

# DELAWARE CHARTER SCHOOL ANNUAL REPORT

## CHARTER SCHOOL INFORMATION

Charter School Name: Odyssey Charter School

Mailing Address: 201 Bayard Avenue  
City/State/Zip: Wilmington, DE 19805

Email: [Nick.Manolakos@odyssey.k12.de.us](mailto:Nick.Manolakos@odyssey.k12.de.us)  
Telephone: 302-655-5760  
Fax: 302-655-5761  
Website: [www.odysseycharterschooldel.com](http://www.odysseycharterschooldel.com)



Dr. Nick T. Manolakos  
Head of School

November 30, 2013  
Date

Head of School

Date

George J. Chambers  
Board President

November 30, 2013  
Date

**SUBMISSION DEADLINE: December 1<sup>st</sup> (September 30<sup>th</sup> for renewing charter schools)**

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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## ABSTRACT

**Our History:** In 2006, Odyssey Charter School (OCS) opened its doors as Delaware's first mathematics content focused, second language (Greek) elementary education charter school. OCS provides Delaware families with a classical approach to public education. A rigorous standards-based curriculum combined with instruction in the Greek language and mathematics is delivered in a challenging, yet nurturing, learning environment. OCS has strong academics and pioneered the development of the Foreign Language Elementary School program (FLES). Odyssey provides insight into the classical learning ideals of Hellenism in a small-school environment using a fresh approach to learning.

OCS employs Delaware certified teachers to instruct the core subjects of language arts, mathematics, science, and social studies. In addition, a Greek language class and a second unit of math are taught each day. These added exclusive features of Odyssey Charter School are provided by credentialed instructors from Greece. Students also receive specialized instruction in art, physical education, computers and music, and are encouraged to maximize their second language and foreign culture experience.

Current enrollment at OCS is 703 students in grades K-6. The school enjoys an almost 30 percent ethnically diverse student body and includes students from five different public school districts. The student/teacher ratio is approximately 12:1 and the average class size is 20.

In 2009, Odyssey's charter was issued through the Delaware Department of Education. A 2011 Charter Modification allowed Odyssey to grow into a middle and senior high school and also included a provision to provide instruction in Spanish. Odyssey Charter School was rated a Superior School by Delaware's Department of Education in 2008, 2009, 2010 and 2011.

**Mission:** The mission of Odyssey Charter School is to prepare students for a lifelong enthusiasm for learning, to develop a keen awareness of world citizenship and culture, and to establish critical thinking and problem-solving proficiency through the added learning of the modern Greek language and mathematics focus.

The goals of Odyssey Charter School are to provide students with an enriched learning environment that will: 1.) Enable students to excel academically by providing a structured dual language program integrated with a rigorous core curriculum, 2.) Enhance each student's understanding of Mathematics, English, Science, and other Western languages by utilizing the Modern Greek language, with a Mathematics focus, 3.) Prepare students to demonstrate exceptional understanding and academic achievement through standardized testing and other credentialing methods, 4.) Assist students in the development of a broader world view through exposure to other World cultures, and 5.) Teach students the value of respectful and responsible citizenship as a critical component to the development of an appreciation for democracy and diversity.

**Targeted Population and Enrollment Demographics:** The school's targeted population is students residing throughout the greater New Castle County area. Enrollment projections and student demographic information are found in Appendix 1 and on page 11 of this report.

## ACADEMIC PERFORMANCE:

WHAT ARE THE SCHOOL'S ACADEMIC PERFORMANCE OUTCOMES THAT WILL DEMONSTRATE STUDENT GROWTH, PROFICIENCY, AND COLLEGE AND CAREER READINESS LEVELS AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

### Academic Performance Review Ratings:

2010 – 2011 Summary and Overall Rating: **Meets Standard**

2011 – 2012 Summary and Overall Rating: **Meets Standard**

2012 – 2013 Summary and Overall Rating: **Exceeds**

In the most recent report, Delaware Academic Performance Framework for Charter Schools, Odyssey Charter School (OCS) has shown year-to-year comparison improvement in almost every metrics in the framework. That is a solid record of achievement across all disaggregated groups measured by the Delaware Department of Education in the performance framework. The degree of improvement over the last three years has been significant, with the school achieving the overall maximum rating of: **Exceeds**.

In 2013, Odyssey Charter School was recognized by the Delaware Charter Network for consistently high academic achievement and received the IDEA Academic Achievement Award. Odyssey was also recognized in the 2012 edition of Parent's Magazine as one of the top 10 innovative elementary schools in the United States. For the past three years, Odyssey Charter School has earned a "Superior Rating" from the Delaware Department of Education.

During the 2012-13 DCAS Testing, OCS's overall average mathematics proficiency percentile was 91.7%. Delaware's average proficiency level in mathematics was 68.5%. OCS's average ELA proficiency was 91.3% versus the state of Delaware's average proficiency level of 70%.

A review of the Delaware Academic Performance Framework Charter Report reveals OCS continuing to notch significant improvement gains across nearly every disaggregated group and content area. For instance, the reports shows that the percentage of students who are meeting their fall to spring instructional scale score growth targets improved from 59.9% in 2010 to 83.3% at the end of 2013. According to the report, there was also a similar rate of improvement in ELA, where the percentage of students meeting similar targets in reading went from 56.5% to 80.7%.

In addition, the lowest performing students at OCS meeting their fall to spring instructional scale score growth targets, improved in mathematics from 34.7% in 2010 to 71.2% at the end of 2013. Again, it was a similar story for ELA, where 33.3% students in the lowest quartiles of proficiency in 2010 improved to 70.6% meeting growth targets for the same group. These are extremely strong student academic achievement improvements. Significantly, the percentage of students making sufficient academic growth using the Delaware Department of Education three-year projection models stand at 92.8% in mathematics and 90.9% in ELA.

The percentage of students achieving proficiency on state examinations in mathematics has grown from 84.4% in 2010-2011 to 91.7% in 2012-13. Similar improvement gains were recorded by Odyssey students in ELA where the proficiency levels have increased from 78.5% to 91.3% for the same time period.

Additionally, students in the low socioeconomic subgroups at OCS showed continual improvement in English language arts over the three-year period measured in the report. In ELA, there was a steady improvement each year beginning in 2010-11 with a proficiency percentile of 63.4% rising to 80% in 2012-13 for the low SES group. In mathematics, the proficiency levels have been 75.0%, 87.5%, and 80% respectively for each of the last three years. Although OCS met the standard for school proficiency rates among the low socioeconomic disaggregated group, last year was the first year OCS did not show an increase in this category.

Significantly, among African-American students, OCS has recorded consistently higher ELA and math proficiency rates for the last three years. In mathematics, the proficiency rate among African-American students was 66.7% in 2010 – 11, 77% in 2011 – 12, and 79.1% in 2012 – 13. It was again a similar story for ELA during the same time frame with proficiency rates of 55.6%, 75.4% and 81.4% respectively during the three-year study. These are solid and consistent gains among OCS's African-American and low socio-economic status disaggregated student groups.

Among Caucasian students, the school proficiency rates in mathematics were 94.0%, 96.7% and 95.1% respectively for the study's three-year focus. The proficiency rates for ELA were 90.5%, 94.7% and 94.5% respectively in the period ending 2013. Scores may have temporarily leveled off for the Caucasian student group last year, although the declines were slight year to year.

**Strengths:** OCS teachers are making steady progress transitioning to the new Common Core State Standards. Through a school wide process, grade level Professional Learning Communities (PLCs) are compiling monthly scope and sequences summaries and continually receiving high quality professional development to support best instructional practices. OCS's teachers have consistently shown that providing instruction that challenges and engages our students, while enlisting parental support, can yield extremely positive academic achievement results.

The instructional staff at Odyssey make exemplary use of the most innovative instructional methods and in maximizing instructional time. In addition, as described in our abstract, students receive an additional block of Greek mathematics and Greek language to support regular instruction and introduce new concepts. This innovative approach to elementary education (FLES), combined with student effort and supportive families, is yielding tremendously positive results in our classrooms.

**Challenges:** It is possible that OCS's proficiency level percentages in mathematics and ELA for some of the school's disaggregated groups may be peaking. Another example of this phenomena, is the fact that the rate of improvement in proficiency levels for the low socioeconomic status group in mathematics stalled near the 87.5% in the 2011-12 school year. Interestingly, the proficiency levels for the same group, but in the reading, continued to show an increase of 3% during the 2012 – 13 school year reaching the 80% proficiency level.

Another area where our scores show some signs of possibly peaking, or of slowing growth in improvement, are among the Caucasian students in the area of mathematics. During the 2011 – 12, the white student group mathematics proficiency rate was 96.7%. It declined during this testing cycle by 1.5%. There was also a very minute decrease for the same group during the same time frame for ELA. This slight decrease still represents extremely high proficiency levels of academic achievement. While considered a challenge, they merit examination, but not concern at this time. To help frame the conversation, it is important to remember that with approximately 100 students per grade level, each student is accounting for a 1% unit movement-up or down- of the grade's group proficiency scores.

While OCS strives to reach 100% proficiency in every sub-group and across every subject, the school employs a true and open lottery where every student, except siblings of current students, have an equal chance of acceptance. OCS also has a special education population of approximately 30 students in grades K-6. While many of these individuals are typically two years behind academically, most generally show significant growth annually.

Finally, in examining Odyssey's proficiency levels across sub-groups and content areas, it may be possible that the school's proficiency levels are starting to level off. While not every student who does not achieve proficiency receives special education services, the leveling off of proficiency rates could be partially explained by taking into account the number of special education students at each grade level who are typically two year's behind academically. This leveling-off process for the low socio-economic status and the Caucasian subgroup also merits closer examination.

**Opportunity:** The implementation of our new RTI Mathematic initiative and the school-wide scheduling change inserting a "Success Block" of approximately 28 minutes each day for remediation, may have a significant impact on the proficiency levels of our neediest students. This will be closely examined during this year with progress monitoring tools and at the end of this year using the DCAS standardized testing data.

## **Financial performance:**

WHAT ARE THE SCHOOL'S FINANCIAL PERFORMANCE EXPECTATIONS THAT WILL DEMONSTRATE VIABILITY AND SUSTAINABILITY AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

### **Financial Performance Framework: 2011-2012**

#### **Overall Rating: MEETS STANDARDS**

Odyssey Charter School's overall financial rating is Meets Standards. By 2013-2014, our expectation is to continue to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our Annual Performance Review.

Odyssey Charter School has received external audits for the past 6 years with no findings. Each year, the school has operated with a financial surplus at June 30th. This will also be the case for 2013-2014 at year end.

With a current enrollment of 703 students in grades K-6, the school is well diversified with students from five different public school districts. Every year, our school has an enormous wait list which is a favorable indicator of our future financial stability.

In addition to our current State and Federal funding, and local school district funding, the school is involved in fundraising efforts through the PTO to help support and supplement immediate needs such as computers, smart boards, and athletic equipment.

### **Strengths, Challenges and Opportunities for Growth**

The financial posture of the school continues to remain stable based, mainly, on enrollment numbers. One challenge ahead is our future plan to expand one grade per year. For the 2013-2014 school year, we added 6<sup>th</sup> grade to the upper school. Logistically, this was a challenge for space for classrooms, however, with DOE approval and expedient efforts on many parts, modular classrooms were constructed in time for the start of the new school year. As Odyssey Charter School continues to grow, our financial posture will remain stable in order to support this growth.

## **ORGANIZATIONAL PERFORMANCE:**

WHAT ARE THE SCHOOL'S PERFORMANCE EXPECTATIONS IN MEETING ITS ORGANIZATIONAL RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO, ADMINISTRATIVE OPERATIONS, REPORTING, AND LEGAL RESPONSIBILITIES AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Odyssey Charter School spent much of the 2012-13 school year gathering data to create a strategic plan for the school. The result of these efforts was the adoption of a strategic plan for the 2013-14 school year. It is posted on the school's website for all stakeholders and any other interested parties to review. The school's website is: <http://odysseycharterschooldel.com/>.

Based on the data for the 2012-2013 school year, Odyssey Charter School has been rated as **Meets Standard**, and the school's performance targets have been met. The Organizational Performance Framework lists expectations the charter school is required to meet through state and federal law and the charter Performance Agreement. For each measure a school receives one of two ratings: "Meets Standard" or "Does Not Meet Standard." Odyssey Charter School has received a rating of Meets Standard in each of the assessed framework elements.

### **Strengths, Challenges, and Opportunities for Growth**

#### **Strengths:**

Odyssey works diligently to be in compliance with all DOE requirements. We will continue this practice in the coming school year. With an efficient and dedicated leadership team, we have strong internal capacity to continue to meet all organization expectations. Our administrative team, school board and staff strive to hold ourselves to the highest standards and decorum.

#### **Challenges and Opportunities for Growth:**

The charter landscape in Delaware is continually changing. Each year brings new regulations, requirements and expectations. Outside pressures continue to utilize resources that should be solely focused on students and our school.

OCS's expansion, both horizontally and vertically, has presented an opportunity for growth. Our staff has grown rapidly due to new grade levels and added classrooms, and this growth has presented challenges and potential. Identifying and acquiring talented teaching staff exhausts significant amounts of time and capital resources. In addition, the board and Headmaster are focused on formalizing the employee compensation and benefits structure to promote equity within OCS and to be competitive with surrounding school districts. Through acknowledgement by competitive compensation, OCS aims to attract and retain quality administration, teaching and support staff.

OCS is also working diligently to locate permanent facilities for our lower, upper, and middle schools. Currently, our school is housed on two campuses that are approximately two miles apart. The Board, Headmaster, and other community constituents are in the process of identifying and securing the facility that will meet our financial, strategic, and community needs.



Our growth has also presented the need and opportunity to formalize organizational processes. A revised faculty handbook has been created for the 2013-2014 school year, and this year will be an opportunity for reflection and revision for policies and procedures.

**STATUS OF CONDITIONS PLACED UPON THE CHARTER:**

Include:

- A status update of any conditions imposed upon the school's charter,
- Your plan to meet any conditions that are currently "not met".

N/A

**STUDENT RETENTION GOALS AND TARGETS:**

Include:

- The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories,
- The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category,
- A summary of why students chose to leave,
- The percentage of students who did not pass from one grade to the next,
- Your plan to improve student retention and average daily attendance if less than your stated targets.

**The percent of students who have enrolled from the prior year according to demographic category.**

**Students in Grades K-5:** 96.8% of the students enrolled in FY 12- 13 are returning for K-5 in FY 13- 14. The school's demographics for September 30, 2012 are as follows:

	<b>% Enrolled</b>	<b>Total</b>	<b>Attrition</b>	<b>% Re-Enrolled</b>
<b>African American</b>	16.4%	97	3	96.9%
<b>American Indian</b>	0.3%	2	0	100%
<b>Asian</b>	5.1%	30	3	90%
<b>Hawaiian</b>	1.7%	10	0	100%
<b>Hispanic/Latino</b>	7.3%	43	2	95.3%
<b>White</b>	69.2%	409	4	99%
<b>Low Income</b>	6.9%	41	3	92.6%
<b>Special Education</b>	3.9%	23	1	95.6%

**Total Students:  
591**

For the 2013-2014 school-year, Odyssey Charter School added its inaugural 6<sup>th</sup> Grade class. This is part of Odyssey's strategic plan to build out a grade level each year, thereby creating the OCS Middle and High Schools. Of 89 students in 5<sup>th</sup> Grade from the 2012-2013 school-year, 58 chose to enroll in Odyssey's 6<sup>th</sup> Grade. We anticipate that the percentage of students continuing with OCS through middle and high school will stabilize over the next few years as our secondary programs become more established.

#### **Why Students Chose to Withdraw?**

99.6% of the students enrolled on Sept. 30, 2012, remained enrolled through the end of the school year. OCS had 2 students withdraw during the school year. Both families relocated for out-of-state work-related reasons.

The majority of students remain at Odyssey Charter School from K-5. Of the families who choose to not re-enroll at OCS, most withdrew due to economic reasons and/or the need for the family to relocate.

#### **Percentage of Students Who Did Not Pass from One Level Grade to Another.**

In the 2012-2013 school year, four students were retained. All four students were first graders. These students were new to our school and had not gone through the OCS Kindergarten Program the previous year.

#### **Attendance and Student Retention**

98.28% of our students attended school every day. Our attendance goals are consistently higher than the state average.

Our student retention rate of 96.8% is high. After filling all placements, OCS maintains a wait list of over 400 students. As OCS establishes the Middle School, more students will decide to remain at OCS. Currently, Odyssey is in direct competition with two accomplished and established Middle Schools.

## INNOVATION:

Include:

- A discussion of innovation occurring at the school in areas including, but not limited to, curriculum development, instructional strategies, school culture and climate, community and parent engagement, professional development, operations and management practices, and extra-curricular programming.

## INNOVATION:

Odyssey Charter School provides an innovation approach to academics and enrichment activities. Our school prepares students for a lifelong enthusiasm for learning, develop a keen awareness of world citizenship and culture and establish critical thinking and problem-solving proficiency through the added learning of the Modern Greek language and Mathematics focus.

To implement this innovative approach, OCS will:

- Enable students to excel academically by providing a structured dual language program integrated with a rigorous core curriculum, while encouraging the development of effective critical thinking and problem-solving skills.
- Enhance each student's understanding of Mathematics, English, Science, and other Western languages by utilizing the Modern Greek language, with a Mathematics focus, as a vehicle to explore the roots of vocabulary, mathematical concepts, and scientific theories.
- Prepare students to demonstrate exceptional understanding and academic achievement through standardized testing and other credentialing methods.
- Assist students in the development of a broader world view through exposure to other world culture through Cultural Connections in the content areas.
- Teach students the value of respectful and responsible citizenship as a critical component to the development of an appreciation for democracy and diversity.
- Encourage the involvement and engagement of parents in the education process to enhance and enrich learning opportunities for students.

Following are specific areas that support these innovative initiatives.

### **Academic Acceleration and Enrichment (ACE) Programming**

Academic Acceleration and Enrichment (ACE) programming will be available to students in third through sixth grade. Throughout the school year, OCS employs a combination of standardized test scores (DCAS, MAP), report card grades, portfolio assessment, and teacher recommendations for selection in ACE programming.

ACE programming is provided throughout the academic day in both “push in” and “pull out” sessions. Students identified for ACE services will receive differentiated instruction in both their core and Greek Language classes to extend and deepen their understanding and expression of grade-level and above grade-level standards and learning outcomes. Students also receive supplemental enrichment options to extend and deepen learning opportunities. These enrichment activities will occur within the regular education classroom, as well as in special enrichment class periods.

ACE students participate in such educational activities as Odyssey of the Mind, Math Olympiad, Noetic Learning Math Challenge, Scripts Spelling Bee, and Charter Challenge. Families also have the option to participate in John Hopkins’ Center for Talented Youth Talent Search for enrichment activities beyond the school day.

In sixth grade, gifted and talented students may participate in Honors-level English Language Arts and Math courses. These yearlong courses are co-taught by both a regular education teacher as well as a teacher specifically focused on gifted and talented education. OCS is establishing a chapter of the National Junior Honor Society to support middle school students’ academic achievement and co-curricular activities.

#### **Common Ground for the Common Core**

Thorough collaboration with the Delaware Department of Education and districts across the state, OCS is participating in the Common Ground to the Common Core initiative.

Devised by OCS administrators and Guiding Team members in spring 2013, the Common Ground implementation plan identified specific outcomes, action steps, resources and timelines to support a meaningful, deep understanding and implementation of Common Core State Standards across the school. A team of 30 reviewers provided feedback on the OCS Common Ground plan. The review team was comprised of outside organizations (Achieve, Council of Chief State School Officers (CCSSO), Teach for America, Student Achievement Partners, and The Vision Network), six Delaware central office/charter administrators, and several work groups from the DDOE. OCS’s implementation plan was then revised and is developed through June 2015.

The following are key areas of focus for the Common Ground implementation plan:

- Align CCSS language, practices, and expectations;
- Provide pedagogical knowledge and planning support;
- Initiate coaching sessions, face to face meetings, and webinars;
- Receive intensive training and ongoing support on use of CCSS aligned materials, tools and strategies, and;
- Collaborate within the school community and with other state districts and charters.

The Common Ground Guiding Team will review their plan and measure expected outcomes on a regular basis. With such monitoring and reflection in place throughout the year, OCS expects

teachers to experience growth in their professional practice, while students will achieve greater performance in standardized, high-stakes assessment due to refined curriculum calibration.

### **Multicultural Curriculum**

Odyssey Charter School is a multicultural school that emphasizes Greek Language and Culture as a gateway for students to become global citizens. Odyssey offers an innovative approach to education by providing its students with instruction in a second language, Greek. The Greek language provides an additional focus on the classic roots and fundamentals of English, language arts, mathematics, science, and social studies. Starting in Kindergarten, students spend 45 minutes per day learning the Greek language including reading, writing and speaking Greek. Students also spend 45 minutes per day in "Greek Math" coursework, where core math concepts aligned to Common Core State Standards are taught in Greek.

Additionally, the Greek Program at OCS includes an emphasis on the arts through the creation of the Greek Art Club (after school), Summer Immersion Program and Greek Music Program (during the holidays). Odyssey Charter School has also participated in a multi-cultural parade in Philadelphia each year.

### **Positive Behavior Support (PBS)**

Odyssey Charter School encourages positive and compassionate school relationships through the school-wide Positive Behavior Support (PBS) program. PBS emphasizes rewards for positive behaviors by acknowledging students who "do the right thing" throughout the school day. Students are given OWLS tickets for positive behaviors in the following categories:

O- Outstanding Effort

W- Win Respect

L- Live Responsibly

S- Show Kindness

These tickets can be redeemed for rewards including prizes from the prize cart, quarterly PBS parties and dress down days. All teachers and staff members at OCS use the OWL tickets to recognize "Odyssey Owl Behavior" amongst students.

To support and promote the PBS program, a PBS team was created that is comprised of teacher representatives from each grade-level K to 6, guidance counselors and administrators. This team provides professional development and support to staff members on the correct use of the PBS program, as well as planning PBS rewards for OCS.

### **Professional Development**

Odyssey Charter School (OCS) has two main goals with regards to professional development for the 2013-2014 school year. The first goal is the implementation and utilization of the Common Core State Standards (CCSS) across all grade-levels, K to 6 as outlined in Odyssey's Common

Core Implementation Plan. The Odyssey Charter School Common Ground for the Common Core Plan is a two-year long plan developed in the spring of 2013. This plan, approved by the Delaware Department of Education, was revised in the summer of 2013 for implementation during the 2013/2014 and 2014/2015 school years. The plan includes the creation of a Common Ground Guiding Team, as well as professional development sessions over the course of two years that focus on “unpacking the standards” and implementing them in the classroom.

The second goal for professional development is to provide support and additional trainings to new teachers and staff members. This area has been addressed by the creation of the “Teacher Support Program” as well as the “After School Professional Development Series.”

The Odyssey Charter School “Teacher Support Program” is an in-house mentoring program to provide new classroom teachers with support and guidance as they acclimate to employment at Odyssey Charter School. Mentors are paid a stipend for each new teacher with whom they work. When possible, new classroom teachers are paired with a mentor in their same grade-level. This allows the mentor to give advice and assistance on grade-level specific questions for topics like report cards, RTI, classroom management and lesson planning, among others.

In an effort to provide more guidance to mentors when meeting with new teacher mentees, they have been provided with a check-list of topics and conversation starters that changes each month. These check-lists, which are new this year, have been written by the Curriculum Coordinator and reviewed by the administrative team. Each check-list focuses on topics that are relevant at a particular time of the year (for example, classroom design/layout in August and parent-teacher conferences in November). Mentors and mentees sign-off on the check-list each month when it has been completed. In addition to the targeted topics of conversation, the monthly check-lists also include flexibility for mentors to discuss instructional programs like Words Their Way and Strategies That Work with new teachers. These categories are open-ended, allowing mentors to answer questions and give advice that is appropriate to their grade-level.

The Odyssey Charter School “After School Professional Development” is a series of after school professional development sessions aimed at bringing new teachers and staff members up to speed with instructional practices and initiatives currently in place at OCS. These sessions are hosted twice per month by “in-house experts” who receive EPER pay for prepping and teaching the sessions. EPER pay is included in the Title II federal grant award and is approved by Dr. Manolakos. New teachers and staff members are invited only to sessions that are relevant to their grade-level and position.

To date, sessions have been held on the following topics:



- Words Their Way: *Word Study in Action Developmental Model* (Templeton, Bear, Johnston, Invernizzi)
- Strategies That Work (Harvey, Goudvis)
- Differentiated Reading Instruction (Walpole, McKenna)
- Classroom Management Strategies and Positive Behavior Support.

Throughout the school year, the program will cycle back to some of these topics, as appropriate for the time of year. For example, in January Odyssey will host a second session on Classroom Management that focuses on re-establishing routines and expectations after a long break.

**Enrollment Projections**

Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2019-20	2020-21	2021-22
K	120	120	120	120	120	120	120	120
1	120	120	120	120	120	120	120	120
2	120	120	120	120	120	120	120	120
3	88	132	132	132	132	132	132	132
4	88	88	132	132	132	132	132	132
5	88	88	88	132	132	132	132	132
6	85	88	88	88	144	144	144	144
7		85	88	88	88	144	144	144
8			85	88	88	88	144	144
9				85	88	88	88	144
10					85	88	88	88
11						85	88	88
12							85	88
<b>Totals</b>	<b>709</b>	<b>841</b>	<b>973</b>	<b>1105</b>	<b>1249</b>	<b>1393</b>	<b>1537</b>	<b>1596</b>

**Enrollment by Grade by Gender**

Grade	Male	Percentage	Female	Percentage	Total
<b>k</b>	51	42.86	68	57.14	119
<b>1</b>	66	52.8	59	47.2	125
<b>2</b>	68	56.2	53	43.8	121
<b>3</b>	38	44.19	48	55.81	86
<b>4</b>	44	50.57	43	49.43	87
<b>5</b>	39	49.37	40	50.63	79
<b>6</b>	45	52.94	40	47.06	85
<b>Totals</b>	<b>351</b>		<b>351</b>		<b>702</b>

**Odyssey Charter School Ethnicity Data**

<b>Ethnicity</b>	<b>2011-12</b>	<b>2012-13</b>
African American	18.00%	16.40%
American Indian	0.20%	0.30%
Asian	5.40%	5.10%
Hawaiian	0.40%	1.70%
Hispanic/Latino	7.40%	7.30%
White	68.60%	69.20%

**Odyssey Charter School Other Demographic Information**

	<b><u>2011-12</u></b>	<b><u>2012-13</u></b>
English Language Learner	0.20%	0.50%
Low Income	13.20%	6.90%
Special Education	3.60%	3.90%
Enrolled for Full Year	100.00%	N/A

