

LEA Consolidated Application **District Code:** 7820110 **District Name:** State Charter Schools-Odyssey School **Fiscal Year:** 2012

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Plan Descriptors

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LEA has reviewed the Plan and no changes have been made for this school year.

1. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A and Part D; Title III; Title IV; Title V, Part A; IDEA; Perkins; EHCY

A description of the process the LEA used to determine the academic needs of its student body including the unique needs of students served through each applicable federal program. An analysis of the results should be included.

The Odyssey Charter School (ODY), a state special charter school, has partnered with the Georgia Cyber Academy (GCA) to deliver an online learning program at the school. GCA is a

program of the Odyssey School and together are referred to in the full program sense as ODY/GCA.

ODY/GCA participates and utilizes the following assessment tools to determine and describe specific student academic achievement needs: CRCT, Georgia 3rd, 5th and 8th Grade Writing tests, EOCT's, GKIDS, DIBELS, Scantron Performance Series, and Study Island Benchmark Tests. The results of each assessment are disaggregated to assist with Individual Learning Plans (ILP) and school wide goals (ODY/GCA develops a yearly School Achievement Improvement Plan (SAIP) to notate growth in each of the assessed areas. This is reviewed a minimum of quarterly with all stakeholders.)

Data is used to compare against the Georgia Report Card and national AYP reports. ODY/GCA analyzes data from year to year per individual against state norms, both locally and nationally.

ODY/GCA uses a nationally recognized curriculum (K12, Inc.) in order to teach and deliver the Georgia Performance Standards. The curriculum is analyzed each year by ODY/GCA teachers, curricular chairs, and K12 product development staff to ensure proper alignment with the GPS.

ODY/GCA's teachers are HiQ and we follow the same plan of action that the state of Georgia recommends when someone isn't HiQ (use of remediation). The Professional Learning Coordinator monitors teachers' certification status and submits the CPI report to the state.

ODY/GCA utilizes the 4-tier approach to Response to Intervention (RTI). ODY/GCA has an RTI committee in place that works on a weekly basis to ensure the process is being followed for every student. The committee is comprised of a coordinator, an and general education teachers (elementary and middle school). Every ODY/GVA student is on the first tier of RTI with an Individualized Learning Plan (ILP). The plan is written utilizing data gathered from past standardized tests, current benchmarks, prior course performance, and qualitative data provided by conferencing with the family. Students who are not thriving with the regular mode of instruction are brought to Tier II and provided a set of prescribed school wide interventions to be implemented by student, learning coach, and teacher. This prescriptive plan is included on the student's ILP. Frequent progress monitoring and data analysis are established to assess the success of interventions. If a student responds to the interventions they may stay in Tier II or drop back to Tier I. After twelve weeks, if the student is still not responding, they are placed on Tier III. This level provides a more individualized problem solving approach. RTI committee members meet with the learning coach and general education teacher (Student Support Team) to establish longer range and more intensified interventions and strategies. At this tier, parents are asked to complete a developmental profile regarding the student. Additional assessments may be prescribed for monitoring progress, and/or recommendations may be made for some academic screenings to pinpoint specific areas of academic weakness. Students who respond to the interventions and strategies may continue at Tier III or move back down to less intensive modalities. Students requiring additional support through Related Services (occupational therapy, physical therapy, or speech) are referred through the RTI process. Additionally, students who require an Individual Accommodation Plan (IAP) due to a medical condition come through the Tier III process. RTI data is housed locally and reviewed on a weekly basis by the RTI Coordinator to ensure students on tier 2 and above are receiving the prescribed

interventions. RTI professional development trainings are offered to teachers to train them in the identification and assessment of student needs as well as the implementation of appropriate strategies. Students in Tier II receive synchronous instruction from HiQ instructors based on areas of need and time is dependent on the areas of need. These sessions may be delivered in a small group or individually. Students in Tier III receive more frequent synchronous instruction in an individual setting based on areas of need. In grades 3-8, students on Tier III are placed in grade-level content-area-focused homerooms to receive more intensive direct instruction and skills remediation sessions. This is a school-wide Tier III intervention, designed to help the most at-risk students achieve grade-level standards.

Currently, ODY/GCA compiles a comprehensive database of assessment information in a spreadsheet format to assist with identifying our most at-risk for failure population. This population is targeted to receive more intensified learning sessions as part of the RTI process.

There are several areas ODY/GCA analyzes to determine its most at-risk population for failure in math and reading. The areas are: curriculum placement, performance in math and/or language arts, Study Island© benchmarking performance in math and/or language arts, tier level on the Response to Intervention process and teacher/parent recommendations based on specific past (previous recipient of Title I services) and present observations, economically disadvantaged, migrant, homeless and/or is a student with a disability. These areas are weighted/scored using points. There are separate data points developed for language arts and math.

Existing needs assessment shows a relative deficiency in math at the 3rd, 5th, 7th and 8th grade levels. As measured by a nationally-norm referenced longitudinal growth assessment, GCA students averaged more than 1 year of growth and gained ground on their peers at every grade level in both Math and Reading during 2009/2010 school year. Deficiency areas exist in writing scores at the 5th and 8th grade. . Writing test results from the GA Writing Assessments were somewhat below the state average. 30% of GVA 5th grade students did not meet the writing standards in comparison to 27% for the state average). In 8th grade 37% did not meet standard as compared to 21% at the state level. A deficiency also exists in beginning literacy skills with approximately 15% of the K-2 population at risk according to DIBELS and GKIDS data. Our most recent School Achievement Improvement Plan (SAIP) is attached (See Appendix B) to outline action items in place to help address these deficiencies. The SAIP serves as a comprehensive needs assessment targeting student achievement and teacher quality.

A deficiency also exists in beginning literacy skills with approximately 12% of the K-2 population at risk according to DIBELS and GKIDS data.

Each year the Title I and Title II-A coordinator conduct needs assessments with the teachers, leadership and parents. The survey is conducted using Survey Monkey. The Title I and Title IIA Coordinator review the data to determine the needs of the system relative to the allocation of Title II-A resources. Additional data collected from various sources are

class size data, HiQ data, equity data and teacher retention data.

All except one teacher at GCA and 2 at ODY are highly qualified and are in progress of achieving that goal. Our charter allows us some flexibility in of teacher and paraprofessional certification. The average years of teacher experience is 15 years. Teacher training this year began to focus on meeting the diverse needs of students (PD 360 videos). Next, year we will continue those efforts by introducing speakers and a book study (research based) and continuing to use PD360. Class size is smaller for our at risk population. This year teacher recruiting took place at the charter school job fair and through Georgia Tech. We recruited and hired only highly qualified teachers.

Prioritized needs as a result of the survey are

Math instruction

Training on differentiated instruction

Working with economically disadvantaged students

Local development manager/community relations – get a business partner for more local stakeholder community involvement and FEC Family Engagement Coordinators (K8 and HS) and Resource Coordinator work with our families for more parental and community involvement

§ Actions/Strategies/ Interventions or Programs- partner with local business (es) Representative from local business with attend monthly Title I meeting to provide feedback and give input.

Working with booster club, identifying local resources (such as tutoring, English Language Support for parents, etc), sports, extracurricular community involvement

§ Correlation to School Keys –Standard #1 the school reinforces the continuous improvement process through active and sustained involvement of students, family and community. Standard #2 the school has organizational structures and processes to ensure that students, families and community members play an active and sustained role in school governance decision making and problem solving. Standard #3 the school addresses student, family, and community needs through appropriate services and cross-institutional partnerships.

§ Professional Learning –Speaker to teach teachers to work with Economically Disadvantaged Students, PD360, research based articles

§ Resources or Materials Needed -none

§ Person or Position Responsible for Monitoring and Evaluation- Head of School, Title I Coordinator, Director of Academic Services, Local Development Manager, Title IIA Coordinator

- § Timeline for Implementation Will be ongoing effort throughout school year. Outing and meeting take place monthly, quarterly professional development
- § Means of Evaluation -As a part of the parent survey and the teacher/leadership needs assessment surveys completed at the end of the year, we will evaluation the effectiveness of the actions implemented.
- § We will monitor success toward this target by collecting and analyzing data on the number of FSL referrals, sustained enrollment, participation in outings and testing. There should be a direct and positive correlation between student learning and increased community involvement.

HiQ is also a focus for the 11-12 school year. We will continue to work toward achieving 100% HiQ2 status of both teachers and paraprofessionals in our recruitment and staff development efforts.

Is Plan Descriptor Revised?

2. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part D; Title III; IDEA; EHCY

A description of high-quality student academic assessments that the LEA and schools will use:

- a. To determine the success of children in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards;
- b. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under applicable federal programs to meet State student achievement academic standards and do well in the local curriculum;
- c. To determine what revisions are needed to projects so that such children meet the State student academic achievement standards;
- d. To effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments;

Students at Odyssey School, including students identified as homeless or migrant, participate in the state-mandated assessment program: CRCT Grades 3-8, Writing Assessment Grades 3, 5 & 8; . In addition to these assessments, all students at the brick and mortar location in grades K 8 take the GRASP, an online assessment tool developed in the state to provide data, gauge performance level, and point out weaknesses that need to be addressed within the classroom and/or through the RTI process. Odyssey students who are part of the Georgia Cyber Academy take assessment tests geared toward the GCA curriculum. . In addition to these overall assessments, students are given regular assessments through teacher and curriculum produced tests at the end of academic units in all subject areas.

Students at Odyssey School participate in the state-mandated assessment program: CRCT Grades3-8 [possibly grades 3-8 dues to state budget cuts]; Writing Assessment Grades 3, 5 and 8; GKIDS for Kindergarten. In addition to these assessments, all students at the brick and

mortar location in grades K-8 take the GRASP, an online assessment tool developed in the state to provide data, gauge performance level, and point out weaknesses that need to be addressed within the classroom and/or through the RTI process. Odyssey students who are part of the Georgia Cyber Academy take assessment tests geared toward the GCA curriculum. In addition to these overall assessments, students are given regular assessments through teacher and curriculum-produced tests at the end of academic units in all subject areas.

ODY/GCA consists of students in grades K-10, . The school is structured elementary is K-5 and middle school is 6-8, while high school is currently 9-10. We have approximately 8,000 students and 180 teachers. The sustained enrollment rate at ODY/GCA is about 80% per year. Each department has a unique model of instruction but each focuses on student achievement monitored by the homeroom teacher.

In the elementary model, teachers work as generalists to instruct the Georgia Performance Standards in the order it is designed. They monitor progress and modify each student's education plan as needed to update goals, strengths and weaknesses. The assessments used in the elementary school are:

1. Curriculum lesson and unit assessments
2. DIBELS Assessments (Grades K-2): The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. These progress monitors are given three times per year.
3. GKIDS
4. Georgia Grade 3 and Grade 5 Writing Assessment
- 5.
6. Grades 2 -5 Performance Series / Scantron Assessment
7. Georgia's Criterion Referenced Competency Test(CRCT) Grades 3-5
8. Monthly formative assessments in Math and Reading for grades K-5.

The middle school model uses an integrated team approach. Students are organized in grade level specific homerooms with a teacher who oversees the overall progress and provides support for their individual students. Each student then receives instruction from a HiQ teacher in their content area of expertise (math, language arts, science or social studies). Each MS student receives a minimum of 12 hours of direct instruction (weekly) from the quad of Highly Qualified Teachers supporting them - including typically a minimum of 180 minutes of Math, 180 minutes of ELS, 120 minutes of Science and 120 minutes of Social Studies. The homeroom teacher assigned to the student will work with the others on the quad team to develop the ILP. The assessments used in the middle school are:

1. Curriculum lesson and unit assessments
2. Georgia Grade 8 Writing Assessment
3. Georgia Grade 8 Technology Assessment

4. Biweekly formative assessments in each content area.

4.

Quarterly Exams in all content areas.

5. Grades 6-8 Performance Series / Scantron Assessment

7. Georgia's Criterion Referenced Competency Test (CRCT) Grades 6-8

The high school model uses an integrated team approach. Each grade will have 2 teams consisting of subject-area teachers, special education teachers, advisors, and counselors. This model allows the team to focus on their students in a smaller environment. High school homerooms are organized heterogeneously; however, homeroom teachers are not solely responsible for monitoring student attendance and progress. Subject area teachers monitor progress in their courses and work to ensure progress from students. Advisors and/or counselors will also monitor students and work to provide interventions as needed. Each student receives opportunities for online instruction from a highly-qualified teacher in the content area of expertise in both core subjects (math, language arts, science or social sciences) as well as elective courses (foreign language, art, geography, business, and/or technology). Each HS student has access to their subject-area teacher via the LMS "Raise Your Hand" section, Instant Messenger, kmail, phone, direct instruction from their HiQ teachers via Class Connect sessions, as well as weekly Open Office/Study Hall sessions in each course. The assessments used in the high school are:

1. Curriculum lesson and unit assessments
2. Teacher Graded Assignments with feedback from teacher
3. Semester Exams in core subjects areas (Math, ELA, Science, Geography/History)
4. Scantron Assessments
5. End-of-Course Tests in Math, ELA, & Science

ODY/GCA provides services across the continuum of services based on student need as determined by the Individual Education Plan committee. In meeting the requirements of the IDEIA, ODY/GCA strives to provide specialized services in the general education setting to the greatest extent possible. Models include co-teaching, collaborative, resource, self-contained, and consultation. Students are assigned to a homeroom with his/her Special Education teacher to promote more efficient case management with regard to student progress for all enrolled courses, not just the courses where a student receives services. Special Education Teachers are also teamed with a General Education Teacher from the same grade level(s). Teachers monitor progress toward IEP goals and objectives in addition to progress on the Georgia Performance Standards. . Students who need additional support can be taught by Special Education teachers in the special education setting using their web-based classrooms as decided by the IEP committee. Just under 10% of our total population receives Special Education Services and less than 1% of students receive instruction on an adapted curriculum and are assessed through the Georgia Alternative Assessment (GAA) program.

In all models of instruction the ODY/GCA teacher collects portfolio work from every student

throughout the year and the work is assessed using state standards and common rubrics (Georgia Writing Rubric). Writing samples are collected quarterly in the Elementary school and twice during the first semester in the middle school. The same writing rubrics developed and utilized by the GADOE in grades 3, 5, and 8 are used to assess student writing performance. All teachers receive training in evaluating student writing samples. ODY/GCA teachers analyze the writing samples and review their assessment with learning coaches and students. Mathematics standards are also assessed through portfolio collections. Students are required to submit benchmark tests in Study Island based on state math standards (GPS). Teachers review the results with the students and the learning coaches. Assignments of practice CRCT math tests using the OAS are used to further identify math standards that have not been met. Plans for remediation and reassessment stem from these assignments.

ODY/GCA identifies their ELL learners through a home language survey including the administration of the WAPT and the ACCESS to measure midyear progress.

Is Plan Descriptor Revised?

3. Title I, Part A; Title I, Part C; Title I, Part D; IDEA; EHCY

A description of how the LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics of the National Education Statistics Act of 1994 and how the results will be used in the local educational agency.

If requested, students at Odyssey School will participate in the 4th and 8th grade NAEP reading and mathematics test. Once received, the results will be used in conjunction with our normal assessments and data collection to identify weaknesses and strengths within our curriculum.

Is Plan Descriptor Revised?

4. Title II, Part D; E-Rate

A description of strategies to share system progress, disseminate evaluation results, encourage broad stakeholder involvement, and market the role technology can have in helping students achieve in innovative ways.

As per charter rules, a report will be prepared reviewing the previous year and reporting progress on the objective criteria listed in the charter. This report will be sent to the Charter School Office of the Georgia Department of Education, the Odyssey School Board of Directors, and will be available to parents and the community through our web site. With regard to technology innovation, each teacher maintains a web site and we plan to utilize both individual teacher sites as well as the school's web site to highlight student projects. We currently have a ratio of approximately one computer per three students. Students have daily access to computers within the classroom setting and can utilize specific educational software programs as well as the Internet for educational resources and the Internet.

Is Plan Descriptor Revised?

5. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA

A description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards. The description must include the following:

- a. Specific mention of disadvantaged students, migrant students, limited English proficient students, and students with disabilities.
- b. Specific steps the LEA will take to ensure that all students and teachers have increased access to technology.
- c. Specific steps on how the LEA will utilize available funds to support after school programs (including before and after school and summer school) and school-year extension programs.

There are several areas ODY/GCA analyzes to determine its most at-risk population for failure in math and reading. The areas are: performance in math and/or language arts, Study Island© benchmarking performance in math and/or language arts, tier level on the Response to Intervention process and teacher recommendations based on specific past events such as retention and present observations. In our language arts and math program, technology is integrated throughout Online learning activities are enhanced with grade appropriate content, animations, and audio and video instruction. ODY/GVA students receive a minimum of 4.5-5.5 hours per day of instruction from a highly qualified teacher. . ODY/GCA implemented a 2011 summer enrichment program that was available to provide targeted math and reading instruction for students not meeting the standards of their current grade level. The program utilized teacher directed sessions via online instructional classroom and additional print materials. We plan to use the same approach for the summer of 2012.

Is Plan Descriptor Revised?

6. Professional Learning; Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III; Title V; Title VI, Part B; IDEA

A description of the strategy the LEA will use to coordinate programs under Titles I, II, III, IV, V, VI, Part B, Perkins, and IDEA to provide professional learning on the integration of technology into the curriculum and instruction to improve and support teaching, learning, and technology literacy. The description should include purchasing technology, available technology tools, distance learning opportunities, and professional learning for teachers, administrators, pupil services personnel, any other staff, and parents.

Odyssey will use Title II funding to provide training and opportunities for all teachers to attain the Highly Qualified designation. Should these dollars not need to be used for the attainment of HQ status for personnel, a list will be developed by the school in order to prioritize training opportunities that will benefit students experiencing academic difficulties. Such training may include, but is not limited to specific endorsements in areas such as reading, courses in the teaching of core academic subjects, classes dealing with students experiencing academic difficulties, multi-age education, differentiated instruction, constructivism, classroom management, technological integration, and working with learning disabled students. Material methods may include delivery by the curriculum specialist, outside consultants, on-line

offerings coordinated through the Georgia Charter School Association, RESA's and the Newnan GYSTC.

Analysis of CRCT scores will provide the framework for the school's academic focus. ODY/GCA believes that technology is an integral tool to our success. Professional development is provided at ODY/GCA and at each of our weekly staff meetings focusing specifically on the integration of technology in instruction. By the nature of our instructional model and online curriculum, students are working with technology each day.

Is Plan Descriptor Revised?

7. Title II, Part D

A description of how the LEA is addressing 8th grade technology literacy by including:

- a. Evidence of the tools or strategies used to determine an estimation of student technology literacy at all grade levels (or bands of grade levels, such as PreK-2nd, 3rd-5th, 6th-8th, 9th-12th);
- b. An estimation of the students' school-based experiences with developing technology skills and technology literacy at all grade levels (or bands of grade levels);
- c. Evidence of the tools or strategies the system is implementing to ensure that all students are technologically literate by the end of 8th grade.

ODY/GCA provides instruction in technology to the middle school students on a weekly basis. The lessons developed are aligned with the national and Georgia teaching standards for technology. ODY/GCA engages 100% of 8th grade students in a prescribed series of online sessions designed to develop proficiency in technology. In May of each year ODY/GCA requires completion of a comprehensive assessment to verify proficiency in technology literacy.

Is Plan Descriptor Revised?

8. Professional Learning; All federal programs; E-Rate

A description of how the local educational agency will ensure that funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchase of technology and technology tools. Where applicable include how the practices and products will impact student technology literacy.

ODY/GCA ensures that funds are spent on scientifically and/or evidence-based practices for all programs including the purchases of technology and technology tools. ODY/GCA uses a Technology Committee to oversee proposed technology purchases to ensure products are scientifically and/or evidence-based. ODY/GCA provides professional development sessions in the use of its technology programs and products. When necessary, the school will also consult with other school systems regarding their systems.

Is Plan Descriptor Revised?

9. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA, EHCY

A description of how the LEA will use federal funds to coordinate and integrate services with other educational services at the LEA or individual school level such as:

- a. Technology, professional learning, curriculum, media, Title I, special education, and ELL programs;
- b. Even Start, Head Start, Reading First, Early Reading First, IDEA preschool, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs;
- c. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Integration of educational services is not a problem due to the fact that we are a one school, school district with common budgeting. All purchases are done by the same person who coordinates Title I and other services for the brick and mortar program and for the GCA program. Odyssey does not offer and the charter does not provide for a pre-school or pre-Kindergarten program at the school. Odyssey School will provide appropriate opportunities for students with disabilities, migratory children, students with limited English proficiency, delinquent youth, homeless children, etc. Since we are a one school district, there will be no fragmentation or duplication of services. If necessary, Odyssey will employ the use of bilingual assistants, after and before school tutoring, a summer program, contracted special education providers, and other personnel and services to ensure that these students are included and immersed in the overall educational program. At this point, Odyssey serves no migratory children, formerly migratory children, children with limited English proficiency, neglected or delinquent youth, or Indian migrant children. Since Odyssey School is, in effect, a school system consisting of only one school, should we have children in any of these categories they will be served in the same manner as other students with relation to Title I services. Each student will be assessed on an individual basis, with extra consideration being given to teacher observations, academic records, and grades should other evaluation tools such as standardized test scores or parental components be missing. If necessary, a bilingual TA or teacher shall be employed to communicate with parents and students. Currently all of our students with disabilities are in regular education classes more than 80% of the instructional day. Therefore, they are treated just as regular education students with regard to opportunities and intergration of services.

ODY/GCA has a well implemented Child Find process that begins within the enrollment process. Parents/guardians submit online enrollment and during this online enrollment time, they are queried as to their child's previous special education support or services, native language, previous recipients of Title I services, gifted education and other. Any positive responses to these queries are directed to the appropriate department within ODY/GCA and contact is made by that department lead. All previous school records are requested and reviewed for the possibility of any special services (special education, Title I, RTI status, ELL, migrant, homeless, etc.) and if records are found indicating this history, they are shared with the

appropriate department head who then contacts the family. During the first contact with their general education teacher, parents are again queried about the status of any previous special programs or support. All staff are trained on identifying homeless students, migrant students/families, students with disabilities, English language learners, etc and will report any positive responses to the appropriate department head throughout the year, not just during enrollment.

Is Plan Descriptor Revised?

10. Title IV

A description of how the LEA will develop strategies that prevent violence in and around schools and the illegal use of alcohol, tobacco, and drugs including how the prevention activities meet the Principles of Effectiveness; involve parents; and coordinate these efforts and resources with other federal, state, and community entities. In addition the LEA must explain how evaluations of effectiveness will be used to refine, improve, and strengthen the program strategies.

The LEA will utilize a committee made up of school personnel, parents, and members of the law enforcement and health services community to develop appropriate strategies. Last year, all of our 4th and 5th grade students took part in the Coweta County SAFE program, similar to the DARE program. As far as evaluations of effectiveness, as a charter elementary school, we have had very few instances on which to develop baseline data. We have no baseline data for illegal use of alcohol, tobacco, or drugs as we have had no instances of any of these problems. GCA students work at home, their inclusion would not change our data significantly. Therefore, most program refinement will likely be done on the basis of surveys completed by students and parents.

Is Plan Descriptor Revised?

11. Title I, Part A; Title II, Part D

A description of the poverty and school eligibility criteria that will be used to select attendance areas for schools eligible for funding through Title I, Part A and school eligibility for grant opportunities through Title II, Part D.

At this point, parents have been surveyed using a family income survey to determine eligibility. The submitted family income forms were verified and submitted to the Georgia Department of Education.

Is Plan Descriptor Revised?

12. Title I, Part A; Title I, Part C; Title IV

A description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools.

As a School Wide Title I school, there are several areas ODY/GCA analyzes to determine its

most at-risk population for failure in math and reading. The areas are: performance in math and/or language arts, CRCT scores, Study Island© benchmarking performance in math and/or language arts, tier level on the Response to Intervention process and teacher recommendations based on specific past events such as retention and present observations

Is Plan Descriptor Revised?

13. All Programs

A general description of the instructional program in the following:

- a. Title I schoolwide schools,
- b. Targeted assistance schools,
- c. Schools for children living in local institutions for neglected or delinquent children, and
- d. Schools for children receiving education in neglected and delinquent community day programs, if applicable.

To provide opportunities for all children in ODY/GCA to meet or exceed Georgia's proficient and advanced levels of student achievement, all ODY/GCA students will be placed in subject area classes in which meeting the Georgia Performance Standards are top priority. Students in grades 3-10 who experience difficulty mastering standards in math, reading, or writing will be placed in one of approximately 20 AIM (Academic Intervention Mastery) homerooms. These students will be identified as eligible based on the following criteria: at-risk CRCT scores, teacher referral, Scantron assessment results, and previous retention. Along with their daily curriculum, students in these classes will receive instruction from regular education subject area teachers in Elluminate online sessions. They will receive specialized, direct and targeted instruction, based on an ILP (Individualized Learning Plan) from their AIM teacher.

The AIM teachers will work in a focused manner with a comparatively small class of academically at-risk students – typically no more than 30-40 students, as compared to 60-70 students in other ODY/GCA teacher homerooms. These teachers will develop and manage the Individual Learning Plans (ILP's) more intensely.

AIM teachers will provide targeted standards-based direct instruction in identified areas of need on a regular basis throughout the year. These sessions will be required for identified academically at-risk students (both those in AIM teacher homerooms and those in the homerooms of other teachers), and will be available to other students on an as-needed basis to

cover specific areas of deficit when identified during the year. All direct instruction provided by AIM Teachers will be in addition to instruction in core subjects provided by other ODY/GCA teachers.

Benefits:

- Academically at-risk students will receive additional one on one support by specialized teachers who are trained and credentialed to meet student needs in Math and Reading
- Additional hours of direct instruction in identified areas of need (Math and Reading) will be available to all academically at-risk students on a weekly basis, and available to all other students on an as-needed basis based on their instructional needs (identified using regularly administered Scantron Achievement Series tests and teacher recommendations based on regular monitoring of their Individual Learning Plans)
- Lower homeroom sizes for all ODY/GCA students, based on the additional homeroom support provided to academically at-risk students by the AIM Teachers

At this time, ODY/GCA does not serve any students living in a local institution for neglected or delinquent youth full time or in a day treatment program and it is unlikely we will have students in this situation. If this were to occur, ODY/GCA would coordinate Title I services with the facility and guardian to ensure inclusion in all school activities. Year round services would be available.

Is Plan Descriptor Revised?

14. Title I, Part A; IDEA; EHCY

A description of the services the LEA will provide homeless children who are eligible to receive services under applicable federal programs. The description should include the following:

- a. An assessment of the educational and related needs of homeless children and youths;
- b. A description of the services and programs for which assistance is sought to address the needs identified;
- c. A description of policies and procedures, consistent with section 722(e)(3), that the LEA will implement to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youth.

ODY/GCA has an appointed liaison between the schools and supportive systems. ODY/GCA have a process in place to identify any homeless children and youth upon enrollment in the schools. The staff is provided ongoing professional development as to the indicators of

homelessness and will report any findings to the above mentioned liaison. If a student is identified as homeless, assessment data (DIBELS, GKIDS, CRCT, Scantron, OLS progress, etc.) will be used to determine academic needs. Related needs such as internet air cards, school supplies, transportation will be provided as deemed necessary to these students. The staff will receive on-going professional development on the sensitive nature of stigmatizing students who are homeless. GCA/ODY will follow the McKinney Vento guidance and resources available on the GADOE website.

Is Plan Descriptor Revised?

15. Title I, Part A; Title I, Part C; Title II, Part D; Title III; Title IV; IDEA

A description of the strategies the LEA will use to implement effective parental involvement in all programs. The description must include the following

- a. How the LEA included state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement.
- b. How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities.
- c. How the LEA will build school and parents capacity for strong parental involvement including how the LEA builds capacity to support a partnership among the school, parents, and community.
- d. How the LEA will coordinate and integrate parental involvement strategies under NCLB with other community based programs such as Head Start, Reading First, Even Start, State operated preschool programs, etc.
- e. How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.
- f. How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.
- g. How the LEA will involve parents in schoolwide activities.

At ODY/GCA parental involvement is a core part of our unique school model. Parents are expected to attend one summer orientation program prior to the beginning of each school year. In addition, fall and spring events for students and parents are scheduled. Parents are notified of important school items via the ODY/GCA web sites (www.odysseycharterschool.net and www.k12.com/gca), weekly newsletters, community boards, parent discussion boards and

individual teacher newsletters and web sites. In addition, e-mails or notes are sent to parents when important information is to be disseminated at a time other than when the newsletter is sent. Parents are encouraged to communicate with school administration through weekly open office hour time. This time is set aside for parents to ask any questions they may have regarding any aspect of the school. Parents are given the opportunity to network in their community using service learning project ideas from the

school, such as Operation Lemonade (Alex's Lemonade Stand). Parents are accountable for frequent conferencing with teachers and providing transportation to attend testing events. Parents are given several opportunities throughout the school year to attend workshops on education, child care, curriculum, Georgia Performance Standards and best practices for ensuring student achievement in school and at home. Specific sessions will include how to assist your child in the core areas of reading, math in addition to test preparation. Parents also serve on the ODY/GCA Board of Directors, and provide direct oversight and governance to the school. The majority of Board Members are elected directly by ODY/GCA parents.

Parents of students enrolled in ODY/GCA met with a team of administrators, teachers and board members to first review school data and determine needs based on that data. From there, the team reviewed all available resources and explored alternate education resources with a focus on innovative resources such as online supplemental programs, etc. Additional time was spent in determining costs based on need. A presentation was made to the school board members with a question and answer session following verbally and through email when later questions arose.

At ODY/GCA, parent involvement is inherent to the success of the student. The school report card and interpretation of state test results are shared with all stakeholders a minimum of one time per year. Continual parent professional development opportunities are provided throughout the year by teachers and administrators. These sessions focus on specific content areas based on defined areas of need. A 10% withholding of funds will support these parent sessions and provide for any guest speakers and necessary materials.

To support Learning Coaches, Title I funds are used to hire a Parent Involvement Coordinator. The coordinator will be working closely with families to assist in many ways. This coordinator will provide welcome and orientation sessions for new learning coaches and families. He/she will be responsible for monthly parent newsletters and conducting monthly "Parent 411" Illuminate sessions to provide strategies for parents on how to further help their child at home. This coordinator will also oversee face-to-face parent meetings throughout the year and will work closely with the Title I Coordinator and with the Community Relations Manager to develop strategies to increase parent involvement.

The Parent Involvement Coordinator will serve as a liaison between parents and teachers as well. Parent involvement is a vital component of both the success of the student and the school. The Parent Involvement coordinator will ensure that all levels of staff from the teachers to the general office personnel understand how to reach out to and communicate with parents to build ties between parents and the school.

GCA has implemented a Family Support Team to provide guidance, resources and support to all GCA families. Title I funds will be used to hire learning coaches called "Family Support Liaisons" (FSLs), who will be part of the Family Support Team. These FSLs are very successful learning coaches themselves and will support families who are struggling to

meet GCA and state standards of excellence. They will work side-by-side with teachers and administrators and will be an integral part of helping GCA students be successful and achieve their academic goals. Thirteen FSLs will be hired to work 20 hours per week with one grade level each. Two full-time "Lead FSLs" will also work with families and will also provide leadership and guidance to all FSLs.

Prior to the finalization of staff allotments each spring, the heads of school reviews the allotments with the Director of Academic Services. The heads of school review the allotment data with teachers, the parent advisory council, and school leadership, and accept input on class sizes and class enrollments from these groups.

Several stakeholders are involved in data study. The heads of school and Director of Academic Services meet with teachers, school leadership members and the parent advisory council to analyze ETA, AYP, and curriculum gains goals, and plan strategies to improve teacher retention. The heads of school also meet with faculty and staff regarding concerns and report these to the Board of Directors for consideration. The heads of school, Board members and the Director of Academic Services also collaborate to ensure availability of resources.

Is Plan Descriptor Revised?

16. Title I, Part A

A description of the actions the LEA will take to assist its schools identified as needs improvement schools.

Our system will provide and continually support all current and future Needs Improvement (NI) School initiatives, including SES, when and if needed. As a single charter school system Choice would not be a viable option. Professional learning will be provided in areas of assessed need for the school. The federal program coordinator will actively support by providing assistance in the development of the corrective action/restructuring plans. Through the analysis of data, we revise our School Improvement Plan (SIP) annually to address identified target areas based on AYP data and school collected data. The school leadership team monitors the implementation of the SIP through regular use of school-wide awareness walks, and team meetings to report on the progress of the strategies and interventions noted in the SIP. Leadership development opportunities are provided to allow principal and other leadership team members to stay abreast of current trends in school improvement. When submitted, a peer review committee assesses the plan and offers commentary to the school for any needed revisions of the SIP.

Is Plan Descriptor Revised?

17. Title I, Part A

A description of the actions the LEA will take to implement public school choice and supplemental educational services for schools identified as needs improvement.

ODY/GCA would conduct the following to implement SES, if and when necessary:

1. Completes required actions and documentation for parents: A notification letter is sent to parents of eligible children of the availability of supplemental educational services, including a list of approved providers and description of services (including state-wide providers); explanation of procedures to determine students eligibility (free/reduced lunch status); and offer to assist parents in choosing a provider (a copy of parent request with disposition of request indicated on the form is kept on file). A follow-up letter sent to all parents of eligible students that do not respond to initial notification.
2. Invite all parents and SES providers to a provider fair to assist the parents in selecting appropriate provider for their child.
3. Conduct informational meetings throughout the community (churches, Chamber, Rotary, and other civic organizations) to inform parents/guardians of SES opportunities for eligible students.
4. The school obtains and maintains a copy of the following documents: Current list of State approved providers, A list of school(s) offering SES, Number of eligible students participating at each school, List of students served by each provider, Signed agreement/contract between the school district and each provider serving district children, A worksheet showing calculation of per pupil maximum for SES, Prioritized list of service eligibility (if funds to serve all eligible students are insufficient).
5. The system will stay in close contact with all SES providers utilized by the parents/students to minimize complaints and/or problems for either party. If a conflict or disagreement arises between any parties, the Title I Director will serve as the first level arbitrator. If the first level of arbitration fails to satisfy all parties, either party may appeal to the superintendent. All records of complaints will be kept on file in the Title I Director's Office along with the result of the resolution. Due process will be employed to rectify the situation, as outlined in the grievance policy adopted by the LEA and published in our policy manual.

Is Plan Descriptor Revised?

18. Title I, Part A; Title II, Part A and Title II, Part D; Title III; IDEA

A description of how the LEA will ensure that teachers and paraprofessionals meet the highly qualified requirements in Title I section 1119, **QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS**. Description must include:

- a. Highly Qualified trend data for LEA and school
- b. Information about numbers of teachers (disaggregated by subject taught and grade level) who lack certification and who are NOT designated as highly qualified;
- c. Activities of how the LEA will develop strategies and use funds to support teachers in becoming highly qualified;
- d. The percentage of teachers and administrators who are technologically literate; the method(s) used to determine teacher and administrator technology literacy; and strategies the school system will implement to increase the percentage of teachers and administrators who are technologically literate;
- e. A description of how the LEA will certify that all teachers in any language instruction educational program for limited English proficient students that is, or will be funded under Title III, are fluent in English and any other language used for instruction,

including having written and oral communication skills;

I. Introduction

ODY/GCA believes that all children should have equitable opportunities for quality instructional programming with regards to highly qualified teachers, experience of teachers and size of classes. To assure this opportunity for our students the Odyssey Equity Plan includes the following components; Needs Assessment - see descriptor 1 for detail, Stakeholder Involvement - see descriptor 15, Teacher Quality - Descriptor 18, Teacher Experience - Descriptors 1 or 18, Class Size Equity - Descriptors 1 or 13, Meeting Diverse Student Needs - Descriptors 19 and 21, Retention - Descriptors 1 or 18, and Recruitment - Descriptors 1 or 18.

To assess the needs and quality of teachers in terms of equity to ensure a 100% highly qualified faculty, ODY/GCA's goal is to continue to maintain and improve teacher quality.

Every year ODY/GCA offers possibilities to earn PLU's in accordance with the Georgia Professional Standards Commission that will go toward certification renewal. These PLU's are aligned with the school's Academic Achievement Improvement Plan. Each teacher is required to maintain a Teacher Professional Development Plan which outlines professional goals and addresses the tracking needs of obtaining and/or maintaining Highly Qualified status. ODY/GCA ensures that parents know the teaching credentials of their assigned teachers. Parents have access to each teacher's curriculum vitae through the school websites and may request at any time a copy of a teacher resume from the Academic Administrator.

ODY/GCA may utilize technologically savvy members of the Odyssey community for in-service opportunities with teachers and staff. We have no Title III funding and no ELL or ESOL students. However, if we did, we would seek Georgia certified teachers for the program which would insure their fluency in English.

ODY/GCA serves approximately 8,000 students for the FY2012 school year. The school currently has approximately 190 full and part-time employees. As a state chartered special school, ODY/GCA draws students from throughout state of Georgia. We are approximately 40% minority enrollment, with approximately 56% of families being considered economically disadvantaged. Whether attending classes at the Odyssey School building (ODY) or working in the cyber academy (GCA), it is the belief of the whole school that all students, regardless of background or socioeconomic status, have the right to an effective, highly qualified teacher. ODY/GCA strives to maintain equity in the hiring and placement of teachers.

A snapshot of our accomplishments with Title II-A funding includes:

- Ø Improved standardized test scores in reading and math**
- Ø Additional HQ teacher**
- Ø Focused school level professional development on best practices – especially**

differentiation, communication, and constructivism

As a result of this funding teachers are more developed professionally and are better able to assist students in increasing academic achievement.

II. Annual Needs Assessment

Each year the Title I and Title II-A coordinator conduct needs assessments with the teachers, leadership and parents. The survey is conducted using Survey Monkey. The Title I and Title IIA Coordinator review the data to determine the needs of the system relative to the allocation of Title II-A resources. Additional data collected from various sources are class size data, HiQ data, equity data and teacher retention data.

All except one teacher at GCA and 2 at ODY are highly qualified and are in progress of achieving that goal. Our charter allows us some flexibility in of teacher and paraprofessional certification. The average years of teacher experience is 15 years. Teacher training this year began to focus on meeting the diverse needs of students (PD 360 videos). Next, year we will continue those efforts by introducing speakers and a book study (research based) and continuing to use PD360. Class size is smaller for our at risk population. This year teacher recruiting took place at the charter school job fair and through Georgia Tech. We recruited and hired only highly qualified teachers.

- 1.
- 2.

Prioritized needs as a result of the survey are:

- 1. Training on differentiated instruction**
- 2. Math instruction**
- 3. Working with economically disadvantaged students**

ODY/GCA's procedure to ensure that low income and minority students are not taught more frequently by unqualified and inexperienced teachers and that that these sub groups are not placed in classes that are out of proportion with other student populations is as follows: Beginning each spring the school director and curriculum specialist conduct a needs assessment of personnel. The school director and curriculum specialist look at the results of parent surveys and also consider any special parental requests. Tentative class rosters are made and referred to the teachers in the cluster for consultation and input. Socio-economic levels and other demographic information are considered in the class planning process.

To insure that recruitment and hiring practices are geared toward insuring that equity is maintained the school director conduct a needs assessment. As part of this needs

assessment, the following data will be collected and analyzed:

- Ø School, and grade level socioeconomic and demographic information
- Ø Training and experience data by school from the GAPSC website
- Ø HI-Q data from the annual report
- Ø Student achievement data on standardized tests
- Ø Personal knowledge of students
- Ø Parent survey

Data will be analyzed for trends with various subgroups and comparisons will be made with experience and training data. All teachers in the GCA program are HI-Q, but some in ODY are still in progress on achieving that goal. In particular, performance of students taught by teachers not classified as Highly Qualified will be compared with the performance of students of similar demographic and socioeconomic status who were taught by a highly qualified teacher in the same subject, area, or grade. Part of this consideration is also based upon personal knowledge of each student as well as surveys given to parents regarding their child's ideal educational setting.

As a result of the needs assessment, recruitment activities will be planned that emphasize face to face interactions with candidates. Candidates will be interviewed by the curriculum specialist, school director, and teachers (if appropriate).

Experience Equity: There is some disparity between the experience of our brick & mortar faculty and state averages. This is due to the fact that, as a charter school, our pay scale is lower than traditional school system salary ladders. Also as a non-traditional educational alternative, our school is more attractive to teachers who are new to public education or relatively new to the profession.

III. Equity of Stakeholder Involvement

Stakeholders include: Heads of school, director of Academic Services, teachers, parent advisory council, school leadership, and board of directors.

ODY/GCA involves a wide-range of stakeholders in the planning process for equity.

Prior to the finalization of staff allotments each spring, the school director reviews the allotments with the curriculum specialist. The school director reviews the allotment data with teachers, the parent advisory council, and school leadership, and accepts input on class sizes and class enrollments from these groups.

Several stakeholders are involved in data study. The school director and curriculum specialist meet with teachers, school leadership members and the parent advisory council to analyze ETA, AYP, and curriculum gains goals, and plan strategies to improve teacher retention. The school director also meets with faculty and staff regarding concerns and reports these to the Board of Directors for consideration. The school director, teachers, Board members and the curriculum director also collaborate to ensure availability of resources.

Each year, parents whose students are in classes being taught by teachers who are not considered Highly Qualified will be sent a letter within the first 20 days of school informing them of this fact. The letter is sent via our internal messaging system where tracking is automatic (can view when/if the letter was read). If a parent requests a hard copy then one will be mailed. A copy of the letter is placed in the teacher's file in the school administrative office and another copy is kept in an administrator master file of letters sent.

Parents are notified of the parent's Rights to Know in the parent handbook. Parents sign off that they have received and read the handbook via survey or digital signature. The following statement is included with our yearly distribution of Parent Handbooks

In compliance with the requirements of the No Child Left Behind statute parents may request information about the professional qualifications of their child's teacher(s). The following information may be requested and/or viewed at our internal website:

- 1). *certification*
- 2). *college major/graduate certification of degree held by the teacher;*
- 3). *qualifications of the paraprofessional, if paraprofessional services are provided.*

Please contact the school in person or request this information in writing.

IV. Highly Qualified Teacher Equity

Beginning each spring the school director and curriculum specialist conduct a needs assessment of personnel. The school director and curriculum specialist look at the results of parent surveys and also consider any special parental requests. Tentative class rosters are made and referred to the teachers in the cluster for consultation and input. Socio-economic levels and other demographic information are considered in the class planning process by comparing subgroup test results. The LEA uses a spreadsheet program to assign equity across all teachers. Due to the geographic layout of students and teachers ODY/GCA does not have to assign by geography only (for example, a teacher living in Atlanta may have several metro-Atlanta area students but also students living in outlying areas such as Macon, Columbus and/or Savannah). Students classified as needing Special Education services are evenly dispersed amongst all regular education teachers to ensure an equal amount of students assigned to each teacher.

For any teacher not considered Highly Qualified (approximately 1% are non HiQ), a remediation plan is developed at the time of hire by the teacher, curriculum director and Academic Administrator to assist the teacher in meeting the requirement. Specific actions are written in the teacher's Teacher Professional Development Plan (TPDP) along with a date of completion. The actions outlined may involve applying for certification or passage of the GACE. Financial support is provided through Title II-A funds to reimburse teachers for the cost of GACE tests for purposes of adding instructional fields or becoming Highly Qualified, preparation classes, study materials and travel related to taking the GACE. The TPDP document is signed and monitored on a quarterly basis by the Academic Administrator, Lead Teacher and teacher. Teachers certified via a non-renewable (NT) certificate will also be placed on an action plan to document the progress from

NT status to clear-renewable.

97% of ODY Paraprofessionals are Highly Qualified. GCA does not have any Paraprofessionals; our charter waives the certification requirement for Paraprofessionals.

The TPDP document is signed and monitored by the Title II A Coordinator, Director Lead Teacher and teacher. During the mid-year and end of year evaluation with the teacher, progress toward becoming HiQ or earning a clear renewable certificate is monitored.

Socio-economic levels and other demographic information are considered in the class planning process by comparing subgroup test results. The LEA uses a spreadsheet program to assign equity across all teachers. Due to the geographic layout of students and teachers ODY/GCA does not have to assign by geography only (for example, a teacher living in Atlanta may have several metro-Atlanta area dispersed amongst all regular education teachers to ensure an equal amount of students assigned to each teacher. students but also students living in outlying areas such as Macon, Columbus and/or Savannah). Students classified as needing Special Education services are evenly dispersed amongst all regular education teachers to ensure an equal amount of students assigned to each teacher.

ODY/GCA will reserve 5% of funding to ensure and support the Highly Qualified status of all teachers. These funds can be allocated toward continuing education, GACE testing, etc.

V. Teacher Experience Equity

ODY/GCA hires a diverse teaching population from all areas of the state. Inequities will be resolved through attrition by hiring experienced effective teachers in areas of need.

Because ODY/GCA uses a performance based model for employment renewal, a low performing teacher showing no improvement after the 2nd year of employment will not receive a renewal agreement therefore the teacher will not be placed with any students. This will be reflected on their final performance evaluation documents along with recommendations for improvement. No student at ODY/GCA will be placed with a teacher showing little or no improvement over 2 years due to the performance evaluation model. Here is an overview of the process:

- 1. Teachers are evaluated (see Appendix D) using a performance based process and given a score. 50% of the score is based on Student Achievement data.** The remainder of the score comes from monthly lead teacher evaluations, Success Factors goals and parent satisfaction surveys.
- 2. Teachers are ranked from highest performers to lowest performers. The bottom 10% of low performing teachers is placed on a Teacher Intervention Plan (see Appendix H).**
- 3. Documentation is collected during the next 3-6 months of the Teacher Intervention Plan.** Teachers on a plan are paired with a mentor and are given additional training,

monitoring and support.

4. **If significant improvements are not made the teacher will not be given a renewal agreement for the following school year.** Students are assigned to teachers by grade level. No student will receive an ineffective or inexperienced teacher two years in a row.

VI. Class Size Equity

All ODY/GCA School classes and programs are in compliance with state-mandated class size rules. However, as a charter school claiming a blanket exemption from Title 20 regulations, we are exempt from state maximum class size policies and legislation.

Class ratio at GCA for the 2010-11 school year is approximately 65 students per one homeroom teacher. In the brick-and-mortar school (Odyssey) the ratio is 20 to one. Because ODY/GCA receives state funding based on enrollment we will add a teacher if the numbers rise based on the ratios. Homerooms that serve higher populations of at-risk students have a smaller student teacher ratio.

VII. Meeting Diverse Student Needs

In addition to high-quality professional learning throughout the school year that focused on differentiation and meeting the diverse needs of students (PD360), teachers are continuously observed for effectiveness. Teachers' ability to differentiate is assessed during monthly lead evaluations in which discussions of student take place, in classroom observations, and monthly team PLC meeting in which strategies for student support and individualization are discussed. Part of the process of assessing each teacher's ability to differentiate is to review the ILP (individualized learning plan) that is written for each student at the beginning of the year and is revisited during each quarterly conference. Parent surveys show that 65% of our families in K-8 "always" receive support for dealing with their child's unique learning needs.

At the end of each school year, the school director, curriculum specialist, and teachers meet to discuss and study parent survey, test results, and observations to determine strategies and programs needed to improve academic student performance. It is the role of the curriculum specialist to ensure that strategies employed are based upon educational research. These results are shared and discussed with the Board of Directors and any academic sub-committees. The school director, curriculum specialist, and a staff sub-committee meet at the beginning of each school year to determine funding sources for recommended best practices. Collaboration of program guidelines is examined to determine available funding sources.

Strategies for establishing and sharing best practices include:

- **Surveying teachers to assess needs of diversity**
- **Utilizing monthly professional development sessions for teachers and teacher assistants**
- **Giving presentations on educational philosophies, strategies, and best practices at board meetings**
- **Utilizing consultant to run a communication workshop for school personnel**
- **Taking advantage of high quality professional learning opportunities available to instructional and leadership staff (BER workshops, GCSA conference, Title I conference, DOE workshops)**
- **Coordinating services through membership in the Georgia Youth and Science Technology Center-Newnan Center**
- **Encouraging teachers to share their ideas for pilot projects and professional development opportunities with the school director and curriculum specialist**
- **Using additional CRCT preparation software (Study Island and GAOAS)**
- **Seeking out strategies nationwide that provide:**
 - **Standards-based, research-based instruction**
 - **Effective tools to collect, manage, and analyze data and conduct job-related tasks to inform instruction and school improvement efforts**
 - **High-quality professional learning programs that increase teachers' skills to teach more effectively and engage students**

VIII. Retention of Highly Qualified Teachers

In order to retain the highest quality teachers, GCA/ODY maintains the most competitive salary and benefit package that it can afford. Each year, our turnover averages from 2-3 teachers, largely due to higher pay in the county system and some local private schools. Initiatives such as early issuance of contracts, performance bonus incentives, and administrative support of teachers have increased the stability of our instructional staff. Other factors in retaining teachers include a greater degree of educational autonomy and flexibility as well as a willingness on the school's part to appropriately address the needs of all students. All teachers are reported through the CPI reports.

Each year, the school director studies the retention pattern of our teaching staff, with special attention given to Highly Qualified teachers who may be leaving the school at the conclusion of the school year. Factors including their stated reason for departure, formal and informal observation records, class test scores, and parent surveys are examined in order to better gauge whether the departing teacher was effective and if changes are needed to our program, salary structure, etc. in order for ODY/GCA to retain Highly Qualified, effective teachers.

ODY/GCA has a tuition reimbursement policy which can cover programs and classes needed for teacher certification renewal and further degrees in specialized content areas. Teachers and paraprofessionals are encouraged, through their written professional development plans, to utilize the funds available when needed. Approximately 10% of Title IIA funds will be set aside to cover tuition reimbursement every year in order to

support teacher retention.

IX. Recruitment and Placement of Highly Qualified Teachers

During our interview process teachers are screened to determine best fit of success with a given group of students based on teacher experiences.

ODY/GCA advertises open positions for employment on the school's web site as well as employment web sites and print media as needed. ODY/GCA also contracts with private vendors to fill some special education positions. Itinerate staff are 100% Highly Qualified. The department will continue to support filling positions with HiQ teachers by attending job fairs in order to recruit graduates from accredited institutions. GCA has had over 1,000 applicants for available teaching positions within the last 12 months.

ODY/GCA will reserve 5% of funding to ensure and support the Highly Qualified status of all teachers. Funds will be allocated toward running advertisements, booth fees at job fairs, posting on employment sites, etc.

Summary of Impact for the FY10 Selected indicator & Evidence of Success for the FY10 Selected Indicator

Indicator Selected and Action Plan for moving toward target for the selected indicator in FY11

Professional development focused on class equity and diversity. This is outlined in our instructional plan for the 2011-2012 school year. Every quarter during face-to-face meeting time there will be a segment presented on Equity using DOE resources and the newly acquired PD 360 tool provided by the DOE/PSC. To meet our target for the 10-11 school year we used the PD360 tool. The staff was assigned specific segments to view, discuss and reflect upon. The topics of the segments were on Diversity, Equity and Differentiated Instruction. As a result of the conversations generated and the needs assessment surveys, we have decided to do a year -long study on differentiated instruction as an extension of what we were exposed to this year. Additionally, based on CRCT scores, we plan to continue to focus on equity especially among our economically disadvantaged population by involving our local stakeholder community more.

XI. Equity Indicator Selected for FY12 Focus

Local development manager/community relations – get a business partner for more local stakeholder community involvement and FEC Family Engagement Coordinators (K8 and HS) and Resource Coordinator work with our families for more parental and community involvement

§ Actions/Strategies/ Interventions or Programs- partner with local business (es)

Representative from local business with attend monthly Title I meeting to provide feedback and give input.

Working with booster club, identifying local resources (such as tutoring, English Language Support for parents, etc), sports, extracurricular community involvement

§ Correlation to School Keys –Standard #1 the school reinforces the continuous improvement process through active and sustained involvement of students, family and community. Standard #2 the school has organizational structures and processes to ensure that students, families and community members play an active and sustained role in school governance decision making and problem solving. Standard #3 the school addresses student, family, and community needs through appropriate services and cross-institutional partnerships.

§ Professional Learning –Speaker to teach teachers to work with Economically Disadvantaged Students, PD360, research based articles

§ Resources or Materials Needed -none

§ Person or Position Responsible for Monitoring and Evaluation- Head of School, Title I Coordinator, Director of Academic Services, Local Development Manager, Title IIA Coordinator

§ Timeline for Implementation Will be ongoing effort throughout school year. Outing and meeting take place monthly, quarterly professional development

§ Means of Evaluation -As a part of the parent survey and the teacher/leadership needs assessment surveys completed at the end of the year, we will evaluation the effectiveness of the actions implemented.

§ We will monitor success toward this target by collecting and analyzing data on the number of FSL referrals, sustained enrollment, participation in outings and testing. There should be a direct and positive correlation between student learning and increased community involvement.

HiQ is also a focus for the 11-12 school year. We will continue to work toward achieving 100% HiQ2 status of both teachers and paraprofessionals in our recruitment and staff development efforts.

Is Plan Descriptor Revised?

19. Professional Learning; and all federal programs

A description of how the LEA will provide training and/or incentives to enable teachers to:

- a. Teach to the needs of students, particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency;
- b. Improve student behavior in the classroom;
- c. Involve parents in their child's education; and

- d. Understand and use data and assessments to improve classroom practice and student learning.
- e. Become and remain technologically literate.

Our curriculum specialist developed a long range professional learning program in conjunction with our growing emphasis on being a school with a constructivist philosophy. Our teachers will be training a minimum of one day per month in areas such as constructivist theory, the use of data to guide instruction, differentiated instruction, multi-age education, classroom management, parental involvement, servicing students with special education needs, project-based learning, the provisions of FERPA, and the integration of technology into the classroom. Training will be delivered in a number of ways including Odyssey personnel, paid consultants, GYSTC courses, RESA courses, vendor and Dept. of Ed. sponsored workshops and conferences, and PLU opportunities provided through the Georgia Charter School Association. Teachers and all other regular instructional and administrative personnel will take part in an intensive summer workshop hosted by the school each summer called Odyssey University and/or GVA Initial School Year Training. The focus during these sessions will be on analyzing CRCT data to make effective instructional decisions for students and understanding the Georgia Performance standards.

Is Plan Descriptor Revised?

20. Professional Learning and all federal programs

A description of how the LEA will develop a three-year professional learning plan that will be included in the LEA Comprehensive System Improvement Plan according to the requirements in Rule 160-3-3-.04 **PROFESSIONAL LEARNING**.

Our curriculum specialist developed a long range professional learning program in conjunction with our growing emphasis on being a school with a constructivist philosophy. Our teachers will be training a minimum of one day per month in areas such as constructivist theory, the use of data to improve instruction, differentiated instruction, multi-age education, classroom management, parental involvement, servicing students with special education needs, project-based learning, the provisions of FERPA, and the integration of technology into the classroom. Training will be delivered in a number of ways including Odyssey personnel, paid consultants, GYSTC courses, RESA courses, vendor and Dept. of Ed. sponsored workshops and conferences, and PLU opportunities provided through the Georgia Charter School Association. Teachers and all other regular instructional and administrative personnel will take part in an intensive summer workshop hosted by the school each summer called Odyssey University and/or GCA Initial School Year Training. The focus during these sessions will be on analyzing CRCT data to make effective instructional decisions for students and understanding the Georgia Performance standards.

Is Plan Descriptor Revised?

21. Professional Learning; and all federal programs

A description of the activities that the LEA will carry out with program funds, including

professional learning for teachers and principals and how their activities will align with challenging state academic standards. The description should outline the LEA professional learning programs and sources. The LEA professional learning programs should be consistent with nationally established criteria for quality professional learning, with such characteristics as incentives, self-directed learning, and authentic connections to actual work.

Program funds will be used for professional learning activities that directly relate to the improvement of academic standards for students. These may include conferences and workshops with a particular academic focus (technological integration, reading intervention, etc.) or courses available through GYSTC, RESA, or the Georgia Charter School Association. The school will typically pay for all conferences, workshops, and approved training classes as well as courses and testing fees related to the attainment of HQ status for all instructional personnel. Approximately 90% of all professional learning opportunities are researched based and high-quality (RTI, GPS, Standardized Testing), and 10% are teacher-driven content (sharing best practices). 100% of teachers are required to participate in all professional learning opportunities.

At the start of the school year, for any teacher not considered Highly Qualified a remediation plan is developed by the Title IIA coordinator in conjunction with the teacher's director to assist the teacher in meeting the requirement. Specific actions are written in the teacher's Teacher Professional Development Plan (TPDP) along with a date of completion. The plan is signed by the teacher's lead and director. The actions outlined may involve applying for certification or passage of the GACE. Financial support can be provided through Title II-A funds to reimburse teachers for the cost of GACE tests for purposes of adding instructional fields or becoming Highly Qualified, preparation classes, study materials and travel related to taking the GACE. Teachers certified via a non-renewable (NT) certificate will also be placed on an action plan to document the progress from NT status to clear-renewable.

Is Plan Descriptor Revised?

22. Title I, Part A; Title I, Part C; Title I, Part D; Title III; Title IV, Part A; Title V

A description of how the LEA will notify private schools of availability of funds to serve eligible children in each applicable federal program.

As a one school district and a charter school of choice, we have no private schools that we serve or will ever serve.

Is Plan Descriptor Revised?

23. Professional Learning and all federal programs

A description of the process the LEA will conduct annually to review and revise the LEA Comprehensive Plan for Improving Student Academic Achievement.

ODY/GCA utilizes a Student Achievement Improvement Plan (SAIP) which is a strategic planning process for analyzing data to develop a result-based accountability plan. The SAIP is a collaborative process with the singular purpose of developing data based plans that will anchor

decisions and drive instructional strategies. The goals and objectives of the plan are written and communicated through an action plan with accountability measures and timelines. The SAIP is monitored on a continual basis as test data is received and fully reviewed, at minimum, quarterly to determine the extent goals are met and to assure that adequate resources are available. All stakeholders (parents, community members, teachers and administrators) are involved with the SAIP development, implementation and review.

Is Plan Descriptor Revised?

24. Title I, Part A; Title I, Part C

A description of how the LEA will provide supplemental support services for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.

At this point, ODY/GCA serves no migratory children or formerly migratory children. Since ODY/GCA is, in effect, a school system consisting of only one school, should we have migratory and formerly migratory children they will be served in the same manner as other students. Each student will be assessed on an individual basis, with extra consideration being given to teacher observations, academic records, and grades should other evaluation tools such as standardized test scores or parental components be missing. If necessary, a bilingual TA or teacher shall be employed to communicate with parents and students. Year round services would be available, if necessary.

Is Plan Descriptor Revised?

25. Title I Part A; Title I, Part C

A description of how the LEA will promote interstate and intrastate coordination of services for migratory children, including how the LEA will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another.

At this point, ODY/GCA serves no migratory children or formerly migratory children. Since ODY/GCA is, in effect, a school system consisting of only one school, should we have migratory and formerly migratory children they will be served in the same manner as other students. Each student will be assessed on an individual basis, with extra consideration being given to teacher observations, academic records, and grades should other evaluation tools such as standardized test scores or parental components be missing. If necessary, a bilingual TA or teacher shall be employed to communicate with parents and students. Year round services would be provided. Should that student leave our school, we will transfer all records to the subsequent school following our standard procedure. To insure that this information is available when they register at another school, a copy of all records will be given to the parents.

Is Plan Descriptor Revised?

26. Title I Part A; Title I, Part C

A description of how the LEA will identify and recruit eligible migrant families and youth moving into or currently residing in the district.

ODY/GCA currently serves no migratory children or formerly migratory children. However, we will recruit migrant families in the manner consistent with all other students (word of mouth, newspaper advertisements, signs, etc.) Our teachers are trained on identifying possible migrant families through a Child Find query and will notify the migrant liaison at the school if a migrant child or previously migrant child were enrolled in ODY/GCA.

Is Plan Descriptor Revised?

27. Professional Learning and all federal programs

A description of how the LEA will provide resources for the purpose of establishing best practices that can be widely replicated throughout the LEA and with other LEAs throughout the State and nation.

At present, there is money set aside in the regular operating budget for professional learning and we have developed a three year plan.

Is Plan Descriptor Revised?

28. Title II, Part D; E-Rate

A description of how the LEA will take steps to ensure that all students and teachers have increase access to technology. Include the strategies to be implemented to increase or maintain access to technology and to establish or maintain equitable technology access.

The use of technology by students, teachers and administrators is inherent to the ODY/GCA model. ODY/GCA provides one computer per family and internet reimbursement based on financial need. Students receive daily instruction and access online learning materials throughout the school day. Teachers monitor and provide direct instruction via web based conferencing tools daily.

Is Plan Descriptor Revised?

29. Title II, Part D; E-Rate

A description of the LEA's long-term strategies for financing technology to ensure that all students, teachers, and classrooms have access to technology, technical support, and instructional support.

ODY/GCA currently provide one computer per family and internet reimbursement based on financial need. This is determined through the Family Income survey taken at enrollment and annually. All teachers are provided a laptop and all have internet access.

Is Plan Descriptor Revised?

30. Title II, Part D

A description of how the LEA will evaluate the extent to which technology integration strategies are incorporated effectively into curriculum and instruction. Describe how the LEA will ensure ongoing integration of technology into school curriculum and instructional strategies so that technology will be fully integrated.

ODY/GCA surveys staff on a frequent basis in order to gather data on the success of current technological practices within the school. This data is analyzed by the technology director and technology committee. If deficiencies or difficulties are found with the current practice, then the committee will recommend new technologies or staff development to address these issues.

Is Plan Descriptor Revised?

31. Title II, Part D; Title V

A description of how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula (e.g., distance learning).

ODY/GCA provides an online educational platform to the students enrolled in the GCA school. This platform (learning management system) delivers lessons to students that are aligned to the Georgia Performance standards. Embedded within this platform are extension activities for nearly every lesson that allow the student to pursue academic areas of passion through these rigorous lessons. Students received synchronous and asynchronous instruction from highly qualified teachers using web based conferencing tools.