needs by reviewing assessment data for all students. Plan differentiated instruction using evidence-based interventions for an additional 45 minutes from one to five times per week. Addition of ESOL Teacher and assistants to help	Administrative Team MTSS Team LLT Team	On-going progress monitoring	Formative: student work samples, mini-assessments Summative: •2013 FCAT Assessment. •Measures of Academic Progress. •End-of-unit or chapter tests. •End-of-term or semester exams.

	meet the needs of ELL students.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Over six (6) years, Odyssey Charter School will decrease the percentage of English Language Learners (ELL) not making satisfactory progress by 50%, from 29% to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of English Language Learners (ELL) not making satisfactory progress in reading was 29% (10 out of 34 students).	In 2013, the percentage of English Language Learners (ELL) not making satisfactory progress will decrease to 27% (9 out of 34 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiating/maintaining the instructional needs of low-level and high-level students.	Determine core instructional needs by reviewing assessment data for all students. Plan differentiated instruction using evidence-based interventions for an additional 45 minutes. Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.	Administrative Team MTSS Team LLT Team Classroom Teachers ESE Teachers ESOL Teachers	On going progress monitoring	Formative: student work samples, miniassessments Summative: •2013 FCAT Assessment. •2013 CELLA Assessment. •Measures of Academic Progress. •District Benchmark or interim assessments. •End-of-unit or chapter tests. •End-of-term or semester exams.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Over six (6) years, Odyssey Charter School will decrease the percentage of Students with Disabilities (SWD) not making satisfactory progress in reading by 50%, from 47% to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of Students with Disabilities (SWD) not making satisfactory progress in reading was 47% (15 out of 32 students).	In 2013, the percentage of Students with Disabilities (SWD) not making satisfactory progress in reading will decrease from 47% to 45% (28 out of 62 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Differentiating/maintaining the instructional needs of low-level and high-level students.	Determine core instructional needs by reviewing assessment data for all students.	Administrative Team MTSS Team LLT Team Regular Education	On going progress monitoring	Formative: student work samples, miniassessments

1		Plan differentiated instruction using evidence-based interventions for an additional 45 minutes from one to five times per week.	Teachers ESE Teachers		Summative: •2013 FCAT Assessment. •Measures of Academic Progress. •District Benchmark or interim assessments. •End-of-unit or chapter tests. •End-of-term or semester exams.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Over six (6) years, Odyssey Charter School will reduce the percentage of Economically Disadvantaged students not making satisfactory progress in reading by 50%, from 37% to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of Economically Disadvantaged students not making satisfactory progress in reading was 37% (104 out of 279 students).	In 2013, the percentage of Economically Disadvantaged students not making satisfactory progress in reading will decrease from 37% to 35% (119 out of 356 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers are an increased percentage of low socioeconomic students, lack of parental support, effectively matching interventions with specific reading problems, attendance issues, and student motivation.	Students who are not achieving using the core curriculum materials will receive intense supplemental instruction.	Administrative Team MTSS Team LLT Team Classroom Teachers ESE Teachers	On going progress monitoring	Formative: student work samples, mini assessments Summative: •2013 FCAT Assessment. •Measures of Academic Progress. •District Benchmark or interim assessments. •End-of-unit or chapter tests. •End-of-term or semester exams.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher's						

College Reading Workshop Units of Study for Teaching Reading, Grades 3-5. Teachers received training during pre-planning and will receive ongoing training over the course of the school year.	Teacher's College Reading Workshop: 3-6 (All Subjects)	Teacher's College Reading Workshop: Curriculum Coordinator/Literacy Coach	Teacher's College Reading Workshop: 3-6 (All Subjects)	Teacher's College Reading Workshop: 8 training hours (4 after school meetings or 2 Saturday meetings)	Classroom walk through by Principal, Curriculum Coordinator and Literacy Coach. Review MAP and FCAT data. Weekly ESE meetings. Staff, team and grade level meetings.	Administrative Team Program/Curriculum Coordinator Literacy Coach
Linda Mood Bell ESE teachers participated in the Seeing Stars training and Lindamood Phoneme Sequencing (LiPS). The workshop addresses comprehension critical Thinking, Vocabulary, Oral Directions, Fluency, Orthography, Phonics, Phonemic Awareness and Word Attack.	Linda Mood Bell Training: K-8 (ESE)	Linda Mood Bell Training: ESE Teachers	Linda Mood Bell Training: K-8 (ESE)	Linda Mood Bell Training: Preplanning	Classroom walk through by Principal, Curriculum Coordinator and Literacy Coach. Review MAP and FCAT data. Weekly ESE meetings. Staff, team and grade level meetings.	Administrative Team Program/Curriculum Coordinator Literacy Coach
Spalding Training "Writing Road to Reading" This program integrates spelling, writing and reading elements of language to teach reading.	Spalding Training: K-5 (Reading and Writing)	Spalding Training: Literacy Coach	Spalding Training: K-5 (Reading and Writing)	Spalding Training: Throughout the school year as needed for differentiation.	Classroom walk through by Principal, Curriculum Coordinator and Literacy Coach. Review MAP and FCAT data. Weekly ESE meetings. Staff, team and grade level meetings.	Administrative Team Program/Curriculum Coordinator Literacy Coach
SpringBoard Training Emphasizes higher-order thinking skills that challenge them to aim higher and achieve more. It also helps them personalize and own their learning. It encourages self-exploration and the application of learning strategies that work best for them as individuals.	SpringBoard Training: 6-8 (ELA)	SpringBoard: Reading Language Art Teachers/ Literacy Coach	SpringBoard Training: 6-8 (ELA)	SpringBoard Training: Preplanning	Classroom walk through by Principal, Curriculum Coordinator and Literacy Coach. Review MAP and FCAT data. Weekly ESE meetings. Staff, team and grade level meetings.	Principal Curriculum Coordinator Literacy Coach

Reading A-Z provides access to thousands of downloadable, projectable, printable teacher materials, covering all skills necessary for effective reading instruction.	Reading A-Z: K-2 (Reading)	Reading A-Z: Literacy Coach	Reading A-Z: K-2 (Reading)	Reading A-Z: Ongoing technical support	Classroom walk through by Principal, Curriculum Coordinator and Literacy Coach. Review MAP and FCAT data. Weekly ESE meetings. Staff, team and grade level meetings.	Administrative Team Program/Curriculum Coordinator Literacy Coach
Barton Reading and Spelling System is a one-on-one tutoring systems that improves spelling reading and writing skills.	Barton Reading: K-8 (Reading and Writing)	Barton Reading and Spelling System: ESE Teachers	Barton Reading: K-8 (Reading and Writing)	Barton Reading: Throughout the school year as needed for differentiation.	Classroom walk through by Principal, Curriculum Coordinator and Literacy Coach. Review MAP and FCAT data. Weekly ESE meetings. Staff, team and grade level meetings.	Administrative Team Program/Curriculum Coordinator Literacy Coach
Gourmet Learning uses high interest novels to enhance critical-thinking skills, vocabulary, fluency and comprehension.	Gourmet Learning Training: 5-8 (Reading)	Gourmet Learning: English Language Art Teachers/ Literacy Coach	Gourmet Learning: 5-8 (Reading)	Gourmet Learning: Preplanning	Classroom walk through by Principal, Curriculum Coordinator and Literacy Coach. Review MAP and FCAT data. Weekly ESE meetings. Staff, team and grade level meetings.	Administrative Team Program/Curriculum Coordinator Literacy Coach
Montessori Live: Language-Phonics, Spelling, & Punctuation	1st-3rd grades	Montessori Live instructors	1st-3rd grade teachers	ongoing	Lesson Plans Administrative walkthroughs	Administrative Team Program/Curriculum Coordinator Literacy Coach
Montessori Live: Language-Correct Expression, Handwriting and Whole Language	1st-3rd grades	Montessori Live Instructors	1st-3rd grade teachers	ongoing	Administrative Team Program/Curriculum Coordinator	Administrative Team Program/Curriculum Coordinator Literacy Coach
Montessori Live: Language-Grammar Materials, Sentence Analysis, and Working with Older Students	1st-3rd grades	Montessori Live Instructors	1st-3rd grade teachers	ongoing	Administrative Team Program/Curriculum Coordinator	Administrative Team Program/Curriculum Coordinator Literacy Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers in grades K-3 will receive the Montessori Scope and Sequence which is alligned with the Common Core in ELA.	The Montessori Foundation Curriculum Scope and Sequence Infants-Age 12	Private Preschool budget	\$2,000.00

Students will use Gourmet Learning reading sets to enhance critical-thinking skills, scaffold less familiar areas of text with key standards. Students learning will also be tied to vocabulary, fluency and reading comprehension.	Class set of books, teacher resources.	Instructional Materials/Supplies	\$3,653.20
Students use Springboard which is an official Pre-AP program for English Language Arts.	Springboard Textbooks and online teacher resource	Instructional Materials/Supplies	\$2,038.58
Teachers will receive online training from Montessori Live in three language courses. The courses are: Correct Expression, Handwriting, and Whole Language; Phonics, Spelling and Punctuation; and Grammar Materials, Sentence Analysis and Working with Older Students.	Online Training Course	Teacher Training	\$225.00
			Subtotal: \$7,916.78
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use Reading A-Z online program in school and at home.	Reading A-Z site license	Title 1	\$1,734.81
Nook tablets are used in conjunction with Reading A-Z. Teachers download level readers to the Nooks and these are used during reading blocks.	Nook Tablets	Title 1	\$6,983.64
Safari Montage is an online resource that is used to connect student learning in all areas of content.	Online resource for classroom smartboards	Technology	\$1,000.00
			Subtotal: \$9,718.45
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will receive best practices training from Teacher's College in the area of reading and writing.	Teacher's College Reading Workshop Units of Study for Teaching Reading and Writing	Professional Development	\$262.90
Spring Board initial institute for teachers. Teachers who are new to the curriculum receive training.	Workshop	Title 1	\$575.00
Spring Board advanced training workshop. Teachers who have received initial institute training return for the advanced workshop.	Workshop	Title 1	\$850.00
ESE teachers attended Linda-Mood Bell LIPS workshop.	Workshop	Training	\$816.05
			Subtotal: \$2,503.95
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$20,139.18

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	Odyssey Charter School's goal is to provide our English Language Learners (ELL) with instruction in order to help them develop the skills to become proficient in listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

In 2012, the percentage of English Language Learners (ELL) proficient in listening/speaking was 48% (25 out of 52 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELLs progress through stages when learning the English language - silent, early production, speech, then fluency.	ESOL strategies checklist in place daily with ESOL teacher/assistant. Classroom teachers implementing ESOL strategies in the regular education classroom. Requiring all classroom teachers to acquire ESOL endorsement. Learning Today & Achieve 3000 computer-based programs for elementary and middle school (as appropriate).	Classroom Teacher ESOL Contact/Teacher ESOL Assistant Administrative Team	Lesson Plans Administrative walkthroughs ESOL Teacher monitoring classroom instruction and implementation of strategies	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

Odyssey Charter School's goal is to provide our English Language Learners (ELL) with instruction in order to help them develop the skills to become proficient in reading.

2012 Current Percent of Students Proficient in reading:

In 2012, the percentage of English Language Learners (ELL) proficient in reading was 23% (12 out of 52 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding in the areas of phonemic awareness.	ESOL Strategies checklist in place daily. Learning Today and Achieve 3000 computer-based programs for Elementary & Middle School students, as appropriate. ESOL endorsement required of all classroom teachers.	Classroom Teacher ESOL Contact/Teacher ESOL Assistants Administrative Team	Lesson Plans Administrative walkthroughs ESOL Teacher monitoring classroom teachers implementation of ESOL strategies	CELLA

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

Odyssey Charter School's goal is to provide our English

CELLA Goal #3: Language Learners (ELL) with instruction in order to help them develop the skills to become proficient in writing.

2012 Current Percent of Students Proficient in writing:

In 2012, the percentage of English Language Learners (ELL) proficient in writing was 13% (7 out of 52 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL lack of cognitive academic language proficiency - it takes 5-7 years for ELL to acquire these skills, whereas basic interpersonal communication skills take only 1-3 years to acquire. It is natural for students to become more proficient in listening/speaking well before they are proficient in writing. ELL have a difficult time developing skills using figurative language.	ESOL strategies checklist in place daily. Learning Today & Achieve 3000 computer-based programs for Elementary & Middle School students, as appropriate. ESOL endorsement required of all classroom teachers in order to use ESOL strategies daily within the regular classroom.	Classroom Teacher ESOL Contact/Teacher ESOL Assistants Administrative Team	Lesson Plans Administrative walkthroughs ESOL Teacher monitoring classroom teacher use of ESOL strategies within the classroom	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student resource book, 100 Words Every Middle Schooler Should Know	Book	Instructional Materials/Supplies	\$6.95
			Subtotal: \$6.95
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will use Rosetta Stone Homeschool to increase language acquisition.	CD-Rom, online computer course	Instructional Materials/Supplies	\$383.20
			Subtotal: \$383.20
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher resource, ESL/ELL Teacher's Survival Guide: Ready-to-Use Strategies, Tools and Activities for Teaching English Language Learners of All Levels	Book	Instructional Materials/Supplies	\$20.45
			Subtotal: \$20.45
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

Grand Total: \$410.60

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Our Goal for the 2012-2013 school year is to increase students achieving proficiency (FCAT Level 3) in mathematics to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 64% of students (286 out of 447 students) achieved proficiency (FCAT Level 3) in mathematics.	In 2013, we expect 66% of students (360 out of 545 students) to achieve proficiency (FCAT Level 3) in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of and use of formative and summative data from newly adopted Math Connects curriculum	Determine core instructional needs by reviewing summative and formative assessment data. Plan differentiated instruction using evidence-based instruction and enrichment.	Administration Classroom Teachers	Teachers will monitor ongoing progress through mastered benchmarks using the Math Connects curriculum. Administrative walkthroughs	Formative and summative assessments 2013 FCAT assessment MAP assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement	Odyssey Charter School's goal for the 2012-2013 school year
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Level 4 in mathematics. Mathematics Goal #2a:	is to increase our focus and differentiate instruction for our high achieving students and to increase the percentage of students achieving above proficiency (FCAT Levels 4 and 5) to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 26% of students (110 out of 430 students) achieved above proficiency (FCAT Levels 4 and 5) in mathematics.	In 2013, we expect 28% of students (152 out of 545 students) to achieve proficiency (FCAT Levels 4 and 5) in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with Problem Solving	Students will be exposed to word problems and be taught appropriate problem solving skills. The use of manipulatives will be utilized to reinforce math concepts.	Administrative Team Program/Curriculum Coordinator Math Coach Classroom Teachers	Focused walk-throughs by administration at which time lesson plans will be reviewed to ensure that NGSSS are followed.	Formative assessments Measures of Academic Progress FCAT assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Our goal for the 2012-2013 school year is to increase the percentage of students making Learning Gains in mathematics to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of students making Learning Gains in mathematics was 62% (231 out of 372 students).	In 2013, we expect the percentage of students making Learning Gains in mathematics to be 64% (307 out of 480 students).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with Problem Solving skills.	MacMallan/McGraw Hill Math Connects curriculum will be utilized, emphasizing problem solving skills. Additionally, the use of manipulatives will be utilized to reinforce math concepts.	Administrative Team Math Coach Team Leaders Classroom Teachers	Focused walk-throughs by administration to review lesson plans to ensure that Next Sunshine State Standards are being followed.	Curriculum-Based Assessments MAP assessment 2012 FCAT assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains to increase to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of students in the lowest 25% making learning gains in Mathematics was 79% (93 out of 372 students).	In 2013, we expect the percentage of students in the lowest 25% making learning gains in Mathematics to be 80% (96 out of 120 students).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have difficulty with problem solving skills related to word problems.	Students will utilize grade level appropriate texts that includes geometry and measurement.	Administrative Team Classroom	Ongoing classroom assessment focusing on student's problem-solving abilities.	All Grade Levels: Ongoing classroom assessment focusing on

1	<p>Additionally, the use of manipulatives will be utilized to reinforce math concepts.</p> <p>Students who scored level 1 or 2 on FCAT math will receive remediation in the classroom.</p> <p>Before or after school extended-day tutoring will be available for students who scored level 1 or 2.</p>	<p>Teachers</p> <p>Extended-day tutoring teachers</p>	<p>Intervention assessment to insure progress in being made and adjust intervention as needed.</p>	<p>problem-solving skills.</p> <p>All Grade Levels Additional assessments: Measures of Academic Progress.</p> <p>FCAT assessment</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		<p>It is the goal of the school to reduce the achievement gap by 50% over six (6) years. By 2016-2017, the percentage of students not scoring as proficient in Mathematics will be reduced to 11%.</p>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	23%	20%	17%	14%	11%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>Odyssey expects to decrease the percentage of students within each subgroup as follows:</p> <p>White - 28%</p> <p>Black - 49%</p> <p>Hispanic - 44%</p> <p>Asian - 0%</p> <p>American Indian - 0%</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>In 2012, the following percentages of students did not make satisfactory progress in mathematics (by subgroup):</p> <p>White - 30%</p> <p>Black - 57%</p> <p>Hispanic - 46%</p> <p>Asian - 0%</p> <p>American Indian - 0%</p>	<p>In 2013, Odyssey expects to decrease the percentage of students not making satisfactory progress in mathematics (by subgroup):</p> <p>White - 28%</p> <p>Black - 49%*</p> <p>Hispanic - 44%</p> <p>Asian - 0%</p> <p>American Indian - 0%</p>

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with Problem Solving Skills.	<p>Students will utilize grade level appropriate text that includes geometry and measurement.</p> <p>Additionally, the use of manipulatives will be utilized to reinforce math concepts</p> <p>Extending the school day by one hour for low achieving students will continue to be</p>	<p>Administrative Team</p> <p>Team Leaders</p> <p>Extended Day Administrator</p>	<p>Ongoing classroom assessment focusing on student's development of problem solving skills.</p> <p>Intervention assessment to insure progress in being made and adjust intervention as needed.</p>	<p>Curriculum-Based Assessment</p> <p>2013 FCAT assessment</p> <p>Measures of Academic Progress</p>

	implemented to correlate instructions to areas of difficulties		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Odyssey expects to reduce the percentage of English Language Learners (ELL) not making satisfactory progress in mathematics to 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 15% of English Language Learners (ELL) did not make satisfactory progress in mathematics (5 out of 34 students).	In 2013, we expect to reduce the percentage of English Language Learners (ELL) not making satisfactory progress in mathematics to 14% (5 out of 34 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with Problem Solving skills.	Students will utilize grade level appropriate text that includes geometry and measurement. Additionally, the use of manipulatives will be utilized to reinforce math concepts. Extending the school day for one hour twice a week to support lower performing students will continue to be implemented to correlate instructions to areas of difficulties.	Administrative Team ESOL Teacher/Contact Team Leaders Classroom Teachers	Ongoing classroom assessment focusing on student's development of problem solving skills. Intervention assessment to insure progress in being made and adjust intervention as needed.	Curriculum-Based Assessments Ongoing achievement data provided by 2013 FCAT assessment Measures of Academic Progress

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Odyssey's goal is to continue to close the achievement gap and for the percentage of Students with Disabilities not making satisfactory progress to reduce to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 18% of Students with Disabilities did not make satisfactory progress in mathematics (9 out of 32 students).	In 2013, we expect to reduce the percentage of Students with Disabilities (SWD) that do not make satisfactory progress in mathematics to 17% (11 out of 62 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have difficulty with problem solving skills, especially when working with word problems.	Students will utilize grade level appropriate text that includes problem solving skills. Additionally, the use of	Administrative Team Team Leaders ESE Teachers	Ongoing classroom assessment focusing on student's development of problem solving skills. Intervention assessment	Curriculum-Based Assessments Ongoing achievement data provided by 2013

1	manipulatives will be utilized to reinforce math concepts. Extending the school day by one hour twice per week to support lower achieving students will continue to be implemented to correlate instructions to areas of difficulties.	Classroom Teachers	to insure progress in being made and adjust intervention as needed.	FCAT assessment Measures of Academic Progress
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In the 2012-2013 school year, Odyssey expects to decrease the percentage of Economically Disadvantaged students not making satisfactory progress in mathematics by 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of Economically Disadvantaged students not making satisfactory progress in mathematics was 38% (92 out of 245 students).	In 2013, Odyssey expects to reduce the percentage of Economically Disadvantaged students not making satisfactory progress in mathematics to 36% (___ out of ___ students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with problemsolving skills.	Students will utilize grade level appropriate text that includes geometry and measurement. Additionally, the use of manipulatives will be utilized to reinforce math concepts. One hour before or after school extended day sessions taking place to support students scoring level 1 or 2 needing additional remediation.	Administrative Team Classroom Teachers MTSS Team Extended Day Administrator	Ongoing classroom assessment focusing on student's knowledge on geometry and measurement. Intervention assessment to insure progress in being made and adjust intervention as needed.	All Grade Levels Ongoing classroom assessment focusing on student's problem solving skills. 2013 FCAT assessment All Grade Levels Additional assessments: Measures of Academic Progress.

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in mathematics.

Mathematics Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.

Mathematics Goal #3a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in mathematics.

Mathematics Goal #3b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	For the 2012-2013 school year, Odyssey expects that 95% of students taking the Algebra course will complete the course and that 85% of students will score at achievement level 3 or higher in Algebra.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100% of Odyssey students scored at achievement level 3 or higher in Algebra (5 out of 5 students). The small number of students taking the Algebra EOC is not a significant sampling on which to base our future performance.	In 2013, we expect 95% of Odyssey students (16 of 17 students) taking the Algebra course will complete the course. In addition, we expect 85% of students (14 of 17 students) taking the Algebra course to score at achievement level 3 or higher on the Algebra End of Course Exam.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student test anxiety	Preparing students with practice tests for the EOC.	Classroom Teacher Administrative Team	Formative and summative assessments Classroom walkthroughs	Algebra EOC Practice Test Algebra EOC
2	Student attendance	Lessons will be uploaded to Edline so students can access from home.	Classroom Teacher Administrative Team	AS400 attendance records Edline classroom page attachments	AS400 Attendance records
3	Students may lack a depth of understanding the material	Lessons from the Great Courses on Algebra	Classroom Teacher Administrative Team	Formative and summative assessments	Algebra EOC In-class assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	For the 2012-2013 school year, the percentage of students scoring at or above achievement level 4 on the Algebra End of Course Exam will increase from 60% to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, 60% of students (3 out of 5 students) scored at or above achievement level 4 on the Algebra EOC.	In 2013, we expect 62% of students (11 out of 17 students) to score at or above achievement level 4 on the Algebra EOC.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	7th grade students may be at a disadvantage due to gaps between 7th grade mathematics benchmarks and Algebra I benchmarks	Including 7th grade benchmarks in the Algebra curriculum.	Classroom Teacher Administrative Team	Formative and summative assessments 7th grade benchmark assessment	7th grade benchmark assessment Measures of Academic Progress Algebra I EOC

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # 3A : <input type="text" value="In the 2011-2012 school year, Odyssey had a small sampling of students take the Algebra EOC. All students (100%) passed as proficient. For the 2012-2013 school year, the percentage of students scoring at proficiency will be 85%."/>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	0%	15%	13%	11%	8%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	For the 2012-2013 school year, Odyssey expects 85% of its students in all subgroups by ethnicity to be proficient in and make satisfactory progress in the Algebra I End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 proficiency in Algebra: White - 100% (1 student) Black - 100% (1 student) Hispanic - 100% (2 students) Asian - 100% (1 student) American Indian - n/a	In 2013, Odyssey expects to maintain 100% proficiency in Algebra I on the EOC in all subgroups: White - 85% Black - 85% Hispanic - 85% Asian - 85% American Indian - 85%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	All students will be held to the same high standards. Lesson plans and additional resources will be uploaded to Edline for students to be able to access outside of the classroom learning time. Algebra	Classroom teacher Enrichment/tutoring teacher Administrative Team	Attendance data Formative assessment data	AS400 attendance report Algebra EOC MAP data

	tutoring/enrichment program will be offered before school hours.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	For the 2012-2013 school year, Odyssey expects our ELL students participating in the Algebra I EOC to score at the same proficiency levels as our non-ELL students. We expect 85% to score as proficient and 85% to make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	In 2013, 85% of ELL students taking the Algebra I EOC will make satisfactory progress on the Algebra I EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited language skills and/or increased rate of mobility	Provide ELL staffing support Increase ELL strategies used within the regular Algebra classroom	Classroom teacher ELL teacher/assistant Administrative Team	Formative assessment progress	Algebra I EOC MAP

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	For the 2012-2013 school year, Odyssey expects our SWD students participating in the Algebra I EOC to score at the same proficiency levels as our non-SWD students. We expect 85% to score as proficient and 85% to make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	Odyssey expects that 85% of our students with disabilities who are taking the Algebra EOC to score at proficiency.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	For the 2012-2013 school year, Odyssey expects our Economically Disadvantaged students participating in the Algebra I EOC to score at the same proficiency levels as our non-Economically Disadvantaged students. We expect 85% to score as proficient and 85% to make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, 100% of our students performed at proficient levels, making satisfactory progress in Algebra.		In 2013, we expect 85% of our students, including our Economically Disadvantaged students, to perform at proficiency and to make satisfactory progress in Algebra.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited technological resources outside of the school setting	Open up computer labs before and after school so students have additional access to technology	Classroom Teacher Computer Lab Paraprofessional Administrative Team	Computer lab sign-in sheet	Algebra EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SpringBoard Math Initial Training Institute	6th-8th grade math	SpringBoard trainer	6th-8th grade math teachers	Pre-Planning - 3 days	Lesson Plans MAP and FCAT data	Administrative Team Program/Curriculum Coordinator Math Contact
Math Connects in-house training	Kindergarten - 8th grade	Math Contact	Kindergarten - 8th grade math teachers	Pre-Planning - 1 day Ongoing- as needed	Lesson Plans MAP and FCAT data	Administrative Team Program/Curriculum Coordinator Math Contact
The Great Courses - Algebra	6th-8th grade math	DVD training	6th-8th grade math teachers	2nd & 3rd quarters	Lesson Plans MAP and FCAT data	Administrative Team Program/Curriculum Coordinator Math Contact
The Great Courses - Mental Math	3rd-8th grade math	DVD training	3rd-8th grade math teachers	2nd & 3rd quarters	Lesson Plans MAP and FCAT data	Administrative Team Program/Curriculum Coordinator Math Contact
Montessori Live Mathematics trainings	1st-3rd grades	Montessori Live instructors	1st-3rd grade teachers	ongoing	Lesson Plans Administrative walkthroughs	Administrative Team Program/Curriculum Coordinator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Connects student books provides opportunities for students to build their understanding of mathematical concepts through practice within a strong problem-solving environment.	Books, student consumables	Textbooks and workbooks	\$10,450.14
			Subtotal: \$10,450.14
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Spring Board Math education training for teachers.	Workshop	Training	\$1,150.00
Teachers will take online teacher training from Montessori Live. Teachers may take five courses. The courses are: Numeration and the Decimal System, Operations with Whole Numbers, Advanced Operations with Whole Numbers, Geometry, Perimeter, Area and Volume, Fractions and Decimals, and Decimal Fractions and Algebra.	Online Teacher Training Course	Teacher Training	\$225.00
			Subtotal: \$1,375.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Algebra placement test.	Test	Instructional supplies	\$237.97

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		Odyssey Charter School plans to increase the percent of 5th and 8th grade students achieving proficiency (FCAT Level 3) in science to 61%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012, 60% of students (81 out of 136 students) achieved proficiency (FCAT Level 3 or higher) in science.		In 2012, we expect 61% of students (107 out of 175 students) to achieve proficiency (FCAT Level 3) in science.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time is not being spent on science education in prior grade levels.	All grade levels will incorporate appropriate amounts of time on science education and student mastery of science standards. Hands-on science activities at all grade levels. Inclusion of Nutrition Education curriculum at all grade levels. Science SRA	Administrative Team Program/Curriculum Coordinator Classroom Teachers MTSS Team	Lesson Plans Classroom Walkthroughs	Formative: student work samples, mini assessments SRA assessments Summative: •2013 FCAT Assessment. •Measures of Academic Progress. •interim assessments. •End-of-unit or chapter tests. •End-of-term or semester exams.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	For the 2012-2013 school year, Odyssey Charter School's goal is to increase the percentage of students scoring at or above Achievement Level 4 in science to 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 11% of students scored at or above Achievement Level 4 in science (15 out of 136 students).	In 2013, we expect to increase the percentage of students scoring at or above Achievement Level 4 in science to 12% (21 out of 175 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be challenged at their ability level.	Provide an enriched curriculum and opportunities for all students through Science SRA and Interactive Science Lab Zone.	Administrative Team Science contact Science Teachers	Progress monitoring in science using MAP Classroom observations and Teacher lesson plans Results of Interim Assessment Data	Formative: Interim Assessment Data, Measures of Academic Progress Summative: 2013 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Training	All grade levels	District personnel	school-wide	ongoing	Lesson Plans Administrative walkthroughs	Administrative Team Program/Curriculum Coordinator Science Contact
Montessori Live Cosmic Education courses	1st-3rd grades	Montessori Live Instructors	1st-3rd grade teachers seeking Montessori certification	ongoing	Lesson Plans Administrative walkthroughs	Administrative Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Interactive Science student textbooks provides three pathways to learning along with multiple levels of inquiry learning scaffolded into the program.	Student consumable textbooks, online student lab	Textbooks and workbooks	\$1,142.75
			Subtotal: \$1,142.75
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,142.75

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In the 2012-2013 school year, Odyssey Charter School's goal is for 82% of students to score at Achievement Level 3.0 or higher in FCAT writing.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the 80% of students scored at Achievement Level 3.0 and higher in FCAT writing (113 out of 141 students).	In 2013, Odyssey Charter School's goal is for 82% of students to score at Achievement Level 3.0 or higher in FCAT writing (115 out of 140 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of vocabulary and writing conventions	Strategies to improve Writing skills include: Direct instruction in vocabulary, read alouds, weekly writing prompts, initiate writing activities, students writing in all content areas, increase use of technology (Microsoft Word), etc.	Administrative Team Reading Coach MTSS Team Classroom Teacher ESE Teachers	Scores on practice assessments will be used as indicators of strengths and weakness in essay writing as well as predict the students' potential success on FCAT Writes.	Formative: student work samples, district writing assessments Summative: •2013 FCAT Assessment. •Measures of Academic Progress.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Columbia			Select staff			Administrative Team

University Teacher's College Writing Workshop	All grade levels	Teacher's College trainer	(administrator, literacy coach, program/curriculum coordinator, teachers - K, 3rd, 4th, 5th, 6th-8th)	Fall 2012	Lesson Plans In-house training session	Program/Curriculum Coordinator Literacy Coach
Melissa Forney Writing (training and materials)	All grade levels	Melissa Forney	School-wide	Fall 2012	Lesson Plans	Administrative Team Program/Curriculum Coordinator Literacy Coach Writing Contact
Montessori Live training	1st-3rd grades	Montessori Live Instructors	1st-3rd grade teachers	ongoing	Lesson Plans Administrative walkthroughs	Administrative Team Program/Curriculum Coordinator

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will use the Daybooks of Critical Reading and Writing to make connections, pose questions, determine importance, make inferences and synthesize text they are reading.	Daybooks of Critical Reading and Writing student consumable	Textbooks and Workbooks	\$3,568.27
			Subtotal: \$3,568.27
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional leadership will attend the Institute for Coaching Writing at Columbia University Teacher's College.	Workshop	Teacher Training	\$2,250.00
			Subtotal: \$2,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,818.27

End of Writing Goals

Civics End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics.	
Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Teachers have access to TCI, Government Alive, Civics, Geography and Economics.	Online resource for classroom smartboards	Instructional Supply	\$163.00
			Subtotal: \$163.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$163.00

End of Civics Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	Odyssey Charter School's goal is to improve our attendance rate from the previous year. Attendance at school is a critical component in a child's education. Excessive absences and/or tardies negatively impact a child's success in school. We want to work with our parents to help them understand the importance of promptness and regular attendance on their child's academic progress. Our goal is to meet or exceed our prior year's student attendance. Included in our goal is an effort to reduce our student tardiness through awareness and education.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Odyssey's 2012 attendance rate was 95%.	In 2013, we expect our attendance rate to meet or exceed our 2012 rate of 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, Odyssey had 23% of our students (145 out of 625 students) with Excessive Absences (10 or more).	In 2013, Odyssey expects to reduce our percentage of students with Excessive Absences to 22% (167 out of 760 students).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, Odyssey had 22% of our students (136 out of 625 students) with excessive tardies (10 or more).	In 2013, Odyssey expects to reduce our percentage of students with Excessive Tardies to 21% (160 out of 760 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Tardies - Congested car loop during last 5 minutes of arrival	Newsletter (4x per year), website, email reminders of tardy	Car Loop Monitor Office Manager	Monthly decrease in tardiness from attendance reports	Attendance report

1		<p>policy from student handbook</p> <p>In line at 7:35, drop off from 7:40 to 7:50 - in seats by 7:55 a.m. (students should be in their seats), class begins at 8:00 a.m.</p> <p>Reminder to parents and staff</p> <p>Phone calls to parents of students with excessive tardies</p>	<p>Attendance Clerk</p> <p>Administrative Team</p>		<p>Feedback from front desk personnel</p> <p>Carloop monitor observations</p>
2	<p>Parents bringing students late to school</p>	<p>Monthly report to Administration the number of tardies - identify students with more than 3 tardies, parent phone number included to contact parent.</p> <p>Communication from Administration to parents regarding the tardiness of students (over 3 tardies).</p> <p>Review of Tardy policies of local schools - develop a policy to address perpetual tardiness.</p> <p>Explore the use of Synrevoice tardy phone calls to tardy families.</p>	<p>Office Manager</p> <p>Attendance Clerk</p> <p>Administrative Team</p>	<p>Monthly report - decrease in tardiness from attendance reports</p>	<p>Attendance report</p> <p>Feedback from front desk personnel</p> <p>Carloop monitor observations</p>
3	<p>Students not feeling connected to the learning environment, both socially and academically</p>	<p>Collaborative teacher teams have identified students who need to feel safe and connected to the learning environment</p>	<p>Collaborative Team members</p>	<p>Teacher observation</p> <p>Collaborative group problem solving - meeting monthly</p>	<p>Attendance rates</p> <p>FCAT improvement</p> <p>Teacher observation checklists</p>
4	<p>Truancy and unnecessary absences</p>	<p>Contact parents daily via Synrevoice to notify them of children's absences</p> <p>Acknowledge perfect attendance quarterly via newsletter and morning announcements</p> <p>Perfect attendance for the school year will be acknowledged at the end of the year award ceremony</p> <p>Encourage parents to schedule doctor's appointments after school or in late afternoon</p>	<p>Office Manager</p> <p>Attendance Clerk</p> <p>PASP</p>	<p>AS400 report</p> <p>Attendance letters to families approaching excessive absences</p> <p>Meetings with families reaching excessive absences</p>	<p>Attendance rates</p> <p>Documentation of parent letters and meetings - review rates to see if it improves</p>

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Discipline in the Classroom	All grade levels	Program/Curriculum Coordinator	School-wide	Pre-Planning Ongoing	Lesson Plans Classroom Walkthroughs Observed class meetings	Administrative Team Program/Curriculum Coordinator
Responsive Classroom	All grade levels	Program/Curriculum Coordinator	School-wide	Pre-Planning Ongoing	Lesson Plans Classroom Walkthroughs	Administrative Team Program/Curriculum Coordinator
7-Habits for Highly Effective Teens	6th-8th grades	Administrator	6th-8th grade teachers	Pre-Planning Ongoing	Lesson Plans Homeroom observations Classroom walkthroughs	Administrative Team Program/Curriculum Coordinator

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
7 Habits of Highly Effective Teens Teacher Guide and Student workbooks	Teacher Guide and Student Workbooks	Instructional Materials & Supplies	\$2,308.80
			Subtotal: \$2,308.80
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,308.80

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

Odyssey Charter School is currently increasing enrollment as we expand our Middle School onto a second campus

1. Suspension Suspension Goal # 1:	and add grades, eventually to 12th grade. With increasing enrollment comes a large number of students who have not been a part of our school culture and often we find an increase in behavior problems/suspensions while students are learning our behavioral expectations. Odyssey Charter School's goal is to decrease our in-school and out-of-school suspensions for our students. Students who are not in class are not learning. Our goal is to help students to choose appropriate learning behaviors in order to further their education and not disrupt the learning environment.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, 16 In-School Suspensions were reported.	In 2013, we expect to have fewer than 16 In-School Suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
9 students (1% of population)	Maintaining 1% of population
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, 144 Out-of-School Suspensions were reported.	In 2013, we expect to have fewer than 144 Out-of-School Suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
44 students (7% of population)	Maintaining 7% of population

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behaviors - misconduct, disrespect, and insubordination Students feeling disconnected to the learning environment	Teacher training in Positive Discipline in the Classroom, Responsive Classroom, 7 Habits for Highly Effective Teens, Student Success Skills Students will understand that their job is to learn and in order to do so they need to be focused on learning. Review student code of conduct so parents and students understand expected behaviors. Formation of collaborative teams to support students with behavior concerns. Behavior management plan development for students who have consistently disruptive behaviors.	Administrative Team Collaborative Team Members Classroom Teachers Positive Discipline trainer	Decrease in number of student referrals Lesson plans Teacher and student feedback Quarterly calculation of number of referrals/suspensions	Tally of student referrals Detention lists Classroom walkthroughs Teacher and student feedback

		Students lose privileges such as participation in safety patrol, sports, extracurricular programs. Implement a before-school detention system twice per week for smaller behavior infractions.			
2	Teacher expectations	Educate teachers in realistic expectations of student behavior and in classroom management using Positive Discipline in the Classroom. Teachers will contact some parents weekly providing positive feedback related to their child in order to promote positive communication between school and home.	Administrative Team Classroom Teachers	Teacher evaluation Administrative review	Classroom walkthroughs Tally of student referrals
3	Parental attitude	Parent training in Positive Discipline Educate parents in appropriate student classroom behaviors through newsletter articles and parent meetings. Offer opportunities for positive parental involvement in school functions.	Administrative Team Positive Discipline trainer Classroom Teachers	Parent evaluation	Parent survey

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Discipline in the Classroom	All grade levels	Program/Curriculum Coordinator	School-wide	Pre-Planning Ongoing	Lesson Plans Classroom Walkthroughs Observed class meetings	Administrative Team Program/Curriculum Coordinator
Responsive Classroom	All grade levels	Program/Curriculum Coordinator	School-wide	Pre-Planning Ongoing	Lesson Plans Classroom Walkthroughs	Administrative Team Program/Curriculum Coordinator
7-Habits for Highly Effective Teens	6th-8th grades	Administrator	6th-8th grade teachers	Pre-Planning Ongoing	Lesson Plans Homeroom observations Classroom	Administrative Team Program/Curriculum Coordinator

Montessori Live Course: Observation, Classroom Management and Child Development	All grade levels	Montessori Live Instructors	School-wide	Ongoing	walkthroughs Classroom Walkthroughs	Administrative Team Program/Curriculum Coordinator
Montessori Live Course: Foundations of Montessori Philosophy	All grade levels	Montessori Live Instructors	School-wide	Ongoing	Classroom Walkthroughs	Administrative Team Program/Curriculum Coordinator

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Montessori Live Course: Observation, Classroom Management and Child Development	Online Course	Teacher Training	\$225.00
Montessori Live Course: Foundations of Montessori Philosophy	Online Course	Teacher Training	\$225.00
			Subtotal: \$450.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$450.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Odyssey's goal is to increase parental involvement each year, helping each family realize the importance of their involvement in their child's education and success.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
180 parent volunteers provided 3496.73 volunteer hours	>180 parent volunteers providing >3496.73 volunteer hours

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental perceived lack of time	<p>Provide parent education re: Read Aloud Program</p> <p>Encourage participation in the Read Aloud Club - which allows parent volunteer time to occur at home reading to their children (up to 1 hour per week).</p> <p>Quarterly newsletter sent directly to homes/emailed informing parents of the importance of their participation in their child's education.</p> <p>PasP newsletter/email reminders of upcoming events/opportunities for involvement in order to increase attendance.</p> <p>Determine the percentage of parents signed up for edline/gradequick.</p> <p>Document parent sign up and take part in annual events (document through PasP).</p> <p>Ensure that volunteer forms are available to parents.</p> <p>Raise awareness to parents of importance of recording their volunteers hours.</p> <p>Remind parents of commitment form (send a copy home).</p> <p>Help make involvement convenient for parents - provide a meal for our first parent meeting of the school year.</p> <p>Encourage parents to get involved in a variety of ways: during the school day; after hours; or on weekends at special events (newsletters).</p>	<p>Program/Curriculum Coordinator</p> <p>Principal</p> <p>Volunteer Coordinator</p> <p>Parent organization members</p> <p>Media Specialist</p> <p>Classroom Teachers</p>	<p>Increased participation in Read Aloud program</p> <p>Increase in number of parent volunteers</p> <p>Increase in parent volunteer total hours</p> <p>Increase in participation in PasP sponsored events</p> <p>Increase in percentage of parents signed up for in edline/gradequick</p>	<p>Volunteer database - data on number of parent volunteers and number of hours volunteered</p> <p>PasP tracking of volunteers</p> <p>Edline/GradeQuick access page on Site Reporter</p>
	Lack of parental initiative	Help parents understand the importance of their connection with their	<p>Principal</p> <p>Parent Coordinator</p>	<p>Parental feedback</p> <p>Teacher feedback of parental contact (via</p>	<p>Parent survey on best ways to communicate with</p>

2		<p>child's school.</p> <p>Help develop a family feel within our school community.</p> <p>Provide a copy of the parent commitment form to the parents to remind them of the importance of their involvement.</p> <p>Volunteer appreciation breakfast to recognize volunteers.</p> <p>Survey how parents prefer communication.</p>	<p>Parent organization members</p> <p>Classroom teachers</p>	<p>phone calls and email)</p> <p>Edline - track number of parent accounts activated - looking for increase in activations</p>	teachers/school
3	Appropriate capturing of volunteer time	<p>Ensure that Volunteer Computer system is up and working daily</p> <p>Ensure that volunteers are recording time each time they are present (PasP, sports, SAC, OCS Board, ESOL Parent Night, Positive Discipline Parent Nights, Parent Read Aloud Night, etc.)</p> <p>Calendar to record volunteer hours</p> <p>Encourage parents to top prior hours - 'thermometer' idea</p>	<p>Technology Administration</p> <p>Volunteer Coordinator</p>	Volunteer system	VIPS system

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Read Aloud Club	All grade levels	Media Specialist; Program/Curriculum Coordinator	School-wide staff	Fall 2012	Tracking Read Aloud volunteer forms	Volunteer Coordinator
Parent Education Read Aloud Night	All grade levels	Program/Curriculum Coordinator	School-wide parents	Fall 2012 Spring 2013	Tracking Read Aloud volunteer forms	Volunteer Coordinator
ESOL Parent Outreach	All grade levels	ESOL Teacher/Contact ESOL Assistant	School-wide ESOL parents Teachers	Fall 2012 Spring 2013	Attendance sheets	ESOL Teacher/Contact
Positive Discipline Parent Classes	All grade levels	Program/Curriculum Coordinator	School-wide parents	Spring 2013 - 4-week series	Attendance sheets Parent feedback	Program/Curriculum Coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Read Aloud Night Dinner	Dinner and Read Aloud training	Title I	\$300.00
			Subtotal: \$300.00
			Grand Total: \$300.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Develop the Science Curriculum for the HS students beginning in the 2013-2014 school year, that is aligned with the EOC exams and designed to encourage students. A special emphasis on engaging females and minority students			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Science courses seem overwhelming to many students.	Develop curriculum based on student, parent, and teacher input, to supplement the standards based curriculum.	Science Teachers	Student leadership participation and parent surveys; plus, teacher presentation	MAP FCAT

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

District Trainings	5th and 8th grade	District trainers	5th and 8th grade teachers	ongoing	ERO evaluation	Science Contact Administrative Team
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STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers in grades K-3 will receive the Montessori Scope and Sequence which is aligned with the Common Core in ELA.	The Montessori Foundation Curriculum Scope and Sequence Infants-Age 12	Private Preschool budget	\$2,000.00
Reading	Students will use Gourmet Learning reading sets to enhance critical-thinking skills, scaffold less familiar areas of text with key standards. Students learning will also be tied to vocabulary, fluency and reading comprehension.	Class set of books, teacher resources.	Instructional Materials/Supplies	\$3,653.20
Reading	Students use Springboard which is an official Pre-AP program for English Language Arts.	Springboard Textbooks and online teacher resource	Instructional Materials/Supplies	\$2,038.58
Reading	Teachers will receive online training from Montessori Live in three language courses. The courses are: Correct Expression, Handwriting, and Whole Language; Phonics, Spelling and Punctuation; and Grammar Materials, Sentence Analysis and Working with Older Students.	Online Training Course	Teacher Training	\$225.00
CELLA	Student resource book, 100 Words Every Middle Schooler Should Know	Book	Instructional Materials/Supplies	\$6.95
Mathematics	Math Connects student books provides opportunities for students to build their understanding of mathematical concepts through practice within a strong problem-solving environment.	Books, student consumables	Textbooks and workbooks	\$10,450.14
Science	Interactive Science student textbooks provides three pathways to learning along with multiple levels of inquiry learning scaffolded into the program.	Student consumable textbooks, online student lab	Textbooks and workbooks	\$1,142.75
Writing	Students will use the Daybooks of Critical Reading and Writing to make connections, pose questions, determine importance, make inferences and synthesize text they are reading.	Daybooks of Critical Reading and Writing student consumable	Textbooks and Workbooks	\$3,568.27
				Subtotal: \$23,084.89
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
	Teachers will use			

Reading	Reading A-Z online program in school and at home.	Reading A-Z site license	Title 1	\$1,734.81
Reading	Nook tablets are used in conjunction with Reading A-Z. Teachers download level readers to the Nooks and these are used during reading blocks.	Nook Tablets	Title 1	\$6,983.64
Reading	Safari Montage is an online resource that is used to connect student learning in all areas of content.	Online resource for classroom smartboards	Technology	\$1,000.00
CELLA	Students will use Rosetta Stone Homeschool to increase language acquisition.	CD-Rom, online computer course	Instructional Materials/Supplies	\$383.20
Civics	Teachers have access to TCI, Government Alive, Civics, Geography and Economics.	Online resource for classroom smartboards	Instructional Supply	\$163.00
				Subtotal: \$10,264.65

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will receive best practices training from Teacher's College in the area of reading and writing.	Teacher's College Reading Workshop Units of Study for Teaching Reading and Writing	Professional Development	\$262.90
Reading	Spring Board initial institute for teachers. Teachers who are new to the curriculum receive training.	Workshop	Title 1	\$575.00
Reading	Spring Board advanced training workshop. Teachers who have received initial institute training return for the advanced workshop.	Workshop	Title 1	\$850.00
Reading	ESE teachers attended Linda-Mood Bell LIPS workshop.	Workshop	Training	\$816.05
CELLA	Teacher resource, ESL/ELL Teacher's Survival Guide: Ready-to-Use Strategies, Tools and Activities for Teaching English Language Learners of All Levels	Book	Instructional Materials/Supplies	\$20.45
Mathematics	Spring Board Math education training for teachers.	Workshop	Training	\$1,150.00
Mathematics	Teachers will take online teacher training from Montessori Live. Teachers may take five courses. The courses are: Numeration and the Decimal System, Operations with Whole Numbers, Advanced Operations with Whole Numbers, Geometry, Perimeter, Area and Volume, Fractions and Decimals, and Decimal Fractions and Algebra.	Online Teacher Training Course	Teacher Training	\$225.00
Writing	Instructional leadership will attend the Institute for Coaching Writing at Columbia University Teacher's College.	Workshop	Teacher Training	\$2,250.00
Attendance	7 Habits of Highly Effective Teens Teacher Guide and	Teacher Guide and Student Workbooks	Instructional Materials & Supplies	\$2,308.80

	Student workbooks			
Suspension	Montessori Live Course: Observation, Classroom Management and Child Development	Online Course	Teacher Training	\$225.00
Suspension	Montessori Live Course: Foundations of Montessori Philosophy	Online Course	Teacher Training	\$225.00
				Subtotal: \$8,908.20
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Algebra placement test.	Test	Instructional supplies	\$237.97
Parent Involvement	Parent Read Aloud Night Dinner	Dinner and Read Aloud training	Title I	\$300.00
				Subtotal: \$537.97
				Grand Total: \$42,795.71

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Brevard School District ODYSSEY CHARTER SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	77%	80%	57%	291	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	57%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	49% (NO)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					525	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Brevard School District ODYSSEY CHARTER SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	81%	88%	58%	306	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	79%			148	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	82% (YES)			149	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					603	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested