



Odyssey Charter School

Title 1 – School-Wide Plan

School-Wide Plan: OCS participates in a school-wide program and shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services required by law for children with disabilities and children with limited English proficiency.

Components Include:

1. Comprehensive Needs Assessment
2. School-wide Reform Strategies
3. Instruction by Highly Qualified Staff
4. High Quality Professional Development
5. Recruitment and Retention of Highly Qualified Teachers
6. Strategies to Increase Parent Involvement
7. Transition
8. Teacher Decision Making Regarding Assessments
9. Effective and Timely Assistance to Students
10. Coordination and Integration

Component 1 - Comprehensive Needs Assessment

Odyssey Charter School has completed a comprehensive needs assessment of the entire school. The purpose of the assessment is to determine the needs OCS must focus on throughout the school year and prioritize supports that increase growth and achievement from all students. In addition to the data analysis, OCS worked to implement improvements that align to the school mission and work to support every child at Odyssey.

Activity:

Through the Comprehensive Needs Assessment, OCS identified areas of success and what contributed to the success, as well as the areas of improvement. While shedding light on weaknesses, potential conjectures are described to rationalize the data.

Odyssey Charter School assessed academic performance through analysis of state and local data. Data used is inclusive of: Smarter Balanced Assessment Consortium, STAR ELA and Mathematical results, Dibels, SAT and PSAT data.

Through the evaluation of the data, OCS has identified the decline in performance on standardized test scores. English Language Arts performance as measured by the SBAC shows a decline in scores each year since SY17. There is also little consistency or predictability from grade to grade for ELA scores. OCS needs to review the curriculum scope and sequence and assure alignment to the CCSS. In addition, the current materials being used as the course resource in grades 6-8 needs to be updated as the materials were developed prior to full implementation of CCSS. A program does not necessarily need to be purchased, but the curriculum expectations and lessons developed need to reflect the rigor of the standards using appropriate grade level text. At the lower school the materials currently used need to be reviewed, instruction and lesson plans need to be audited for alignment to the standards and the fidelity to the Benchmark materials. Once this can be ascertained, supplemental resources may be needed as well as possible curriculum revision. Currently no grade level has more than 75% of its students meeting grade level standards in ELA. A goal should be set to increase the percent proficient in ELA each year over the next 3 years by at least 3 percentage points to move toward the school's proficiency level in SY23.

Mathematics scores at Odyssey have seen a similar trend although the average percent proficient has never been above 66% which happened in SY17. Each year since then there has been a decline in school-wide average proficiency and each grade level's average proficiency. At the K-5 level there is a strong curricular resource in place, however teachers need training, support in co-planning and coaching feedback to support the fidelity to implementation to the curriculum. Greek math and English math need to plan together so that the concepts and skills being taught are supporting

student learning and not in opposition of one another in presentation and expectation. At the secondary level, Carnegie Learning has been purchased to align to standards. Teachers have been trained in using the resource and continually meet with a representative. Expectations need to be provided for teachers for instruction year 1, 2 and 3 until teachers are experienced with using the materials. Co-planning and walkthrough feedback need to be provided to support teachers in improving their instruction and the outcomes for students. SBAC ELA and SBAC Math data are supported by iReady and STAR assessments. Implementation of the school's research-based Principles of Instruction should be included in the planned lessons. PLCs, coaching and walkthrough feedback should be used to provide teachers and instructional leaders with continuous feedback to improve both ELA and math instruction K-12.

While looking at high school specific data, students score better in ELA than in math on both the PSAT and SAT. This is a trend that extends from the K-8 data from the SBAC ELA and Math scores. The class of 2020 was the first graduating class from OCS. There is a steady trend in the scores increasing for the 2020 graduating class from year to year with the exception of the PSAT math scores for the class of 21-22 which decreased in SY 19. There are concerns that this same trend is not being seen with the subsequent graduating classes. The PSAT scores for the class of 2022 are at least 10 points higher in each content area than they are for the graduating class of 2021. The high school should look to support rising seniors in SAT prep and remediation based on the score diagnostics provided from the most recent PSAT.

As a result, Odyssey Charter School has outlined the information below as a priority to address the need for Odyssey Charter School:

- **Instructional**

- Secondary mathematics curriculum that is aligned to the CCSS with appropriate training to implement the material successfully.
- Re-evaluating the Science curriculum to align with NGSS standards.
- Utilizing supplemental material to ensure alignment to CSS for middle school ELA content.
- Continuous evaluation and revision of curriculum to ensure rigor.

- **Engagement**

- Re-establish collaboration and strong partnership with the community as Odyssey changes school leadership.

Component 2 - Schoolwide Reform Strategies

Odyssey will work with staff to improve upon most effective teaching strategies. These research based instructional methods will increase student understanding of core content and proficiency levels on local and standardized assessments.

Continuing with the Principles of Instruction from the 2019-2020 school year, OCS will focus on the weakest areas that emerged from walkthrough data. These areas of focus will be inclusive of distributed summarizing, deep questioning and scaffolding. Through focused lesson planning and curriculum professional development, teachers will be asked to carefully consider which, if any, elements of the lesson plan shows potential for these features. Opportunities will be given for teachers to improve on these skills. Odyssey believes that all students need the opportunity to engage in rigorous, high quality curriculum, and including these key lesson elements allows all students to access curriculum. In addition to the regular education and inclusion settings, ELA and math are offering an additional setting to serve the needs of all students. These settings include a partial day in a small group setting for students who are performing significantly below grade level, as well as a small group setting to serve our students with emotional differences requiring additional services. There is an honors track beginning in grade 4 through grade 8 in the core content areas for students who are in need of a challenge and want to learn at a higher level. The selection for these classes also uses a variety of data points to include teacher recommendation, past classroom performance, parent recommendation, local assessments). In the high school students have honors, AP and dual enrollment options.

Activities: How will the school provide opportunities for all children to meet the state's proficiency levels? What are the methods and instructional strategies that will be used and are based on scientifically based research?

- Review school-wide programs to ensure that all instructional programs are supported by scientifically-based research with a specific focus on latest research. This will be led by CIA Coordinators
- Discussion of differentiation of instruction and providing appropriate scaffolding for students in multi-age classroom setting in PLC with special education teacher offering insight and feedback to classroom teachers.
- Identify support programs to address enrichment and acceleration needs. The CIA Coordinators will seek feedback from teams for gaps in materials and review/purchase as needed.

Component 3 - Instruction by Highly Qualified Teachers

Odyssey Charter School believes that students desire high quality instruction provided by high quality teachers. OCS acknowledges the need to prioritize learning for all students.

Activities:

- HQT Analysis completed by Leadership Team
- Pipeline Analysis and Vacancy Analysis completed by Leadership Team to determine hiring needs and potential gaps that need to be filled
- Create mentoring program for cycle one/two that is personal to the teacher needs at OCS
- Provide financial assistance for teachers to receive additional training in an accredited program.
- Create and follow comprehensive hiring plan

When screening for teacher applicants, we make note of a bachelor or master's degree in the content area, their current certifications along with the Highly Qualified Teacher rating, and total teaching experience in the field. During interviews, the administration asks specific questions that require the candidate to prove their expertise. We then rank our applicants based on their responses with an internal survey to determine who is best qualified for the position. Odyssey Charter School is planning to participate in state-wide and local teacher job fairs moving forward as well as using different pipelines to recruit top level candidates.

Having Greek as an integral course for all Odyssey students, OCS prefer teachers of foreign languages (irrespective of the language – English, French, German, Greek) as Greek is a foreign language for our students. In other words, teachers of Greek at OCS need to have experience as teachers of foreign languages and not as teachers of Greek as the native language because the instructional principles differ significantly between the styles of teaching. When the teachers hired are Greek language teachers as native language, they need to receive systematic training in the teaching of Greek as a foreign language.

Component 4 - High Quality Professional Development

In order to increase quality instruction, OCS needs to emphasize the continuation of high quality professional development for the staff. Providing the opportunity to learn and grow embodies the mission of OCS and being a life-long learner that directly benefits the students.

Activities:

- Ensure that professional development be extended to anyone who works with teachers to support student achievement. This will require us to identify possible staff and invite them to professional development activities.
- Inform staff of professional development plan and goals for the upcoming school year.

OCS is using the Principles of Instruction as a driving force to enhance teaching in all subjects and grades. Using best practices that have a high effect size will leverage the teaching that is occurring.

Specifically for mathematics, OCS has participated in accelerating the curriculum for SY20/21 to help decrease the 'Covid-slide' and ensure that students are working on grade-level material. Internal professional development was given to mathematic department heads to work with their teams to revise the scope and sequence to reflect the necessary acceleration for this school year. In the secondary levels, on-going professional development with Carnegie Learning has been and continues to be provided to allow for accurate implementation of the new curriculum.

In regard to ELA instruction, OCS also participated in a mirrored training for accelerating the curriculum for SY20/21 to help decrease the 'Covid-slide' and ensure that students are working on grade-level material. ELA department heads revised their scope and sequence to reflect necessary acceleration, grade-level content and equal distribution between fiction and non-fiction resources.

Social Emotional Learning (SEL) is integral to the success of academic learning and emotional health for our students. The model has proven effective in K-12 classrooms over the last two decades, with benefits including better academic performance, fewer disciplinary incidents and greater awareness and understanding for students about how to handle their emotions. Improvement is seen in social and emotional skills, attitudes, relationships, academic performance and perceptions of classroom and school climate. Further, research also suggests that there is a decline in students' anxiety and substance use. Odyssey has adopted Second Step for students in grades K-8 and CanDoU at the high school level to provide the social emotional learning needed for our

students. As we are a school focused on nurturing a lifelong love of learning, SEL also provides long-term improvements in students skills, attitudes, prosocial behavior and academic performance.

OCS has been working to obtain a culturally responsive education and content for all material. This is on-going work that is spearheaded by the Diversity, Equity and Inclusion committee that was created in the Summer of 2020. Diversity, equity, and inclusion are of crucial importance at Odyssey. We are focused on turning dialogue into action through guided discussions and self-reflection. It takes awareness, sensitivity, and collaboration to improve the structural and social climate and to achieve an enriching and humane working environment. Creating such an environment directly translates to our interactions with our students, families and community at large.

Component 5 - Recruitment and Retention of Highly Qualified Teachers

Odyssey Charter School needs to provide consistency and quality to all students through the recruitment and retention of highly qualified teachers.

Activities:

- Share mentoring program with potential staff members during the interview process
- Develop a timeline for recruiting teachers
- Develop a strategy for recruiting teachers
- Develop materials to guide the hiring process

OCS provides \$25,000 a year to Continuing Education for anyone that is interested in completing related academic courses. Additionally, all instructional staff receive \$100 to purchase materials that would benefit the educational setting. This can be put towards materials, professional development and/or technological resources that enhance the learning environment for students.

Component 6 - Parental Involvement

Odyssey Charter School fosters a sense of community. Knowing that a strong connection between the school and family is essential in student success, OCS is committed to creating opportunities for parental involvement.

OCS seeks to create a parent involvement program that:

1. Builds relationships with family, community and school members that foster trust and collaboration.
2. Recognize the range of family needs and cultural differences and encourage respect and understanding.
3. Involve all stakeholders in shared partnerships and mutual responsibility for student learning.

Activities:

- OCS will send important information such as family activities, parents' right to know documents, conferences, and parent education events, etc.
 - Information will be shared in a variety of formats multiple times such as through email, in newsletters, on the website, and on Schoology.
- Parent involvement information will be available to families through the OCS website.
- OCS' Parent Teacher Organization will be utilized to improve awareness of activities and events.

OCS has a school-parent compact. This compact outlines the responsibilities and agreement being made between the school, parent/guardian and student. The compact reinforces the shared responsibility for educating the children enrolled in Odyssey. The compact can be located on the OCS website.

The Parent and Family Engagement Policy and Plan for Shared Student Success is also available on the OCS website. This plan describes how Odyssey will provide opportunities to improve family engagement to support student learning throughout the school year.

The OCS community is notified and encouraged to attend OCS Board meetings, Town Halls and any additional building level events.

Component 7 - Coordination with Early Childhood Programs

As students begin their formal academic career with OCS, we need to be committed to help students acclimate accordingly. OCS faculty and staff are willing to support students at all levels as they join the Odyssey community.

Activities:

- Kindergarten Preview Program
- Summer Camp
- Grade level transition activities
- Summer Family Engagement Activities

In order to help children acclimate to a new school, OCS hosted a Kindergarten Preview Day. This was implemented prior to Covid-19 and will continue once students return to in-person learning. This will give children an opportunity to experience parts of the Kindergarten program prior to the first day of school. Children who participate will get to:

- Build connections with other Kindergarteners
- Learn about procedures for things like snack, recess, circle time, etc.
- Build their comfort with being in a new school
- Have fun!

In addition, children coming to OCS at grades other than Kindergarten have the opportunity to attend a new student orientation in the week prior to school starting. This gives them a chance to become more comfortable in the environment, get to know some peers as well as staff members.

As children move from grade to grade, teachers will coordinate activities to help ease the transition. This may include visiting classrooms, shadowing other grade levels, participating in building level activities.

One of our beliefs is that children need to remain connected to their school over the summer. They need to have opportunities to be at school and see their peers. Keeping a constant contact with the school can greatly help the transition. OCS offers a summer camp for children to get together.

OCS has representation at the Delaware Early Childhood department meetings every other week. For this particular school year, the meetings have been centered around supporting both private and public Early Childhood Programs with virtual learning Delaware Early Learner Survey which touches on development of objectives of learning. These include social-emotional, physical, language, cognitive, literacy, mathematics and

English language acquisition. OCS typically has a dial screening for students to complete prior to the start of Kindergarten to appropriately determine student grade-level to create heterogeneous classrooms. OCS is in the process of communicating with both private and public daycares in the surrounding area in which students feed from. This will occur prior to Open Enrollment for OCS.

Component 8 - Teacher Involvement in Assessment Decisions

Understanding the importance of relationships and consistency, OCS uses teaching involvement and input to help cumulate a comprehensive representation of all students.

Activities:

- Provide teachers with professional development activities to increase their understanding of how to use multiple assessment measures in conjunction to improve instruction
- Provide opportunities for teachers to work together in developing student assessments, benchmark goals, performance tasks, checklists, rubrics and communication tools
- Guide teachers in using data to make instructional decisions.
- Utilize teacher feedback on currently used assessments to determine if they will continue to be utilized in the future.
- The Child Study Team uses teacher/team referrals that have an academic, behavior and/or social emotional concern about a student. The team meets to provide feedback, recommendations and support for those students.

Through the child study team and weekly lesson study data will be reviewed and discussed. Grade level team meetings will meet regularly with the administration and Interventionists to review data and plan for intervention with students in small group instruction during small group work time. Department heads and CIA Coordinators will also support teachers in identifying strategies and support systems to students who need intervention and enrichment. Dibels and STAR in grades K-8 and 9-12 on a needs basis will be administered at the beginning of the year and will serve to provide benchmark data. These assessments will be administered at least 2 other times during the year as a measure of progress. In addition, to these assessments curriculum based measures will be reviewed to assess student progress toward meeting the standards that were taught.

Component 9 - Additional Timely Assistance

Every student is different and the way they learn and access material is different. OCS will work to support all students to have opportunities to meet individual needs.

Activities:

- OCS will utilize the Response to Intervention process to identify students with academic needs in ELA and Math.
- OCS will create a process for teachers to refer students who have a need for social skills support through our Student Support Specialist.
- OCS will utilize the expertise of our Educational Diagnostician, School Psychologist, Child Support Team, Special Education Team and Education Director to ensure that all student needs are being met. This included students who are identified as needing EL supports and students with IEPs and 504 plans.
- Provide social skills support for students.
- Share with parents resources such as counseling services, outreach programs, community agencies, after-school activities, etc.
- Provide professional development in effective teaching strategies during staff meetings and PLCs.

OCS will comply with the guidance provided by the Delaware Department of Education for progress monitoring. The formal screening and progress monitoring assessments include but are not limited to: DIBELS Reading Assessments, Early Lit Assessment from Renaissance Learning, STAR Reading and Mathematics from Renaissance Learning. Of note, for children that are known to be at risk, OCS will administer the DIBELS Reading Assessments at the beginning of the school year. It is anticipated that screening will be completed for all children during the first four weeks of the school year. Children identified as potentially having special education needs will be reviewed in the Fall and a response to intervention plan then developed. Recognizing that children may fall behind at any point on the learning continuum, the teachers at OCS will continually monitor the progress of all children. This will include particular attention to the areas of reading and mathematics. For children who were identified at any time in the school year, as needing additional support, OCS will implement a more intensive and regularly scheduled progress monitoring program to ensure that the child is making progress. This progress monitoring is further defined below in the discussion of the three Tiers. This progress monitoring may lead to the use of specific diagnostic tools in order to better understand why a child may not be making progress.

Moving forward with the Student Support Specialist (Special Education Coordinator), we would like to implement professional development, curriculum decisions, data analysis and steps to support Intervention and EL services.

Component 10 - Coordination of Federal, State and Local Services

OCS will utilize different available services and programs that will lead to educational benefits for all students. Through the use of Federal, State and Local services, we will utilize the capabilities of the greater community to advance our students and increase their levels of understanding in all areas. By varying our programs and services available to us at OCS, we will be maximizing the opportunity for all students to learn and grow.

Activities:

- Create an opportunity for staff members who oversee different federal or state programs to come together and discuss procedures, barriers, and impact. In addition, they should look for any places where a coordination of services makes sense.

Title programs funds are used to supplement, not supplant the programs and services delivered to Odyssey Charter students. All Title fund allocations are used to support the identified needs for improving teaching and learning using Principles of Instruction that maximize the benefit of each child. Having different faculty and staff that oversee different programs helps to align programs to meet the needs for all students.