The Odyssey Institute for Advanced and International Studies
CTDS 07-85-61-004

The Odyssey Preparatory Academy, Inc. is writing a DSP for The Odyssey Institute for Advanced and International Studies (OI) because it received an overall rating that did not meet the standard set by the Arizona State Board for Charter Schools. This DSP will show how Odyssey is working to improve student achievement. The Odyssey Institute opened in 2012 to 450 6th - 9th grade scholars. All 50 6th grade scholars were new to Odyssey and nearly 100 7th-9th grade scholars were new as well. In 2013 all 6th grade classes were permanently moved from the elementary campuses to the OI campus thus resulting in 850 scholars, grades 6-10, being educated at the OI campus.

Curriculum

Overview of processes to create, implement, and evaluate core curricula in math and reading.

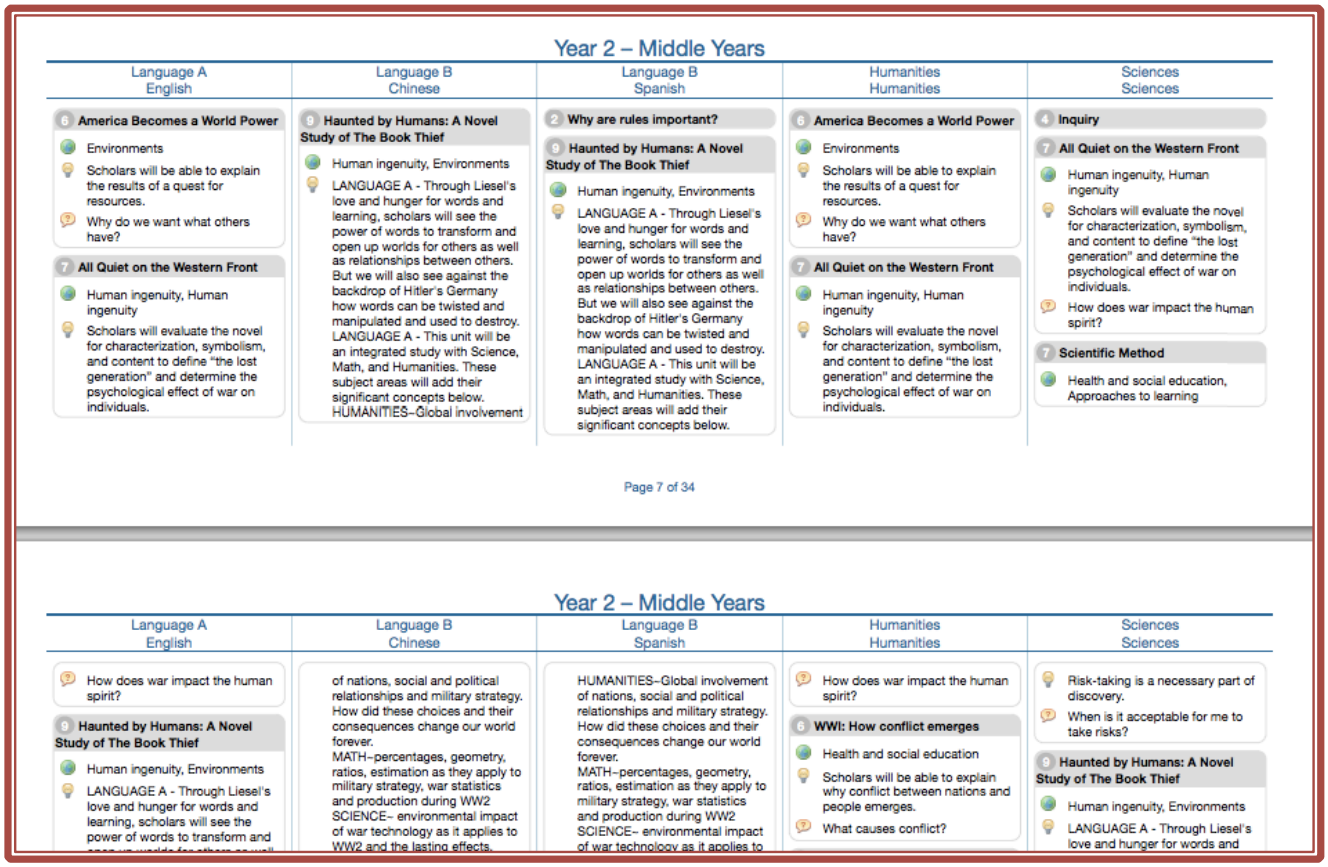
The Odyssey Institute for Advanced and International Studies utilizes multiple standards-aligned curricula in reading and math that support scholars at all levels of proficiency in reading and math. The core curricula in math and reading include:

- *USCMP Math Program (All scholars performing at or above grade level in Mathematics as demonstrated by previous years AIMS data)*
- *The Math Triumphs Interventions Curriculum by Mc Graw Hill (All scholars performing significantly below grade level as evidenced by previous years AIMS data)*
- *Novel Studies (All scholars are exposed to novel studies regardless of their reading proficiency, support strategies are described further on in the narrative)*

The system in place for implementing and revising curriculum for The Odyssey Institute For Advanced and International studies is as follows: Regardless of the commercial curriculum chosen, (for example, USCMP math textbooks) Institute staff creates internal curriculum maps and scope and sequences to align the chosen curricula to the state standards and to insure cross curricular unit planning throughout the lessons. While the curriculum maps and scope and sequence pacing is created by Institute teachers, direction and guidance regarding specific emphases (for example, specific standards gaps) is given by the IB Coordinator who functions as a member of The Institute administrative team. The Odyssey Institute for Advanced and International Studies is an official IB Middle Years Program School and as such requires that all students, regardless of ability level, participate in a fully inclusive academic program. The following curriculum and evidence of systems for implementation apply to all students. The additional systems in place within the general education classroom to support students categorized as in the bottom 25% of reading and math or designated as FRL or ELL are detailed elsewhere in the narrative.

The IB Middle Years Program Scope and Sequence, **Figure 1**, is a teacher-created overview that provides cohesive direction for implementation of The Institute curriculum. This overview document is made up of information derived from the much more specific teacher-created curriculum map. Because the MYP program requires inter-disciplinary units, along with curriculum maps, a scope and sequence was created by staff and inputted into the Manegbac

system. This document is on line and all MYP teachers have access to add, edit and revise as necessary. Both the curriculum map and scope and sequence are re-visited during Friday PLC meetings.



Year 2 – Middle Years

Language A English	Language B Chinese	Language B Spanish	Humanities Humanities	Sciences Sciences
6 **America Becomes a World Power** Environments Scholars will be able to explain the results of a quest for resources. Why do we want what others have? 7 **All Quiet on the Western Front** Human ingenuity, Human ingenuity Scholars will evaluate the novel for characterization, symbolism, and content to define "the lost generation" and determine the psychological effect of war on individuals.	9 **Haunted by Humans: A Novel Study of The Book Thief** Human ingenuity, Environments LANGUAGE A - Through Liesel's love and hunger for words and learning, scholars will see the power of words to transform and open up worlds for others as well as relationships between others. But we will also see against the backdrop of Hitler's Germany how words can be twisted and manipulated and used to destroy. LANGUAGE A - This unit will be an integrated study with Science, Math, and Humanities. These subject areas will add their significant concepts below. HUMANITIES–Global involvement	2 **Why are rules important?** 9 **Haunted by Humans: A Novel Study of The Book Thief** Human ingenuity, Environments LANGUAGE A - Through Liesel's love and hunger for words and learning, scholars will see the power of words to transform and open up worlds for others as well as relationships between others. But we will also see against the backdrop of Hitler's Germany how words can be twisted and manipulated and used to destroy. LANGUAGE A - This unit will be an integrated study with Science, Math, and Humanities. These subject areas will add their significant concepts below.	6 **America Becomes a World Power** Environments Scholars will be able to explain the results of a quest for resources. Why do we want what others have? 7 **All Quiet on the Western Front** Human ingenuity, Human ingenuity Scholars will evaluate the novel for characterization, symbolism, and content to define "the lost generation" and determine the psychological effect of war on individuals.	4 **Inquiry** 7 **All Quiet on the Western Front** Human ingenuity, Human ingenuity Scholars will evaluate the novel for characterization, symbolism, and content to define "the lost generation" and determine the psychological effect of war on individuals. How does war impact the human spirit? 7 **Scientific Method** Health and social education, Approaches to learning

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Year 2 – Middle Years

Language A English	Language B Chinese	Language B Spanish	Humanities Humanities	Sciences Sciences
How does war impact the human spirit? 9 **Haunted by Humans: A Novel Study of The Book Thief** Human ingenuity, Environments LANGUAGE A - Through Liesel's love and hunger for words and learning, scholars will see the power of words to transform and	of nations, social and political relationships and military strategy. How did these choices and their consequences change our world forever. MATH–percentages, geometry, ratios, estimation as they apply to military strategy, war statistics and production during WW2 SCIENCE– environmental impact of war technology as it applies to WW2 and the lasting effects.	HUMANITIES–Global involvement of nations, social and political relationships and military strategy. How did these choices and their consequences change our world forever. MATH–percentages, geometry, ratios, estimation as they apply to military strategy, war statistics and production during WW2 SCIENCE– environmental impact of war technology as it applies to	How does war impact the human spirit? 6 **WWI: How conflict emerges** Health and social education Scholars will be able to explain why conflict between nations and people emerges. What causes conflict?	Risk-taking is a necessary part of discovery. When is it acceptable for me to take risks? 9 **Haunted by Humans: A Novel Study of The Book Thief** Human ingenuity, Environments LANGUAGE A - Through Liesel's love and hunger for words and

(Figure 1)

Teacher-Created Scope & Sequence

The second teacher-created tool used to give specificity and measurability to the Scope And Sequence Document is the Curriculum Map. **(Figure 2)** The curriculum map is used to:

- Guide instruction and ensure the standards are being taught (teachers)
- Create a pacing guide and ensure emphasis of core Institute criterion (administration)
- Provide resources for instructional differentiation (teachers)
- Allow for administrative observers to check for fidelity to curriculum and implementation of the standards.

Revision to the curriculum maps is a collaborative effort between the IB Coordinator and other administrators. The system for revision is ongoing throughout the year in the bi-monthly Professional Learning Communities. Revision decisions are guided by teacher input, pre-and post-test data and other data such as seen in **Figure 3.** Figure 3 is a spreadsheet that was referenced during revision discussions of the math curriculum map. In this example, trends in student scoring on AIMS (based on specific standards where the majority of students scored poorly) were identified through the data analysis. Those trends were used in developing the curriculum maps and creating supplemental resources (for example, Buckle Down) and provided for teachers to help them fill in gaps where the curriculum does not address the standards as explicitly as necessary for mastery. This spreadsheet is shared with all math teachers during the above referenced PLC's and is still referenced frequently.

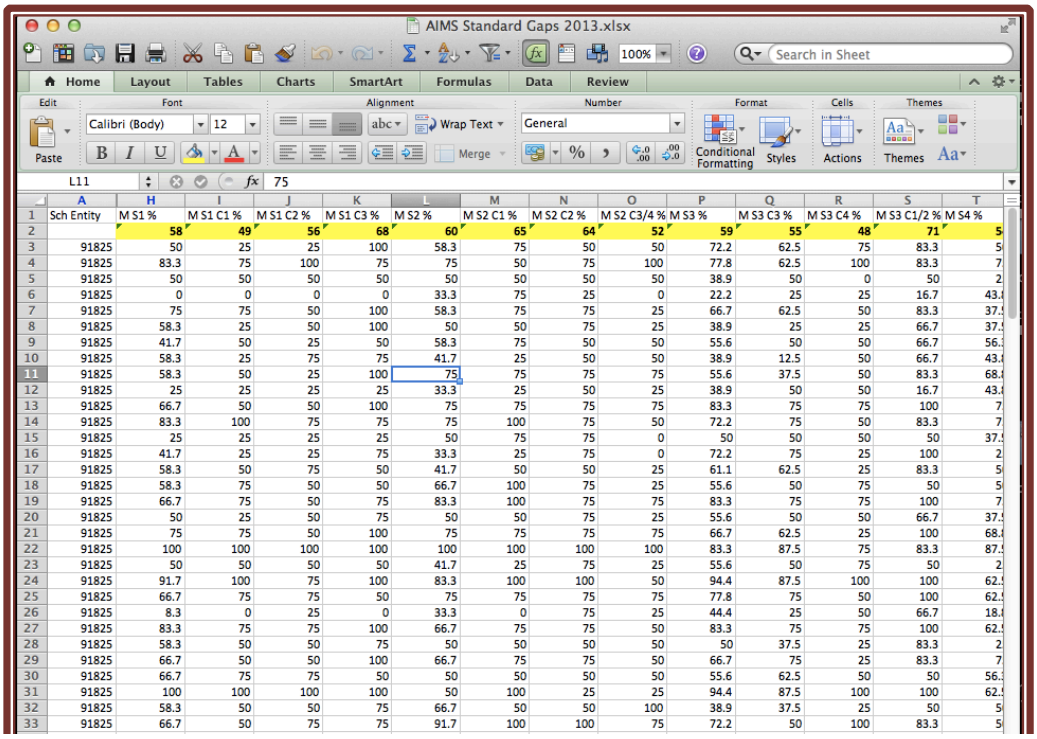
OIAIS MYP Curriculum Mapping

Subject: **Language A** **Year 1**

Time Frame Sem. 1	Unit Topic/Objective	State Standards	MYP Aims & Objectives	Connections to . . .	AOI and Guiding Questions	Assessment MYP Criterion	Activities/Text/Resources
8 weeks	*The Illiad*	The student uses strategies to comprehend text a. Predict text content using prior knowledge and text features (R06-S1C6-01) b. Uses reading strategies (drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text (R06-S1C6-07) Student uses graphic organizers and clarifying questions in order to comprehend text (R06-S1C6-03,04) The student constructs meaning from a wide range of texts. Determines the main idea and supporting details in a text and can summarize the main idea and critical details in chronological or logical order (R06-S3C1-01,02) Identifies the author's purpose and/or point of view. (R06-S3C1-04) The student writes to communicate ideas and information. Generates ideas through a variety of activities (prior knowledge, discussion with others, printed material or other sources) (W06-S1C1-01) The student understands the common features of a variety of literary forms. Describes the plot and its components (main events, conflict, rising action, climax, falling action, resolution) (R06-S2C1-01) The student responds critically to fiction, nonfiction, poetry, and drama. Describes the historical and cultural aspects found in works of literature (R06-S2C2-01) Identifies common structures and stylistic elements in literature and myths from a different culture (R06-S2C2-02)	**A Content (receptive and productive)** - understand and analyze the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts - understand and apply language A terminology in context - analyze the effects of the author's choices on an audience - compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention -compare and contrast works, and connect themes across and within genres -express an informed and independent response to literary and non-literary texts. **B Organization** - create work that employs organizational structures and language-specific conventions throughout a variety of text types **C Style and language mechanics** -use language to narrate, describe, analyze, explain, argue, persuade, inform, entertain and express feelings. -use language accurately	Language B; Humanities	**Why is conflict an inevitable part of the human condition?**	Criterion A: Content (modified rubric with interim objectives for appropriate grade level)	Video: Clips from the movie ***Troy*** embedded in keynote unit presentation, illustrating key moments in plot and character development. Technology: Keynote presentation of the characters, description and IB profiles in which they fall; key vocabulary and plot points. Visuals of Greek architecture, maps of ancient Greece and Troy that illustrate land forms and battle manoeuvres from the Trojan War. Character charts, KWL charts Art supplies, computer lab opportunities ***The Iliad for Boys and Girls,*** by Alfred Church

(Figure 2) is an example of a teacher-created curriculum map for the 2013-2014 school year

(Figure 3) is an example of an administrator provided data sheet identifying trends in student scoring on AIMS (based on specific standards where the majority of students scored poorly). This data sheets was used in the revision of the math curriculum map for the 2013-2014 school year.



AIMS Standard Gaps 2013.xlsx

Sch Entity	M S1 %	M S1 C1 %	M S1 C2 %	M S1 C3 %	M S2 %	M S2 C1 %	M S2 C2 %	M S2 C3/4 %	M S3 %	M S3 C3 %	M S3 C4 %	M S3 C1/2 %	M S4 %
	58	49	56	68	60	65	64	52	59	55	48	71	5
91825	50	25	25	100	58.3	75	50	50	72.2	62.5	75	83.3	5
91825	83.3	75	100	75	75	50	75	100	77.8	62.5	100	83.3	7
91825	50	50	50	50	50	50	50	50	38.9	50	0	50	2
91825	0	0	0	0	33.3	75	25	0	22.2	25	25	16.7	43.
91825	75	75	50	100	58.3	75	75	25	66.7	62.5	50	83.3	37.
91825	58.3	25	50	100	50	50	75	25	38.9	25	25	66.7	37.
91825	41.7	50	25	50	58.3	75	50	50	55.6	50	50	66.7	56.
91825	58.3	25	75	75	41.7	25	50	50	38.9	12.5	50	66.7	43.
91825	58.3	50	25	100	75	75	75	75	55.6	37.5	50	83.3	68.
91825	25	25	25	25	33.3	25	50	25	38.9	50	50	16.7	43.
91825	66.7	50	50	100	75	75	75	75	83.3	75	75	100	7
91825	83.3	100	75	75	75	100	75	50	72.2	75	50	83.3	7
91825	25	25	25	25	50	75	75	0	50	50	50	50	37.
91825	41.7	25	25	75	33.3	25	75	0	72.2	75	25	100	2
91825	58.3	50	75	50	41.7	50	50	25	61.1	62.5	25	83.3	5
91825	58.3	75	50	50	66.7	100	75	25	55.6	50	75	50	5
91825	66.7	75	50	75	83.3	100	75	75	83.3	75	75	100	7
91825	50	25	50	75	50	50	75	25	55.6	50	50	66.7	37.
91825	75	75	50	100	75	75	75	75	66.7	62.5	25	100	68.
91825	100	100	100	100	100	100	100	100	83.3	87.5	75	83.3	87.
91825	50	50	50	50	41.7	25	75	25	55.6	50	75	50	2
91825	91.7	100	75	100	83.3	100	100	50	94.4	87.5	100	100	62.
91825	66.7	75	75	50	75	75	75	75	77.8	75	50	100	62.
91825	8.3	0	25	0	33.3	0	75	25	44.4	25	50	66.7	18.
91825	83.3	75	75	100	66.7	75	75	50	83.3	75	75	100	62.
91825	58.3	50	50	75	50	50	50	50	50	37.5	25	83.3	2
91825	66.7	50	50	100	66.7	75	75	50	66.7	75	25	83.3	7
91825	66.7	75	75	50	50	50	50	50	55.6	62.5	50	50	56.
91825	100	100	100	100	50	100	25	25	94.4	87.5	100	100	62.
91825	58.3	50	50	75	66.7	50	50	100	38.9	37.5	25	50	5
91825	66.7	50	75	75	91.7	100	100	75	72.2	50	100	83.3	5

Each subject at The Institute (including electives such as Photography or Dance) is either in the creation or revision process of a curriculum map for each subject at each grade level. The curriculum mapping progress to date is as follows:

- 6th -9th Grade: All curriculum maps are completed for the 2013-2014 school year. Revisions to this curriculum map were based upon data from the 2012-2103 school year. This data was derived from IB Professional Learning Community discussions throughout the 2012-2013 school year, with changes being implemented to the curriculum map by the IB Coordinator over the summer of 2013. Revisions to this curriculum map were introduced in the fall of 2013 in August PLC's. **(Figure 4)**

- 10th Grade: Curriculum maps are in the process of being completed for the 2013-2014 school year. These maps are being created following the processes described above one unit in advance throughout the school year. The revision cycle will begin in the 2013-2014 school year.

(Figure 4) is a sample Data Analysis Protocol Sheet from an IB Professional Learning Community discussion during the 2012-2013 school year.

Data Analysis Protocol

Team: 6th Grade **Teacher:** Kracht, Holloway, McNeff², Le **Date:** 11/1/13

The following analysis is based on our team's common assessment of the following essential learnings:

Some behaviors of students are impeding their progress in the classroom.

1. Which of our students need additional time and support to achieve at or above proficiency on an essential learning?

We discussed Jacob Salinas, DJ Rave, Spencer Randall, Tallyn Bonini

How will we provide that time and support? Conference with scholars and parents to discuss options for students.

2. What is our plan to enrich and extend the learning for students who are highly proficient?

We plan on providing more critical thinking lessons and assignments.

3. What is an area where my students struggled? Scholars struggle with critical thinking

What strategies were used by teammates whose students performed well?

Providing visual learning including videoclips and pictures to support the unit.

4. What is an area where our team's students struggled? Organization

What do we believe is the cause? Lack of experience being a higher level student; transitioning to middle school

What is our plan for improving the results? Repeating and reinforcing procedures.

Description of core and supplementary curricula in math and reading and how it drives student achievement:

Core Curricula In Math:

The *University of Chicago School Mathematics Project (UCSMP) 6–12 Curriculum* (*Pre-Transition Mathematics*; *Transition Mathematics*; *Algebra*; *Geometry*; *Advanced Algebra*; *Functions, Statistics, and Trigonometry*; and *Precalculus and Discrete Mathematics*) implemented at The Odyssey Institute for Advanced and International Studies was chosen for its rigor and because it serves as a bridge between the Singapore Math program utilized at the lower school levels. The UCSMP program has fully incorporated the skills and processes described by the standards of Mathematical Practice and the Arizona Career and College Readiness standards. This curriculum supports the needs of all scholars by providing differentiated pacing guides, additional manipulatives, enhanced vocabulary, and real-world problem solving. A full compliment of access points is embedded within the text providing teachers with resources to support all scholars, both those in need of enrichment and those in need of remediation. The UCSMP math curriculum is delivered daily to all scholars for 65 minutes of instruction, 156 hours annually. Specific scholar growth is measured by unit pre and post tests (6th -10th grade) and through AIMS web, our benchmark and progress-monitoring program (6th through 8th grade).

Shown, **Figure 5**, is a sample of an internal growth measure for the core math curricula. Student achievement in the core math curriculum is measured by pre and post tests. These tests are given to all scholars to assess prior knowledge of the subject and to measure growth. All math teachers use this data to:
1) Drive instruction (For example, the pacing of instruction—time spent in specific concepts)
2) Differentiate for struggling scholars (For example, by aligning PFS assignments and goals [to be described later in the document] to student gaps)
As illustrated by the grade book screenshot, considerable growth was made by all scholars. (Evidenced in the growth from column one to column five). This growth indicates student mastery of the standards presented: In a less preferable model (students do not make significant, measurable growth towards mastery of the standards), re-teaching of the concepts would then occur. This process is standard practice with all core and supplementary curricula at Odyssey.

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	Not For Grading Pre-assessment MAX:100.00 PTS:100.00 8/28/2013	Sept 4 warm up MAX:100.00 PTS:100.00 9/4/2013	Hw MAX:100.00 PTS:100.00 9/5/2013	Group exam MAX:100.00 PTS:100.00 9/5/2013	Exam ch 1 MAX:100.00 PTS:100.00 9/5/2013
Grade	Test	Bell work	Homework	Test	Test
88.4% B+	30	100	100	100	88
94.8% A	10	100	100		82
99.0% A+					
75.8% C	10	100	100	90	65
90.7% A-	20	100	100	90	82
82.9% B-	30	100	100	95	74
80.6% B-	20	100	100	100	65
76.5% C	10	100	100	90	100
81.4% B-	15	100	100	95	71
73.4% C-	25	100	100		
82.0% B-	25	100	100	90	71
90.0% A-	35	100	100	90	85
67.6% D	30	100	100	95	
92.5% A-	15	100	100	90	94
87.7% B+	20	100	100	90	82
90.0% A-	30	100		00	74
91.2% A-	20	100		95	85

(Figure 5)

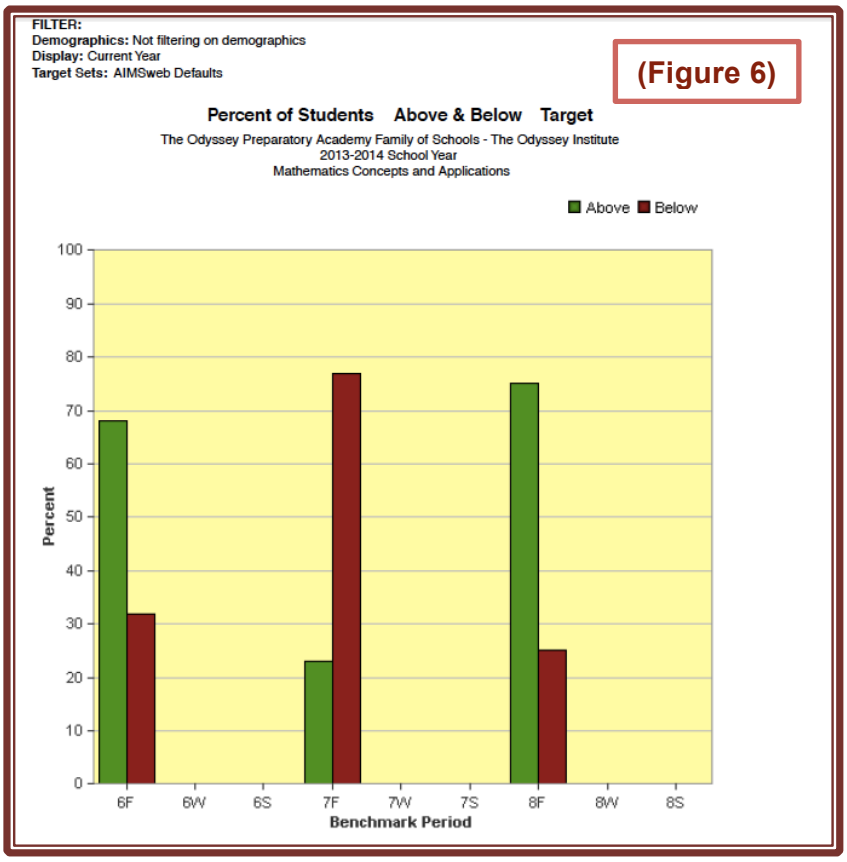
Supplementary Curricula In Math:

The Math Triumphs Intervention Curriculum by McGraw Hill is used for students who are struggling in mathematics concepts two or more grade levels below their current grade level. The goal of the Math Triumphs curriculum is to provide scholars with the skills to learn successfully and efficiently so that they can achieve with basic grade level materials. The program is intended as a course for students to accelerate their learning and be able to return successfully to the regular program. Assessment is diagnostic and imbedded so that the teacher can better monitor entrance and exit from the program. Some of the features that differentiate this intervention curriculum from the typical textbook are:

- consumable volumes that allow for flexibility and personalized instruction
- connections between concepts that reveal big ideas
- truly differentiated instruction, not just differentiated examples
- presentation of small chunks of content
- numerous examples for different strategies

Math Triumphs has been a valuable resource for teaching scholars presenting in the lowest twenty-five percent in mathematics because it has the flexibility to be used in varied settings, such as the classroom, before or after school, or in tutoring sessions. Its focus on mastering missing foundational skills and concepts from prior grades that are prerequisites to the scholar's current grade and curriculum supports the Odyssey Institute's goal of seeing all scholars master grade-level or above grade level standards.

The following graph represents the universal benchmark given to all incoming and returning scholars to OI. The majority of the Odyssey Institute's lowest 25th percentile in math (as evidenced by the first fall benchmark) are concentrated in the 7th grade. **(Figure 6)** Because of this, for the 2013-2014 school year, the majority of 7th grade scholars are in a leveled class utilizing the supplementary math curricula, Math Triumphs. In addition to using a supplementary intervention curriculum, this leveled math class moves at a slower pace, and receives push-in support from paraprofessionals. A major focus this year is on the 7th grade, as the majority of newly enrolled scholars came in well below grade level.



Student achievement and progress towards mastery of the standards in the supplementary curriculum is measured in identical fashion to the student achievement in the core curricula:

1. Pre-Test and Post-Test Growth
2. Benchmark Testing (utilizing AIMS Web, a nationally-normed system)
3. Standardized Tests (such as AIMS, and PSSAT)

Core Curricula In Reading:

The Odyssey Institute for Advanced and International Studies is an official IB Middle Years Program school and chooses the novels for study from the Language A PLA (Prescribed List of Authors) as mandated by the IB MYP guidelines. There are nine specific criteria that teachers use to teach and assess each novel. Each of these nine criteria is explored through oral discussion questions, activities, and writing prompts that are aligned to the Common Core Standards.

- Written organization, presentation, and language skills: *Scholars are taught to respond to literature with coherent ideas and to construct effective formal writing.*

- Knowledge and understanding of literary works: *Students are taught to see literary works both as the expression of an author's individual creativity and as representatives of their genre and period and required to demonstrate their understanding.*

- Written organization, presentation, and language skills: *Scholars are taught to respond to literature with coherent ideas and to construct effective formal writing.*

- Relationship between works: *Scholars are given frequent opportunities to discuss the links between works, the differences and similarities in their context, style, structure, and theme.*

- Cultural values and context: *Scholars are taught to understand cultural values as expressed in literature, and the significance of context in literary works. The actions of the characters in a literary work should not be judged by the student's own time and culture. This applies to attitudes towards social, cultural and political issues such as the position of women, and also to religion, sexuality, racial attitudes and democracy.*

- Substantiation and justification of ideas: *Scholars are taught that when writing and speaking about literature, statements or assertions must be validated and have evidence to support them.*

- Analysis of literary techniques: *Scholars are taught to analyze language, structure, technique, and style and to understand the difference between description and analysis of literature.*

- Evaluation: *Scholars are taught to recognize how and why literature affects the reader.*

- Independent literary criticism: *Scholars are expected to be able to apply their own skills of literary analysis to a prose passage or poem they have not seen before.*

- Visual skills: *Scholars are encouraged to heighten their awareness of the interactions between text and images within the work.*

In addition to the rigor of the nine elements explored in each Language A text, the Prescribed List of Authors allows teachers to adequately meet the Common Core Standard requiring variety in the range, complexity, and quality of text.

Novel Studies are used at The Odyssey Institute for Advanced and International Studies for the reading curriculum for all levels. The novels are used as interdisciplinary units and enhance reading skills such as decoding, comprehension, context clues, vocabulary, development of fluency and written follow-up activities. **Figure 7** is the prescribed reading list for all scholars who attend The Odyssey Institute for Advanced and International Studies regardless of reading ability.

Novel Studies (Figure 7)

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade
The Illiad for Boys and Girls	All Quiet on the Western Front	Fahrenheit 451	To Kill a Mockingbird	The Great Gatsby
The Odyssey for Boys and Girls	Animal Farm The Diary of Anne Frank	Thirteen Days: A Memoir of the Cuban Missile Crisis	Lord of the Flies Great Expectations	MacBeth
Julius Ceasar	The Boy Who Reversed Himself	The Giver Eva	Romeo and Juliet	The Tipping Point
The Romantics	The Book Thief	Twelfth Night	Night	Their Eyes Were Watching God
The Prince and The Pauper	The Corner of Bitter and Sweet	Life of Pi	Into the Wild	Like Water for Chocolate

Student mastery of the standards in reading is measured by:
1. Unit pre and post tests
2. Reading Comprehension benchmark tests utilizing AIMS web, a nationally normed testing benchmarking and progress monitoring system.
3. A collaborative rubric system (teachers and scholars) **(Figure 8)**

Unique to the descriptions given above of tools used to measure student growth is the collaborative rubric system. For example, in Language A, writing is measured against a rubric to indicate growth. Students track their growth data in their own Google spreadsheets and share with the teacher. This growth is discussed with the scholar and the teacher during writing conferences in class. Below are samples of student-created growth spreadsheets for writing.

Copy of Writing Growth Chart

	"Winter Dreams" Literary Analysis	Gatsby Literary Analysis
Ideas and Content	3	4
Organization	3	4
Voice	4	4
Word Choice	4	5
Sentence Fluency	4	5
Conventions	4	4
IB Content	5	7
IB Organization	5	7
IB Style and Language	6	7

(Figure 8) This data allows both scholars and teachers to discuss scholars' strengths and weaknesses. Teachers also use this tool as a formative assessment, aligning lessons to standards not yet mastered.

Supplementary Curricula In Reading:

As referenced in the narrative above, all scholars at The Odyssey Institute for Advanced and International Studies regardless of reading proficiency are exposed to specific reading strategies via Novel Studies. While no different reading curricula is used to address the needs of those scholars who present in the bottom 25th percentile in reading, a reading support class is provided to promote and monitor growth in reading. Scholars enrolled in the reading support class receive extra support in vocabulary development and comprehension strategies. Additionally, the reading teacher works in tandem with the Language A teacher to develop close reads and targeted supplementary instruction of the novels being taught in the Language A class. The specialist modifies and reinforces the concepts and novels taught in the Language A class. Because the inability to read well has far reaching academic implications, this reading class also focuses on reading strategies, test taking skills, study skills and organization.

9th Grade Reading Screening 5/6/13

Student Name	ORF Risk Level	Prosidy Risk Level	Reading Comprehension Risk Level
[redacted]	130 wpm MR	HR	LR -4/5 correct
	158 wpm LR	MR	HR- 0/5 correct
	141 wpm MR	LR	LR -4/5 correct
	190 wpm LR	LR	LR -5/5 correct
	121 wpm HR	HR	HR-2/5 correct
	145 wpm MR	MR	HR-2/5 correct
	170 wpm LR	LR	LR -5/5 correct
	96 wpm HR	HR	HR-2/5 correct
	89 wpm HR	HR	HR-1/5 correct
	141 wpm MR	LR	HR- 2/5 correct
	147 wpm LR	LR	HR-1/5 correct
	146 wpm MR	LR	HR-0/5 correct
	115 wpm MR	LR	LR-4/5 correct
	149 wpm LR	LR	HR-1/5 correct
	158 wpm LR	LR	HR-2/5 correct
	128 wpm MR	LR	LR-4/5 correct
	84 wpm HR	MR	HR-1/5 correct
	88 wpm HR	HR	HR-1/5 correct
	132 wpm MR	LR	LR-4/5 correct
	128 wpm MR	MR	HR-1/5 correct

Figure 9 is an example of a reading screening given at the end of the school year (2012-2013) identifying scholars in need of this supplementary reading class (intervention).

- Criteria for entry into the intervention reading class is taken from a combination of AIMS data, teacher recommendation, and internal screenings for fluency, prosody, and comprehension. (See Figure 9)

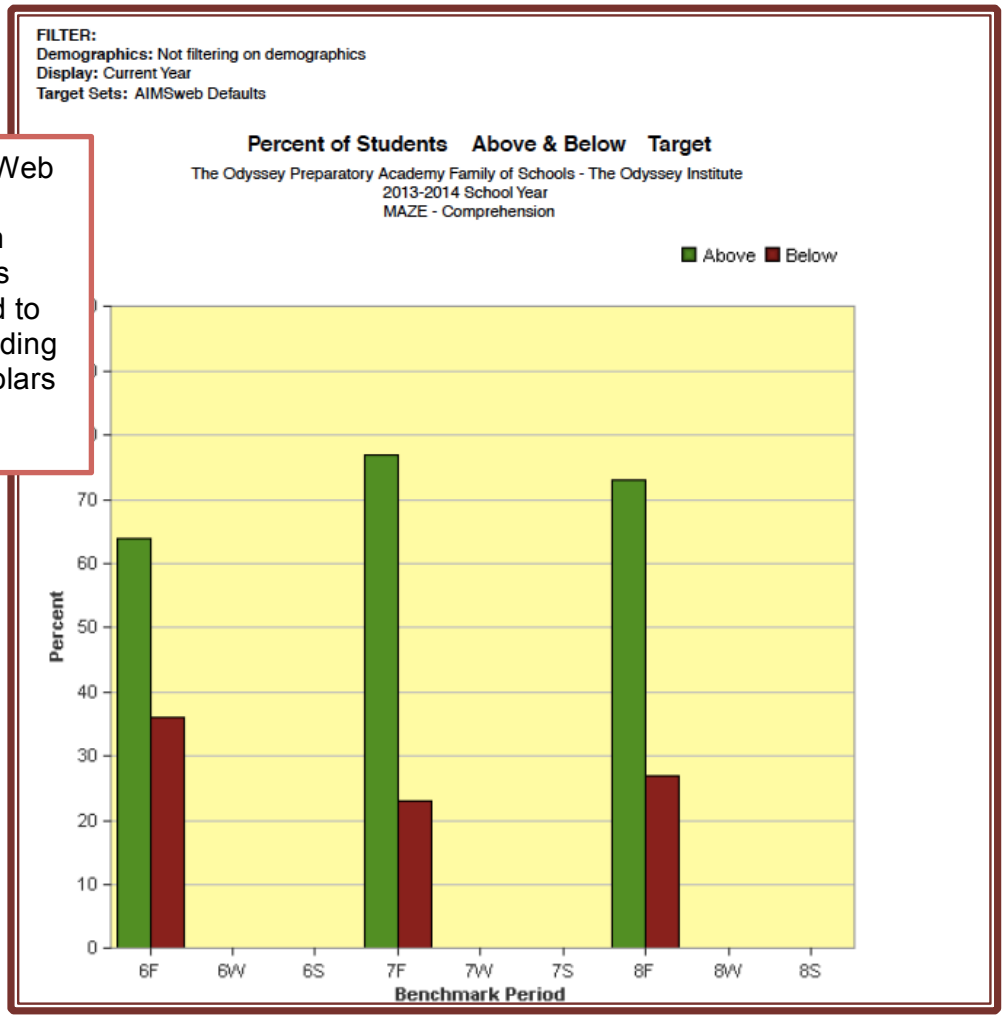
- This twice weekly, 65 minute class is assigned to scholars in lieu of the Prep for Scholars class (addressed later in the narrative).

- The administrative team meets with the teachers monthly to analyze pre and post test data to track scholar achievement. This data is combined with teacher observations and scholar feedback in order to make real time adjustments to the reading intervention class.

- This data will be combined with the data from the winter and summer benchmark AIMS Web tests and the AIMS test to make the necessary adjustments to this intervention program for the 2014-2105 school year.

- Individualized growth of students in the supplementary reading class is monitored by nationally normed benchmark tests given three times yearly. Efficacy of this supplementary class as an intervention tool is evidenced by improved student performance in the core reading class on standards-based reading assessments. (Pre and Post Tests and Collaborative Rubric)

Figure 10 is the AIMS Web data from the universal benchmark test given in reading: Fall, 2013. This data is one source used to prescribe additional reading resources to those scholars falling below the benchmark.



Supplementary Programs To Support Struggling Scholars within the Reading and Math Content areas:

Scholars are placed in leveled math classes according to their ability based on previous year's data collected from AIMS Web, AIMS, unit post-tests and teacher recommendation (see above mentioned graphs). All classes are aligned to the ACCR standards but the pace is adapted to the needs of the scholars. The classes that have the most struggling scholars receive assistance from a trained instructional assistant and/or a certified special education teacher.

Preparation for Scholars (PFS) class (Grades 6-8)

- All scholars grades 6-8 who are not assigned to a reading support class, are assigned to a 65 minute Preparation for Scholars (PFS) class, imbedded into the school day, twice weekly.
- This class provides margin in the day for scholars to receive additional help in reading and math. This help is provided by para professionals, a contracted push-in math specialist, and a certified teacher.
- PFS is structured for support of the standards that are taught in the core and supplementary reading and math curricula and therefore, additional standards are not taught during this class.
- Special education staff and other support staff utilize this time as well to provide additional reading and math support.

Independent Studies Program (Grades 9-10)

- All scholars grades 9 and 10 have the opportunity to have a daily independent study class with a certified teacher. This program is offered either within the school day as a non-credit elective class, or after school hours, should the scholar wish to keep a full elective schedule.
- Additionally, high school teachers hold office hours on Fridays to provide extra help to all high school scholars.

Overview of processes to create, implement, and evaluate supplemental curricula for scholars in the subcategories of ELL, FRL, and students with disabilities:

The Odyssey Institute meets standard for the students in the special education category but received an NR for the ELL and FRL. There are only 12 ELL scholars at OI and OI does not track FRL for federal reporting purposes. Nonetheless, the above-described core and supplemental curricula is implemented for all Odyssey scholars. At The Odyssey Institute for Advanced and International Studies, we support the integration of scholars with learning disabilities into the mainstream curriculum to the fullest extent possible. To this end, special educators are trained extensively in the core curricula as well as in intervention (supplementary) curricula and provide push-in support for scholars within the general education or intervention classrooms. An Individual Language Learner Plan has been implemented for each of the ELL scholars and in addition, each ELL scholar is placed in the reading support class (described above) where vocabulary development and comprehension strategies are taught. Additionally, the reading teacher works in tandem with the Language A teacher to develop close reads and targeted supplementary instruction of the novels being taught in the Language A class. The goal is for each of the proficient scholars to test out of the

ELL program and for the intermediate scholars to test proficient in the spring. While the population is small for these subgroups, data is collected on all students who receive 1) a band scholarship from Odyssey 2) uniform assistance from Odyssey or 3) a free hot lunch or peanut butter and jelly sandwich on a regular basis from the lunch room. The following chart represents the above-mentioned FRL data. **(Figure 11)** These scholars who have been "identified" as FRL are cross-referenced with the scholars who have been identified as ELL, receiving special education services or presenting in the bottom 25% in math and/or reading and receive the supplementary support that is detailed throughout this document.

School	FRL	Band Scholarship	Uniform Assistance/Books	Math Prof	Reading Prof
Buckeye	0	1	0	A	M
Buckeye	0	1	0	M	M
Buckeye	0	1	0	FFB	M
Buckeye	0	1	0	FFB	A
Buckeye	1	0	0	NA	NA
Buckeye	1	0	0	NA	NA
Buckeye	1	0	0	M	M
Buckeye	1	0	0	NA	NA
Buckeye	1	0	0	A	M
GY	0	1	0	NA	NA
GY	0	1	0	A	M
OI	0	1	0	A	M
OI	0	1	0	M	M
OI	0	1	0	FFB	M
OI	0	0	1	A	M
OI	0	0	1	M	M
OI	0	0	1	M	A
OI	0	1	0	A	M
OI	0	1	0	A	M
OI	0	0	1	M	M

(Figure 11)

Instruction

Description of the plan for monitoring the integration of the Arizona Academic Standards into math and reading instruction for all students including those in the lowest 25th percentile or specific subcategories:

Integration of the standards is an essential component in ensuring student growth and proficiency, therefore The Institute has created several systems that ensure that this integration is happening at all levels. First of all, the curriculum process described in some detail (Scope and Sequence, Curriculum Maps) provide a framework by which standards are explicitly outlined. Second, these standards are inputted into the Managbac system. Finally, a system of both formal and informal observations ensures that the standards outlined are being taught with fidelity and competence.

Formal observations are scheduled with teachers twice a year and are at least one full class period in duration. All teachers follow the same process for evaluation, including those teaching supplemental or intervention curriculums. Prior to scheduling the first formal observation, teachers meet with their administrators to discuss individualized growth goals. These goals are not a part of the formal observation, but the categories from which the goals are selected are derived directly from the evaluation form. Teacher goals are discussed and reflected upon throughout the course of the school year. When a formal observation occurs, the teacher and administrator meet within 10 days to discuss the evaluation. The teacher and administrator sign the form and a copy is given to the teacher. Elements of the formal evaluation that relate to monitoring the integration of standards into daily instruction are found in Domain One: (Planning and Preparation) of the formal evaluation piece. These elements include evaluation of the teacher's level of compliance with the following measures:

- Standards-aligned lessons uploaded to Managebac
- Standards-aligned objectives that are written to reflect scholar learning, not activity.
- Assessments of unit standards to be written before lesson uploads
- Evidence of cross-curricular planning

Informal observations at The Odyssey Institute for Advanced and International Studies include 'look for's' in the following areas:

- Frontloading
- Standards-Aligned Learning Targets Displayed
- Student-Centered Activities
- Teacher modeling of affirmation and respect
- Differentiation
- Access Points
- Academic Choice
- Interdisciplinary Vocabulary
- Formative Assessments

These informal observations generally occur two to three times a week, rotating periods of the day to ensure that all classes are monitored throughout the week. These observations are made by the site principals. Communication on the measures mentioned above is typically done via email and reflects both positive and informative/corrective feedback. Each informal walk through observation is documented in a form that is kept on file with the site principal.

(Figure 12)

Pratt, Bryan
to me

Here ye go Ma'am. All pasted here:

September: 9/5, 9/11, 9/17 informal documented data walks.

October: 10/8, 10/17, 10/23 informal walkthroughs.

10/29 formal walkthroughs:

Mr. Byrne
Mr. Yanke
Dr. Brown
Ms. Sabo
Ms. Hurley
Ms. Jones
Mr. Hiatt

10/30 form

Ms. Quigle
Mr. Stuart

10/31, for

McDonald a

Figure 12 illustrates the frequency of principal walkthroughs as well as the "look-for's" form used to make note of such items as Learning Targets and Formative Assessments

Mr. Byrne
8:25 10 min

CH Focus

OIAIS INSTRUCTIONAL STRATEGIES GUIDING PRACTICES

- Front-load / Flip
- Learning Targets
- Student Centered
- Inquiry-based / Create Meaning
- Speed Drills
- Be Relaters / Model (develop genuine relationships – affirmation, respect) – Personalize learning, to teach them well we must know them well. **Scholars feel safe to learn. Supportive Culture!**
- Differentiation / Access pts
- Academic Choice (scholars take ownership)
- Vocabulary
- Interdisciplinary
- Visual Learners (non-linguistic - Scholar Interpretation)
- Kinesthetic
- Technology (social networks) – A tool, NOT the curriculum
- PBL – Real World
- Collaboration / Group Work
  - Learning is social
- Field Trips (world experiences)
- Formative Assessment (not everything needs to go into grade book) – targeted, directed instruction
  - We measure growth, we do not average scores
  - Remediation & Enrichment
  - **A Tool, not a test**

Action Items

The Odyssey Institute meets standard for the students in the special education category. At The Odyssey Institute for Advanced and International Studies we support the integration of students with learning disabilities into the mainstream curriculum to the fullest extent possible. To this end, special educators provide both push in and pull out support for scholars within the general education or intervention classrooms. The ELL Coordinator works in tandem with the classroom teachers and the reading support teacher to insure that classroom instruction and support aligns to each ELL scholars ILLP. As all students at The Institute are currently integrated into the either core or intervention classrooms, the systems to ensure integration of the standards are identical.

Assessment

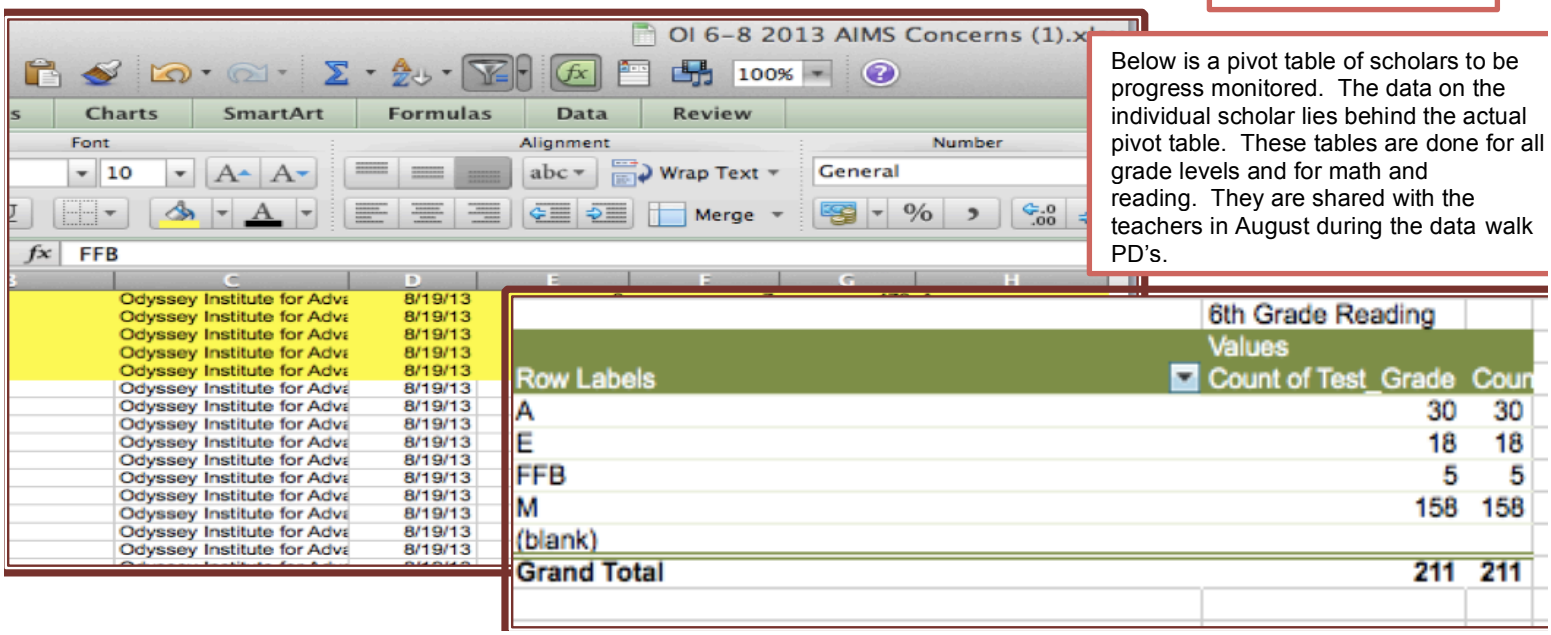
Description of the plan for monitoring and documenting increases in math and reading performance for all students including those in the lowest 25th percentile or specific subcategories:

Summer Data Assessment

At Odyssey, the monitoring and documenting of scholar proficiency on state assessments is a team endeavor. The administrative team spends the summer months analyzing the data. The multiple perspectives on this team include that of the teacher coach; the curriculum coordinator, the directors, the principals, the intervention coordinator, and the special education director. Using these multiple perspectives, standardized assessments are analyzed to ensure best practice in curriculum design, teacher training, instructional scheduling, and content delivery and differentiation. Privately, this data is analyzed first globally, (district wide), then locally (school specific) and finally, individually (student specific). This information is processed in a variety of ways: pivot prediction tables; color-coded risk labels; and comparisons of specific grade gains. **(Figure 13)** Examples of school-wide data-driven decisions that were made over the summer of 2013 and implemented in the 2013-2014 school year are:

- Abandoning the A/B Block Schedule in favor of a schedule that allows for all core subjects to meet daily for 65 minutes.
- The decision to implement a reading support class for grades 6-8 (as discussed earlier)

(Figure 13) Samples of spreadsheets created in the summer months.



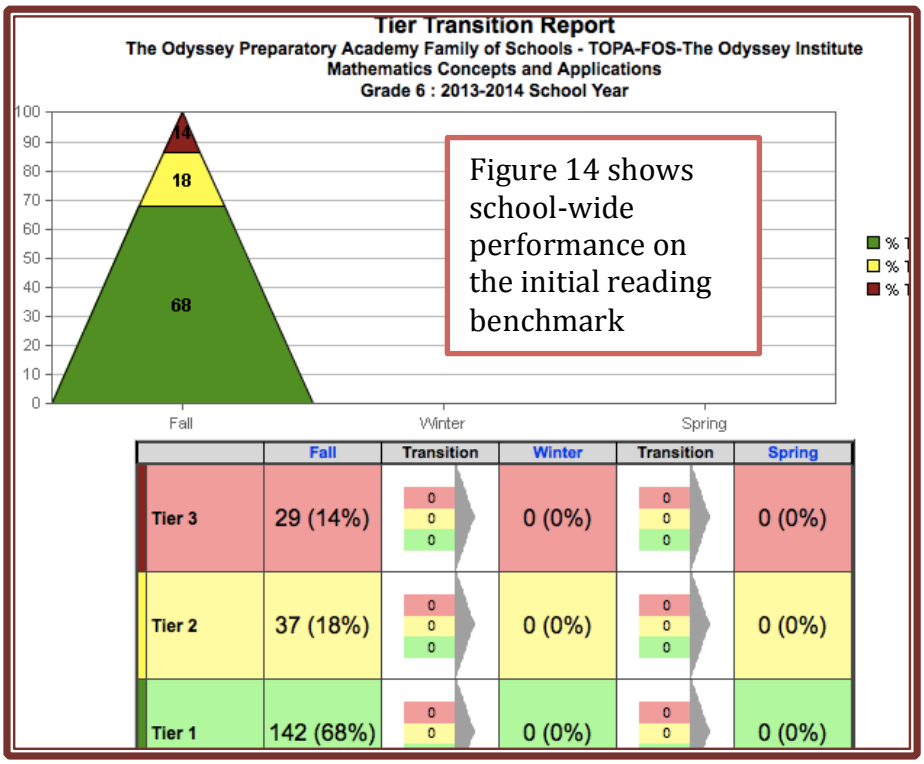
Below is a pivot table of scholars to be progress monitored. The data on the individual scholar lies behind the actual pivot table. These tables are done for all grade levels and for math and reading. They are shared with the teachers in August during the data walk PD's.

Once this information has been processed by the administration team, specific information pertaining to grade level targets, individual scholar growth or needs is shared with district staff members via google docs. This method of delivery allows staff members and teachers to access the documents throughout the year and simplifies the delivery system when updated scores are placed into the document or spreadsheet. Teachers use this data to drive instruction and provide differentiation. Finally, in August, all parents are given their scholars AIMS scores and general school-wide and district comparisons results are published and placed on the district website.

2013-2014 School Wide Data Assessment Plan

Benchmark Testing: In order to ensure that scholars are making adequate academic progress and to identify scholars in need of academic support, in grades 6-8 The Odyssey Institute implements AIMS Web, a universal screening program which places scholars in intervention tiers based upon their performance against a nationally normed sample of students.

- During the first three weeks of school, all scholars are given a brief standardized test that is aligned to the Arizona College and Career Readiness Standards in both reading and math. These brief tests are skills-based and measure basic math computation and reading comprehension.
- Once administered, the tests are graded and placed into a national database (AIMS Web). Once the scores have been placed into the database, reports can be generated that indicate the scholar's performance based upon a nationally normed sample and also their rank within the smaller sample of the school's population.
- This process is repeated once again in December, and then finally in the spring of each year.
- This data is processed in a timely manner and is one measure that is used to make ongoing decisions regarding program pacing and placement throughout the year.



- Other sources of data are classroom pre and post tests of the lesson or unit for all grades 6-10. As described in the curriculum section, pre and post data is used to make adjustments to instructional pacing for students performing at or above grade level in both reading and math. **(Figure 14)**

Progress Monitoring: The comprehension, fluency, and mathematic skills progress of scholars presenting in the bottom 25% and in specific subgroups is monitored and documented in the following ways:

- Consistent universal screenings that graph individual scholar performance on grade level fluency, comprehension, and computation measures.
- Pre and Post tests of leveled passages.
- Overall unit scores (pre and post testing) on individual mathematics skills utilizing MathTriumphs as a resource.
- Utilizing these measures, administration and teachers are able to monitor scholar growth in a specific, targeted manner. **(Data will be available for this measure in December, 2014)**

Professional Development

Description of a professional development plan that contributes to increased student performance in math and reading for all students including those in the lowest 25th percentile or specific subcategories:

Extensive professional development is a hallmark of The Odyssey Preparatory Academy and has been since its inception. The Odyssey follows an extended day, four-day school week for the express purpose of providing professional development and facilitating Professional Learning Communities. Professional development that contributes to increased student proficiency is provided in two ways: Frontloading and Targeting.

First of all, The Odyssey Institute frontloads all teachers with intensive training at the beginning of the school year. All teachers undergo two full weeks of refresher training on existing programs, new reading and math strategies, and classroom management techniques. Teachers new to OI spend three weeks in this intensive training. This time of frontloading includes introduction to new programs or strategies (for example, AIMS Web progress monitoring or Close Read Strategies), practice with those strategies, and then an action plan for the upcoming school year. The purpose of this two week/ three week timeframe is to ensure absolute fidelity of implementation to the cornerstone programs used in OI classrooms. By ensuring that adequate training has been provided and implementation is consistent, the administration can then make targeted adjustments to these programs within the school year to increase student achievement. Topics on the August 2013- 2014 agenda for all teachers during this two to three week intensive training included: **(Figure 15)**

- *Strategies to support special education students and processes for referral:*
  This training was given twice. A specific training on processes was given by the Special Education Director to all teachers new to Odyssey, and a secondary combined training was held for all teachers (including those new to Odyssey) with the focus on specific strategies to help scholars with specific identified needs as well as an overview of resources available to support all scholars performing below benchmark in reading or math via the Response to Intervention program.

- *Creating Standards-Based Lessons Plans:* This training given by the Teacher Coach provided explicit instruction to all teachers on creating a standards-based lesson plan. A template for lesson plans was introduced that included alignment with the standards, evidence of a pre and post test, evidence of activities activating prior knowledge, implementation of a 'Unit Question', and closure was given as the model going forward into the upcoming school year.

- *Cornell Notes:* This training, given by a veteran teacher of reading, gave guidance on the standardized method of note taking utilized by scholars at The Institute.

- *Professional Learning Community Expectations:* All teachers, both new and returning, attended a whole group professional development seminar in which the expectations for ongoing PLC's (to be held on alternating Fridays throughout the school year) were explicitly taught. These expectations were outlined by the in-house Teacher Coach and were defined in writing as follows:

  PLCs are a time when you meet to discuss Student Achievement.
  What this looks like:
  1. *Group sit in a circle in the room assigned.*
  2. *The scribe reads the agenda provided by the admin team.*
  3. *The item(s) are discussed using the norms your PLC created.*
  4. *How will all members contribute?*
  5. *What ideas does each member have in order to achieve the desired outcome?*

  PLC's are not lesson planning sessions, although the ideas from the PLC should translate into your lessons. So if mastering the "XYZ concept " in math was discussed and ways to address it with all levels of scholars, then those ideas are used when you write your lessons. The focus is: Student Achievement.
  Team collaboration, on the other hand, takes place during the week on your preps and on Fridays after all other meetings. The expectation is that grade levels (both campuses) meet on Friday to plan. A Data Analysis sheet is attached. The PLC Scribe is responsible for completing it at the conclusion of the PLC and turning into Patty Messer. This information will be looked at by the admin team and followed-up during common prep times during the week.

The Odyssey Preparatory Academy August 2013 PD Calendar

5-Aug	6-Aug	7-Aug	8-Aug	9-Aug
			Insurance	
9:00-12:00	8:00-10:00	8:00-10:00	8:00-4:00	8:00-10:00
ALL Teachers	All Teachers	6th-10th	6th-10th NEW to IB	All Teachers
AIMS Data Analysis	Handbook/Policies	ESR/Advisory	Intro	SPED
OIAIS				
	Crawford	Olson/Hurley/Yanke	Thrush	Perez/Price
1:00-4:00	10:00-12:00	10:00-12:00		10:00-11:00
ALL Teachers	All Teachers	IB		Citrus/Apache Staff
Test Taking Strategie	Insurance	Manage Bac		Open House Info
	Insurance Peeps	Thrush		Douglass/Olso/Pratt/Yanke
4:00-6:00	1:00-3:00			
All Staff	All Staff			
Mixer	Procedures			
	On your campus			
	Principals			

12-Aug	13-Aug	14-Aug		
9:00-11:00	8:00-12:00	8:00-4:00	Work ro	
6th-10th	6th-10th	All Teachers (30 minute rotations-see schedule)		All Teachers
Math with Megan	IB-ALL	SPED		PLC
OI	OI	OI		GY
Olson	Thrush	Perez		
		8:00-12:00		
		6th-10th		
		Cornell Notes. Jane Schaffer		
		Jones/Stroud		

Figure 15: A screenshot of the PD Calendar from the intensive summer trainings (Frontloading)

Targeted Professional Development takes place throughout the school year on a bi monthly basis. This professional development takes place through the PLC's and allows for the very specific alignment of student growth in the areas of reading and math to best instructional practice.

- Teachers are assigned to two PLC's: The first PLC is a community of cross-curricular teachers. The second PLC is a community of teachers that reflects a specific subgroup, for example scholars presenting in the lowest 25th percentile of reading or math. All paraprofessionals are included in these PLC's as are special educators and reading and math specialists.
- Agendas for the PLC's are driven by administrators and allow for timely instructional adjustments. Agendas to date have included topics such as: Vertical Alignment; IB and Common Core Standards; Interdisciplinary Units; Data Analysis (Effect of Instruction); Close Read Strategies applied in Science and Humanities.

Figure 16: The following samples illustrate the level of alignment and the quality of the professional development that takes place during PLC's

10/4/13

OIAIS Teachers	PD Titl
Mary Yanke	
Bryan Pratt	
6th Grade	
Scott McNett – Math	
Kimberly Kracht – Language A	
Monica Halloway – Science	
Terri McNett – Humanities	
6th/7th Grade	
Kristin Le – Math	
Kristin Caraway – Language A	
~~Brenda Shriver~~ – Science	
Elizabeth Zamora – Humanities	
7th/8th Grade	
Laura Harrel – Math	
Laurie Cuda – Language A	
Janice Baldwin – Science	
Chuck Yandell – Humanites	
8th Grade	

--------- Forwarded message ---------
From: **Thrush, Cassy** <cthrush@topamail.com>
Date: Wed, Oct 16, 2013 at 1:41 PM
Subject: Agenda for this Friday
To: OIAIS Teachers <oiais-teachers@topamail.com>

Dear Teachers,

This Friday we will be having an OI staff meeting from 8:30-9:00 in lecture Hall A. Maggie has a couple issues to address and Stephanie will be discussing AESOP.

At 9:00, this week, we **only** be meeting in PLC#1. Any PLC Friday, after this week, we will have schedule to meet with both, if needed.

Band, PE, and Spanish teachers will be working on district alignment with teachers from other campuses.

Arts and Mandarin a separate email will be sent for you.

Everyone else will be with their grade level. For this week, continue to work on your interdisciplinary unit (if needed). Please forward it to me once it is complete. If it is Managebac, you can generate the PDF.

Once you are done working on your interdisciplinary unit, please discuss scholar concerns. AIMS webs are available for 6-8 grade and can help facilitate your conversations. HS teachers, Bryan has asked that you discuss strategies that have been successful for modifying and accommodating SPED scholars.

Also, please discuss how ESR, Jane Schaffer, and Cornell notes are being used in your classroom.If your team has other issues to discuss, please feel free to do so. We want this time to be advantageous for you!

Attached is the Data Analysis Protocol form to fill out for recording your discussion, please place in my box after your PLC. If you feel there are points that do not fit the form, please place notes on back for documentation.

Please let me know if you have any questions!!! Thank you very much for your flexibility and hard work. =)

Figure 16 Continued: Targeted PD via PLC's

OIAIS Vertical Alignment
Subject: Humanities

	Reading	Writing	Organizational/Study Tools	Cornell Notes	IB assessments
6th	Introduce scholars to the acronym (TEAM BAG.) T-Thesis E-Evidence A-Analysis M-Meaning B-Bias A- All documents used G- Group	Teacher provides prompt. And scholar provides 2 pieces of evidence from text and class discussion of personal application. Schaeffer is introduced and used in basic format. Teacher provides prompt and thesis for narrative; scholar provides basic details and sequence.	Scholars will be provided help from the teacher organizing humanities folder and notes. Scholars will also utilize class time for reviewing and asking questions about lecture. They will also use in class time for writing the cue portion of Cornell notes or summary section from the previous day.	Teacher provides lecture, Key facts, and detail. Getting used to structure teacher gives cue questions.	Criterion A: Knowledge Criterion B: Concept Criterion C:Skills Criterion D: Organization and Presentation
7th	Should be able to use functions of acronym TEAMBAG.	Teacher provided argument, student has to provide evidence from	Scholars will continue improving skills in keeping humanities folder in order: full	Teacher provides bullet points and key facts and details scholar fill	Criterion A: Knowledge • Unit 1: Imperialism Newspaper

Increasing Graduation Rate

The Odyssey Institute (OI) plays an active role in ensuring our scholars are inspired about learning and becoming life-long learners. OI seeks to create a safe and inspiring culture by offering a project-based curriculum in a safe and supportive culture. To that end Odyssey has implemented several programs and practices to include the International Baccalaureate (IB) framework, Educators for Social Responsibility (ESR), Personal Education Plan (PEP) for scholars whose grades in any particular core subject fall below a C, and Credit Recovery.

The OI administration feels that central to maximizing and maintaining graduation rates is making learning fun and relevant. Learning is made fun when scholars feel safe to both take chances and to be a part of the school culture to which they belong. This is accomplished through the intentional programs Odyssey has implemented with an inquiry-based curriculum that works to each scholars strengths, allowing academic choice by the scholar to express his or her knowledge. The inquiry- project-based curriculum also makes learning relevant as scholars see the applicability to their lives. Odyssey also has an inherent interdisciplinary component to its IB framework that works to further make learning relevant to scholars. For example, while reading All Quiet on the Western Front, 7th grade scholars create trenches in their classroom from where they read and discuss the novel; 9th grade scholars create their own island nation complete with a constitution and laws, an economic system and a justice system while they read The Lord of the Flies; All grade levels in Science are producing a sustainable organic vegetable garden and will be selling their products on Market Days. Odyssey has also implemented the ESR template for building relationships and ensuring scholars feel valued and respected. The OI assigns an Advisor to each scholar through Advisory who follows each scholar throughout their high school career serving as Mentors, Counselors, and Advisors to their scholars, thus building strong relationships. Advisory assists in building a culture of belonging and respect whereby each scholar is acknowledged and allowed a voice in their education. Advisory meets bi-weekly to allow scholars to work on interpersonal relationships and also work with the Advisors to establish goals and their Education, Career, and Action Plan (ECAP) for four years of High School. These goals are monitored and adjusted as necessary to allow for each individual scholar to have an individual plan to reach his or her goal(s).

The Personal Education Plan (PEP) program at The Odyssey Institute offers a proactive intervention framework by which any scholar who falls below 80% is placed upon a PEP. Our goal is to intervene and identify weaknesses, whether academic or skills, to enable the scholar to work to his or her full potential. The basic components involve Teacher / scholar meeting, a scholar reflection, and a plan devised by the Teacher, scholar, and parent(s). Once the Teacher and scholar reflect upon why the scholar is struggling, a meeting or conversation is had with the parents so all can agree upon an improvement plan for the scholar before he or she has fallen too far behind by which he or she feels like a recovery is not possible, and loses hope.

OI has also instituted a Credit Recovery Program in the Summer to facilitate scholars making up lost credit. Scholars will make up their credits by taking classes through A+ (K12) online classes that meet state standards for that subject. K12 is accredited in Arizona through AdvancED. Requisite credit will be awarded for successfully completed courses to ensure the scholar stays on target for graduation.

Appendix

The Odyssey Preparatory Academy as a district has enjoyed steady growth over the past 5 years. While the growth has slowed down tremendously, the shifting of students between locations and the development and creation of a true Junior High and High School is currently in progress. The Buckeye, Goodyear, and Casa Grande K-5 elementary schools are running smoothly with systems that have been developed over the past five years. The Institute continues to grow by a grade level each year. With this growth, becomes the challenge of implementing systems that will be effective and sustainable. All systems discussed in the previous narrative are works in progress and will continue to be revised upon reflection, teacher and scholar feedback, administrative observations and of course, data. The 2012-2013 school year at the Institute was the first year in existence, while a large portion of the scholars who moved to the Institute simply transferred from an Odyssey K-5, either Buckeye or Goodyear, merging the two schools and the addition of still, quite a few new Odyssey scholars, certainly proved to be challenging, pockets of tremendous growth and improvement were still demonstrated. The most accurate comparisons to evaluate the Institute is comparing the Odyssey District scores from 2011-2012 to 2012-2013 as 6th, 7th, and 8th grade scholars merged. Despite the changes and shifting in locations, the Institute saw success in its first year. With the exception of 6th grade reading (many 6th grade scholars were brand new to Odyssey in 2012-2013) all overall passing scores increased. As referenced before, push in support is given to all scholars not passing AIMS in reading or math), the majority of the push in support is in this years 7th grade classes.

Reading Data

Grade Level	2011-2012 Reading	2012-2013 Reading
6th Grade	91% Overall Passing	86% Overall Passing
7th Grade	95% Overall Passing	96% Overall Passing
8th Grade	83% Overall Passing	86% Overall Passing

Math Data

In every grade level, 6,7, and 8th, the Institute saw an increase in overall passing in math. As referenced before, all scholars not meeting the math standard on AIMS receives push in support.

Grade Level	2011-2012 Math	2012-2013 Math
6th Grade	57% Overall Passing	62% Overall Passing
7th Grade	69% Overall Passing	70% Overall Passing
8th Grade	51% Overall Passing	55% Overall Passing

Embedded throughout the narrative is placement data based on AIMS Web, pre and post tests, and AIMS scores from 2013. The AIMS web benchmark data will be available upon the site visit. The second benchmark for Math and Reading will be given in December. This data will be analyzed and in chart form at the ready for the charter board visit. It is not available now as the second benchmark has not been given.