The Odyssey Preparatory Academy: Buckeye Campus

For the 2012-2013 school year, The Odyssey Preparatory Academy-Buckeye received an overall rating of 55.62 from the State Board for Charter Schools therefore requiring the submission of a Demonstration of Sufficient Progress Plan. The following narrative and supporting data addresses how TOPA-Buckeye anticipates meeting the standards set forth by the Charter Board in the 2013-2014 school year.

Comprehensive Processes & Programs Designed to Address the Learning of all Scholars:

The Odyssey Preparatory Academy-Buckeye is a K-5th grade school following the Core Knowledge Sequence of instruction. This sequence emphasizes cultural literacy in the early grades and provides a solid foundation for language within a flexible structure that provides for integration of state academic standards. For example, the implementation of the Core Knowledge teacher-created curriculum map provides a solid framework into which state aligned skills instruction can build knowledge systematically year by year, preventing repetition and gaps in essential background knowledge. Rather than a list of facts, events, and dates to be memorized, the sequence can be viewed as a guide to specific literary, geographical, social, and scientific ideas that build the foundation for steady academic growth and progress as children construct their knowledge and develop literacy and critical thinking skills year after year.

<u>Overview of the core instructional curriculum in reading (2a):</u>

In the Kindergarten through 2nd grades, the core instructional reading program takes a three-pronged approach to teaching literacy. All scholars are given explicit instruction in the areas of Decoding; Listening & Learning; and Phonetic Language Study. The Decoding and Listening & Learning strands are covered within the teacher-created curriculum map. **(Figure 2)** This map addresses decoding through the Skills strand of the Core Knowledge Language Arts program and oral language, vocabulary, and background knowledge sufficient to understand what is decoded through the Listening & Learning strand. Finally, all scholars are given daily explicit instruction in phonics using the Fundations program. The Wilson Fundations

Program serves as a key component of the core instructional reading program in Kindergarten through Second Grade and as a supplementary intervention program in Kindergarten through Third Grade. **(Figure 1)** This Orton-Gillingham based phonics and spelling program provides 30 minute daily lessons for all scholars in Kindergarten through 2nd grade which implement carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. This whole-group, intensive phonics program is used for thirty minutes each morning, is entirely scripted, and follows Wilson's format for pacing and progress monitoring.

(Figure 1: Scripted Fundations Pacing Guide; 2013-2014 School Year Tier I Progress Monitoring, Names Redacted)

Fundations® Tier I Pacing Guidelines (Continued)

LEVEL 2

Start Date	Unit
Aug. 19	Begin Orientation (2 days)
Aug. 26	Begin Unit 1 (2 weeks)

Wilson Fundations® Second Edition

Level 2 Unit Test Tracker

Directions: This tracker is designed track and assess overall class performance on the unit tests. Begin using the Class Test with Unit 1. Enter student scores for each unit assessed. (Specific instructions on scoring can be found below.) Scores that a (80%) are highlighted. Students who are significantly or consistently below benchmark should be considered for additional in- support to master the unit's concepts. Before progressing to the next unit, 80% of the class should be at or above benchmark

CLASS ROSTER: Overall Class Performance

	Student	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		16-Sep	26-Sep	8-Oct	Date	Date	Date	Date	Date
	example: Amy	80	79	82	90	95	79	80	83
1	XXXXXXX	92	96	88					
2	XXXXXXX	**92**	88	96					
3	XXXXXXX	96	92	96					
4	XXXXXXX	84	88	88					
5	XXXXXXX	68	72	76					
6	XXXXXXX	88	92	96					
7	XXXXXXX	92	88	84					
8	XXXXXXX	72	64	68					
9	XXXXXXX	84	96	92					

The Skills strand of the sequence (decoding) teaches reading and writing in tandem. Children practice blending (reading) and segmenting (spelling) using the sound spellings they have learned. Decodable stories are introduced in the sixth of the ten units for kindergarten. Stories are 100% decodable—made up entirely of words and sound spellings the students have been taught, or "tricky words" that also have been explicitly taught. Handwriting, spelling, and the writing process are also addressed in this strand. The Skills strand was designed to be fully in accord with the findings of the National Reading Panel and it is aligned with the goals put forth in the *Reading Foundational Skills* section of the Common Core State Standards. At The Odyssey Preparatory Academy, the skills strand is woven into teacher lesson plans throughout the twelve domains outlined in the core knowledge curriculum map.

Month	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
April	**SS Domains:** Colonial Towns and Townspeople, Taking Care of the Earth **Music:** American Musical Traditions: Jazz Songs: Old McDonald, Are you Sleeping **Visual Arts:** Color, Winslow Homer	**Sci Domains:** Matter **SS Domains:** Early Exploration of America **Music:** American Musical Traditions: Jazz Songs: Oh Johnney the Rabbit, Michael, Row Your Boat **Visual Arts:** Grant Wood	**SS Domains:** Immigration **Sci Domains:** Simple Machines **Literature:** Peter Pan **Music:** American Musical Traditions: Jazz Songs: This Land is Your Land **Visual Arts:** Abstract Art	**SS Domains:** 13 Colonies **Sci Domains:** Astronomy **Literature:** Alice in Wonderland **Music:** Composer: John Philip Sousa, Notation: Quarter value, Songs: Down in the Valley, Simple Gifts **Visual Arts:** Rudy Green Singing, The Gleaners, Double Iris Chain Quilt, Tar Beach	**SS Domains:** Native Americans **Sci Domains:** Chemistry **Literature:** Gulliver's Travels **Music:** Composer: Mozart "Magic Flute"/ Notation: Review ALL/ Songs: "The Yellow Rose of Texas"	**SS Domains:** Reconstruction and Westward Expansion (Post-Civil War) **Sci Domains:** Forces and Motion **Literature:** Fredrick Douglass Sherlock Holmes **Music:** Notation: nuance (phrasing, timbre, etc.); Listening: Stravinsky; Song: Happy Wanderer

(Figure 2: Teacher-Created Core Knowledge Domains by Month and Grade)

The Listening & Learning strand of the sequence is comprised of teacher read-alouds, class discussion, vocabulary work, and extension activities. These read-alouds and exercises are organized in 12 domains per grade. Each domain is dedicated to a particular topic—such as the five senses, Native Americans, early Asian civilizations, or insects—and the class stays focused on that topic or theme for 10–15 days of instruction. In addition, the domains are carefully organized to build upon each other within and across grades. In addition to effectively building students' knowledge and vocabulary, this focused, systematic approach maximizes the time spent in the social studies and science content areas by efficiently

integrating non-fiction reading material. Cross-content vocabulary introduced in the domains supports the Core Knowledge sequence of literary material.

In the 3rd through 5th grades, the core instructional reading program builds upon this foundational literacy approach. Decoding strategies are graduated to daily fluency passages allowing scholars and teachers to track growth in oral reading fluency via 'Cold and Hot Reads'. The literary language, vocabulary, and background knowledge outlined in the Listening & Learning strands continue to be covered within the teacher-created Core Knowledge curriculum map. **(Figures 2 & 3)** A grade-level specific, scripted Close Read Protocol ensures that every scholar receives explicit instruction in standards-aligned reading strategies.

Continuing this solid foundation for language by utilizing the teacher-created curriculum map, all scholars are exposed to classic literature as a component of The Odyssey's core instruction in reading. Specific to this core reading program in grades 2nd-5th are Core Knowledge designated novels. The sequencing of these novel studies is designed to correlate with Social Studies and Science domains that enhance student background knowledge and vocabulary, once again providing an opportunity to incorporate multiple disciplines and cross-curricular skills. A specific example of this is the fourth grade curriculum: when scholars are studying the novel Treasure Island they are concurrently studying geography, landforms, and map skills. They then use these skills within the Treasure Island novel study to create accurate maps of the terrain described in the novel.

Prior to the start of the 2013-2104 school year, the teachers created a novel-pacing guide to ensure that all readers regardless of proficiency were exposed to the Core Knowledge sequence novels. All scholars in 2nd grade, regardless of reading ability are exposed to Charlotte's Web; 3rd-Alice in Wonderland; 4th-Robin Hood; 5th-Secret Garden. All scholars follow a specific close-read strategy to access authentic text for a 30 minute period and then differentiate with a variety of strategies to support novel studies during the remaining 90 minutes of the extended reading

period. While the novels are identical, the strategies used to access them are varied. To ensure that all scholars are in compliance with the Common Core text complexity requirements, including those scholars who demonstrate a high proficiency in reading as measured by AIMS Web, AIMS testing, and teacher recommendation, these scholars are cluster grouped (using the Susan Weinbrenner model for gifted students) to allow for extension activities, projects, and additional novel comparisons. **(Figure 3)**

4th Grade Reading Pacing Guide	What skill are we teaching?	How are we teaching it?	Resources
1st Quarter			
Low	Fluency	Reading Horizons	Reading Horizons
	Comprehension	Novel, Read-to/-with, Close Read	**Robin Hood**, Notice & Note, Leveled authentic text
	Literary Elements	Close Reads	Conversationally & visually
	Vocab	word generation	Word Generation binder
	Phonics	Reading Horizons	Reading Horizons
Mid-low	Fluency	Hot & Cold Reads	Read Naturally
	Comprehension	Novel, Read-to/-with, Close Read (Authentic text), Indep. Read	**Robin Hood,** Notice & Note, Leveled readers
	Literary Elements	Close Reads, Thinking Maps, Plot Diagram/Symbols	Thinking Maps, Web, Stations
	Vocab	word generation	Word Generation binder
	Phonics	Sight words	Dolsch (sight words)
Mid-High	Fluency	Hot & Cold Reads	Read Naturally
	Comprehension	Novel, Read-to/-with, Close Read	**Robin Hood,** Notice & Note
	Literary Elements	Close Reads, Thinking Maps, Plot Diagram/Symbols	Thinking Maps, Web, Stations
	Vocab	Word mapping	CK
High	Fluency	Hot & Cold (above grade level)	Read Naturally
	Comprehension	Novel, Read-to/-with, Close Read	**Robin Hood**, Notice & Note
	Literary Elements	Close Reads, Thinking Maps, Plot Diagram/Symbols	Thinking Maps, Web, Stations
	Vocab	Word mapping	CK

(Figure 3: 4th Grade, Teacher-Created, Novel-Study Pacing Guide)

Overview of the core instructional curriculum in math (2a):

The Odyssey Preparatory Academy has chosen to implement the Singapore Math Curriculum as our primary math curriculum. Singapore math is a curriculum focused on the learning of mathematical concepts in a deep and spiraled manner. The students must demonstrate mastery of a concept in three ways: first pictorially, secondly by articulating (or writing) the concept in number sentence form, and finally, by using algorithms. This formula can be observed in math classes from Kindergarten through 5th grade. For example, in alignment with the 3rd grade AZ Common Core recommendations that instructional math time be spent in the critical area of multiplication and division, with students developing an understanding of the meanings of multiplication and division of whole numbers through activities and

problems involving equal-sized groups, arrays, and area models; the teachers would introduce multiplication in the following ways: First pictorially: A visual representation of four vans going to a field trip with six children in each van. Second, in number sentence form: Placing the number six under each van. Finally, with the algorithm: 4 X 6= 24. These steps are followed to great depth, (drawing, modeling, role-playing, and by using manipulatives) always starting with the concrete and moving to the abstract.

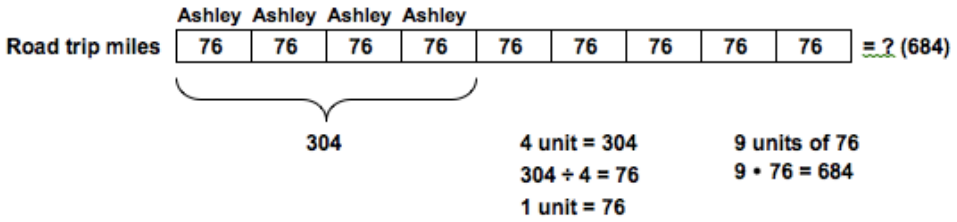
There are two Singapore math editions available for use in the United States: the U.S. Standard Edition and the California Edition. The Odyssey Preparatory Academy has chosen to use the U. S. Standard Edition. In the opinion of the Co-Director, who taught 8th grade math for the majority of her career, The U.S. Standard Edition, used in Singapore where students outscore the world in math, is the most pure version and best reflects the college preparatory mission of Odyssey. In recent years, Odyssey has spent extensive time and resources to carefully align this edition of the Singapore text with the Arizona standards. Recent areas of alignment include prioritizing the time spent in specific units to correlate with the priorities in the standards; modifying Singapore word problems to retain the integrity of the curriculum while using language specific to the AIMS; incorporating pre and post tests for every unit using both the Standards edition and the US Edition; and creating a “problem of the week” that exposes Odyssey scholars to different types of questions, particularly those that may be asked on standardized tests including AIMS and PARCC. Lastly, the Singapore curriculum has been thoroughly reviewed to ensure that any state standards not included in the Singapore math curriculum are addressed by interactive “mini lessons”. Number bonds, pattern recognition and fact-families are examples of specific Singapore strategies used in grades kindergarten through second grade, with bar models being added in grades third through fifth to give scholars a deep and thorough understanding of math reasoning. At the beginning of each year, scholars are given a Singapore Placement Exam, this exam gives specific recommendations as to the placement of individual scholars in specific Singapore books (1A; 1B; 2A, etc). Using the Susan Weinbrenner model for gifted students, scholars are then assigned to leveled math classes. Movement for math in grades 2-5 allows scholars who achieved a high score of ‘Meets’ on the state

standardized tests to be placed in a Singapore math class that is able to fully implement all aspects of the rigorous Singapore curriculum. In addition, an enrichment tutor is assigned to the math class containing the highest scholars to work on extension activities for those small groups of scholars who pass unit pre tests with an 80% or greater. All scholars regardless of mathematical acumen are exposed to a full 120 minute block of math and Singapore strategies. Math instruction is then differentiated with a variety of strategies (small group, bar modeling, games, sprints, manipulatives, and fact inventories), curriculums, and personnel to ensure learning for all scholars.

Daily math instruction includes two five-minute math "sprints" designed to aid scholars in their development of automaticity, a necessary component of mathematics success for all scholars. These sprints address addition, subtraction, multiplication and division. Following the math sprints, a daily mental-math activity challenges scholars to compute math problems mentally without use of paper and pencil. Research shows that scholars who use mental math strategies are able to successfully compute multi-digit math problems in a matter of seconds. An interactive mimeo lesson (as described above) ensures that all scholars, regardless of mathematical acumen are exposed to the same standards-based Singapore instruction. The remaining 90 minutes of the math period is then spent on level-specific mathematics instruction utilizing skill specific curriculum and strategies. (For example, intervention curriculum or small group instruction).

Assessment Problem of the Week

1. Ashley and Alyssa are taking a road trip, taking turns driving. Ashley drives 304 miles, or 4/9 of the trip. How many miles was the entire trip?



The entire trip was 684 miles.

5th Grade AZ CC Critical Area Addressed: Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)

Figure 4:

Standards-Aligned Problem of the Week:

(Singapore Format; AIMS/ PARCC content)

Overview of the processes to create, revise, and supplement core curriculum in reading and math (2a):

The system in place for creating and revising math and reading curriculum is a two-tiered and is also applied to the creation and revision of all supplementary curriculums in math and reading:

District-Wide Administrative Processes

1. Each summer, administrators synthesize and analyze the previous year's data: (AIMS data; AIMS Web Benchmarks; School-Wide Standardized Writing Assessments; student performance on end-of-year commercial curriculum tests)
2. Administrators (curriculum coordinator/teacher coach; special education director; site principals; RtI coordinator; and directors) meet together to determine curriculum or program deficits based upon this data.
3. Specific curriculum adjustments are made (for example, pacing of units is changed or additional resources are purchased)
4. The summer professional development calendar (frontloading) is created by the described administrative team.
5. Training is scheduled; resources are purchased; staff is hired based upon these decisions.

Examples of data-driven district-wide curriculum decisions that were made for the 2013-2014 school year include:

- Expanding the Reading Horizons Program (a supplementary reading curriculum) to all campuses.
  Upon average, scholars enrolled in the Reading Horizons program made significantly higher gains in reading than did their peers who were not enrolled in the program.
- Discontinuing the use of A Plus as a math intervention program due to lackluster scholar growth.
  Upon average, scholars enrolled in the A Plus math program did not make significantly higher gains in math than did their peers who were not enrolled in the program.

The following is a sampling of the specific data used in the revisions to the curriculum addressed in the narrative above:

The replacement of the U.S. Standards Edition Singapore, with MathWorks, a Singapore intervention curriculum for all 5th Grade scholars who are performing one year below grade level (as evidenced by the above mentioned data sources).

Reading Horizons (2012-2013 School Year)

4th Grade

Reading Level (Comprehension) Grade Level Equivalent	Reading Level (Comprehension) Grade Level Equivalent	Reading Level (Comprehension) Grade Level Equivalent
Fall	Winter	Spring
1.9	1.9	
1.7	2	
1.6	1.8	
2.6	3.4	
1.7	*Offline passage	
1.5	2.3	
2.1	3.5	
2.4	3.4	
1.7	2.8	
Grade Level Average 1.6	Grade Level Average 2.6	

5th Grade

Reading Level (Comprehension) Grade Level Equivalent	Reading Level (Comprehension) Grade Level Equivalent	Re (C Gr Ed Sp
Fall	Winter	
1.7	3.3	
3.2	6.3	
2.1	3	
2.2	3	
4.9	5.3	
Grade Level Average 2.8		

6th Grade

Reading Level (Comprehension) Grade Level Equivalent	Reading Level (Comprehension) Grade Level Equivalent	Reading Level (Comprehension) Grade Level Equivalent
2	2.8	
3.8	5.9	
1.9	3	
3.2	4.4	
1.4	2.2	
2.1	3.8	
3.9	3.8	
2.3	2.7	
5.7	7.1	
Average Grade Level 2.9	Average Grade Level 4.0	

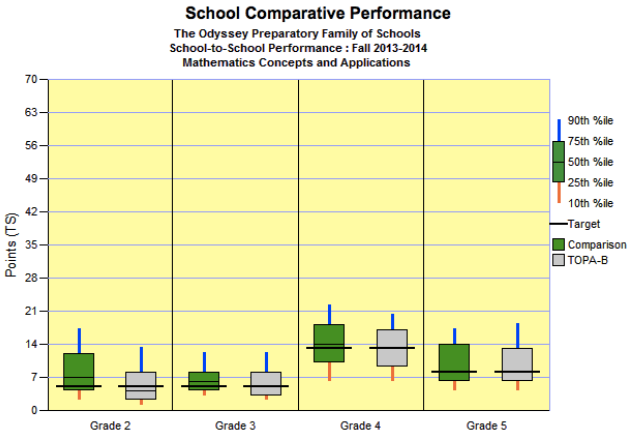
Demonstrated Success of the Reading Horizons' Curriculum was the basis for the decision to use it at all elementary campuses.

Data from the 2012-2013 end-of –year 4th grade Singapore test from both elementary campuses indicated that scholars were not mastering the standards sufficiently. Curriculum changes as described in the narrative were made. (Alignment of the core curriculum and provision of a supplementary curriculum)

Singapore Test Level/ % on Final Test		Singapore Test Level/ % on Final Test
4th Grade Buckeye Campus		4th Grade Goodyear Campus
3B/47%		Mash up 3A/ 53%
3B/53%		4A 20%
3B 58%		Section 5/ 3A 47%
3B 30%		4B 61%
3B 69%		4B 68%
4B/ 66%		4A 95%
3B/47%		3A/84%
3B/64%		Mash up 3A/ 53%
3B/59%		3A/73%
3B/82%		Section 5/ 3A 47%
3B 74%		Mash up 3A/ 59%
3B/65%		Section 5/ 3A 24%
4B/ 39%		4B 77%
4B/ 49%		4A 20%
3B/47%		4B 36%

Overview of the assessment plan to monitor and document student proficiency in reading and math (2a):

The Odyssey Preparatory Academy has implemented a universal screening process that documents and monitors scholar growth in both reading and math. AIMS-Web benchmarks are used to identify scholar ranking against a national norm. These rankings and scores are then recorded within the first three weeks of school. These universal screenings are given again in the winter and spring. The benchmark testing measures math computation, math concepts and applications, reading fluency and reading comprehension. All results are recorded and shared with stakeholders such as parents, teachers, and administrators within three weeks of the screening. This data is used to measure scholars' need for targeted intervention in reading and math and to place scholars in Response to Intervention Tiers.



(Figure Five: School Comparative Performance in Math, Buckeye Campus)

In addition to the nationally-normed AIMS Web universal screenings, all scholars take a Singapore placement exam. This placement exam covers a semesters worth of material, and allows for a more targeted approach to leveling the math classes. In addition to being used as a placement exam, the Singapore exam is used as a cumulative test over the material presented in the book.
This information is used to ensure that the scholars have adequately mastered the standards presented in the book before moving on to the next.

Unit Pre-and Post testing data is used to drive instruction for every subject at The Odyssey Preparatory Academy, both academic (for example, Humanities and Reading) and enrichment (for example, Spanish) taught at The Odyssey Preparatory Academy. Pre-and Post tests are given for every unit of instruction, with these units varying in length from two to six weeks. This data provided from these units is used

to guide teacher's lessons for the upcoming units, driving instruction that is differentiated for both scholars in need of enrichment and remediation.

B	C	D	E	F	G
8/29/2013		9/19/2013			9/23/2013
Pre/Test MW Part 1 Whole Numbers...38PP	%	Post/Test MW Part 1 Whole Numbers...38PP	%	% Change Increase or Decrease	Pre/Test MW Part 1 Unit 2 Whole Numbers Adding & Subtracting...28PP
23	60.53%	20	52.63%	-7.89%	10
23	60.53%	24	63.16%	2.63%	17
18	47.37%	15	39.47%	-7.89%	19
11	28.95%	10	26.32%	-2.63%	21
18	47.37%	25	65.79%	18.42%	17
11	28.95%	19	50.00%	21.05%	10
20	52.63%	29	76.32%	23.68%	15
11	28.95%	21	55.26%	26.32%	19
19	50.00%	25	65.79%	15.79%	18
10	26.32%	26	68.42%	42.11%	15
8	21.05%	23	60.53%	39.47%	13
3	7.89%	27	71.05%	63.16%	11
[illegible]	63.16%	28	73.68%	10.53%	16
[illegible]	18.42%	23	60.53%	42.11%	14
[illegible]	57.89%	25	65.79%	7.89%	
[illegible]	68.42%	26	68.42%	0.00%	25
[illegible]	31.58%	25	65.79%	34.21%	24
[illegible]	44.74%	19	50.00%	5.26%	12
[illegible]	47.37%	22	57.89%	10.53%	20
[illegible]	60.53%	29	76.32%	15.79%	14
[illegible]	42.11%	17	44.74%	2.63%	4

(Figure Six: Pre and Post Test Data with Percent of Increase and Decrease-5th Grade Math)

<u>Overview of the professional development plan that contributes to increased student proficiency in reading and math (2a):</u>

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 Professional Learning Communities. Professional development that contributes to increased student proficiency is provided in two ways: Frontloading **(Figure 7)** and Targeting.

Figure Seven: August, 2013 PD Calendar excerpts: (Frontloading)

The Odyssey Preparatory Academy August 2013 PD Calendar

PD August 2013	29-Jul	30-Jul	31-Jul	1-Aug	2-Aug
	New Teachers	New Teachers	New Teachers	New Teachers	New Teachers
Time:	8:00-10:00	8:00-10:00	8:00-10:00	8:00-4:00	8:00-10:00
Who:	New Teachers	New Teachers/ K-6th	New K-2/RtI	New Tea	
What:	Get to Know You	Singapore-Overview	Fundations	RC/ESR	
Where:	OI	OI	GY	OI	
Facilitators:	Olson (make it fun	Anderson	Isaacson/Randall	Ladd/Hu	
Time:	10:00-12:00	10:00-12:00	10:00-12:00		
Who:	New Teachers	New Teachers/ K-2	New K-5th		
What:	Policies/Procedures	Singapore K-2nd	CK Inrtro/Thinking Maps		
Where:	OI	OI	GY		
Facilitators:	Crawford	Anderson	Messer		
Time:	1:00-4:30	1:00-3:00	1:00-3:00		
Who:	New Teachers	New Teachers/ 3-6	New K- 5th		
What:	Insurance	Singapore 3rd-6th(manuals)	AIMS Web		
Where:	OI	OI	GY		
Facilitators:	Insurance People	Anderson	Herman		

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	8:00-8:30	8:00-10:00
ALL Teachers	All Teachers	K-5th	Returning Teachers	All Teachers
Team Building/Lunch	Handbook/Policies	Lesson Planning	Insurance	SPED
OIAIS	OI	GY	Buckeye	OI
	Crawford	Messer	Insurance Peeps	Perez/Price
1:00-4:00	12:00-2:00	10:00-12:00	8:30-11:00	10:00-11:00
ALL Teachers	All Staff	K-5th Classroom teachers	K-1st	All Staff
Team Building	Procedures	CK Walk	Big 5 Reading/Skills Drills	Open House Info
Wigwam	On your campus	GY	Buckeye	OI
	Principals	Messer	Herman/John/Isaacson	Douglass/Olso/Pratt/Yanke
4:00-6:00			12:00-3:00	12:00-3:00
All Staff			2nd-5th (see agenda)	2nd-5th (see agenda)
Social Hour			Teaching a Novel	Teaching a Novel
Wigwam			Buckeye	GY
			Price/Messer	Price/Messer

First of all, The Odyssey 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 Odyssey 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 Odyssey 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. For example, the four-hour training on Close Read Strategies and Protocols given to all teachers of reading in the second through fifth grades was given over four days. Pacing the training in this way allowed the teachers to be exposed to the new strategy, watch videos of others performing the strategy, model with one another, and then create a specific implementation plan over the course of the training. Because this baseline was created, data-driven targeted adjustments to the Close Read Strategies can be easily made throughout the school year.

PLC # 2	Staff	Room #/Facilitator	Topic 10/4	Topic 12/6
Immersion: 1st-2nd	Herrmann, Wentz, Brumbaugh, Franco, Salazar, John, Betsy, C. Herman, A. Ashley, Carroll, Beyer	A101-Jacie	ELL-Double Up	Kagan Strategies/ Reading A-Z
Immerson: 3rd-5th	Randall, Ladd, Bays, Holmes, Erwin, Caufield, Benites, Otis, Merrell, Sonia Garcia	A103-Megan/Jacie	ELL-Double Up	Reading A-Z
Gifted Enrichment	Lin, N. Woods, Danuser, Vree, Felton, Leard, Tyche, Williams, Grundy, Darr, Holtz, Domingo, Boyd, Darr, E. Park, Hepworth, K. Jones	A102-Patty	Critical Thinking and what it looks like in your lessons. Bring ONE reading lesson plan with you.	Questioning
Kinder #1	Parks, Walker, Ruff, Human, Perry, Leamons, Zambrano, Irmina, Delph	A104-Holly/Ken/Robb	Brainstorm realistic ways to involve parents. Come up with a specific plan for what you would like parents to assist you with at home each month. Come up with a plan on how to make this work for parents.	Reading A-Z Fractioneze
Kinder #2	Castenada, Schlarb, Marta, Colton, Christopher, Wilhite, Cooney	A105-Holly/Ken	Ideas: Menus, Critical Thinking, HL Questions for Kinder	Reading A-Z Fractioneze

Figure Eight: Mid-Year PLC Topics: (Targeting)

RtI	Judy, Laura, Aubree, Susan, Perry, Cindy, Irmina, Konnie, Jodi, Terry, Cicely	A119-Angie	Documentation of Student Progress: Chicken or Egg? Balancing assessment with limplementation.	Standards-Based Centers: Making your small group instruction effective. (Make and Take! Bring a center idea to share!)
Cross Curricular: Math/Specials/CK 1st-2nd	Douglass, McDonald, L. Ruff, Jordan, Scott, Keller, Towler, Hocking, Samoranski, Tinguely, A. Woods, J. Snyder, A. Jones, J. Salazar, C. Soto	A108-Liz	1st: & 2nd: How do you incorporate time and money, mental math, counting backwards, outside of math class? Using math language (Singapore Vocabulary) specific to grade levels.	
Cross Curricular: Math/Specials/CK 3rd-5th	Wax, Forayter, Burden, Brogdon, Ruiz, D. Snyder, Rudy, Fewell, Kaminski, Troyer, Giordan, Wallace, Arndt, J. Salazar, A. Miller, C Soto	A107-Ken	Correlate CK and math into Specials. How can they be implemented on a regualr basis? How can Music, Humantities, Visual Arts be correlated.	

Figure Eight Continued: Mid-Year PLC Topics (Targeting)

Topics on the August 2013- 2014 agenda for all teachers during the two to three week intensive training included:

- *Responsive Classroom*: This school-wide program that uses common language for redirection, promotes positive relationships between students and peers and students and teachers, and encourages reflection and personal choice and responsibility. (In a 2011 study sponsored by the U.S. Department of Education which followed 350 teachers and over 2,900 students from the spring of the students' second grade year to the spring of their fifth grade year, a strong association between teachers' use of *Responsive Classroom* practices and math and reading achievement was found). All Odyssey teachers were offered either a Refresher or Initial Training in *Responsive Classroom* methodologies in the 2013-2104 school year.
- *Big 5 Reading (Kindergarten through 1st) Teaching of a Novel (2nd through 5th):* These strategies have been described in some detail in the preceding narrative.

- *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 'big idea', and closure was given as the model going forward into the upcoming school year.
- *Singapore Math:* A two hour overview of the Singapore philosophy and methodology was provided by a contracted math specialist to all new teachers of math. A second, grade specific, Singapore Math training was provided by the same math specialist to the same invitees in which grade specific skills such as bar models, interactive mimeos, and mini lessons as described in the narrative above were taught and modeled.
- *AIMS Web Training:* All Kindergarten through 5th grade teachers as well as all supporting staff were provided training in the nationally-normed assessment program, AIMS Web. Teachers were provided instruction by a contracted AIMS Web Certified Trainer in how to both give AIMS Web progress monitoring probes and to access and analyze the data provided by those probes.
- *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. 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.

Team: 2A Date: 9/20/2013

Teacher: Franco, A. Woods, Wentz, Tinguely, Bonini, McDonald, kotis

The Following analysis is based on our team's common assessment of the following essential learning?

- Number and Operations in Base Ten: 2.NBT.1A, 2.NBT.1B, 2.NBT.2, 2.NBT.3, 2.NBT.8
- Operations and Algebraic Thinking: 2.OA.2

1. **Which of our students need additional time and support to achieve at or above proficiency on an essential learning?**
   - All scholars that are in Tier 2 and Tier 3

   How will we provide that time and support?
   Steps we have already taken:
   - Our classes are leveled according to the math placement assessment scores
   - Small groups will be pulled
   - RTI help

2. **What is our plan to enrich and extend the learning for students who are highly proficient?**
   - Sumdog.com, as well as other website that are aligned with Singapore Curriculum.
   - Providing centers that practice time, subtraction, addition, money, multiplication, etc.

3. **What is an area where my students struggled?**
   - Understanding place value
   - Fluency and math facts

   What strategies were used by teammates whose students performed well?
   - Divide carpet into three equal spaces. 1/3 of the carpet represents the hundreds, another 3d represents the tens place, and the final 3d of the carpet represents the ones place. Put a 3-digit number on the board and choose scholars to put the appropriate amount of scholars in each place value spot. For example, if the number was 312 there would be three scholars in the hundreds place, 1 scholar in the tens place, and 2

Figure 9: (Team 2A completed data-analysis sheet: 9/20/13)

Overview of the monitoring plan to ensure the integration of the AZ Academic Standards into reading and math instruction in all areas of curriculum including Core Reading, Core Math. Supplemental Reading and Supplemental Math Curriculums (1a-2c):

As described in the narrative above, a lesson plan template emphasizing the integration of the academic standards into reading and math instruction has been specifically taught and required. In the 2013-2014 school year, a procedure was implemented that gave teachers one of two electronic options for submitting their lesson plans. These options ensure fidelity to the template (for example, they will not 'submit' if fields are left blank) and are stored in the Google Drive. This online storage system allows for easy tracking and access by all administrators and contracted reading and math specialists.

SINGAPORE MATH LESSON

Teacher Name: Erwin/Miller Date: 11/20/2013 Grade: 5 Lesson: 4: Fractions; Improper Fractions: 5A Math Works

Standards:	4. NF. 3. Use place value understanding to round multi-digit whole numbers to any place. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. 3. NF. 3. Explain equivalence of fraction in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, eg. ½ = 2/4. Explain why the fractions are equivalent, e.g., by using a fractional model.
Objectives:	To recognize and read improper fractions To express an improper fraction as a mixed number and vice versa To express and improper fraction/mixed number in its simplest form
Manipulatives:	Pattern Blocks Fraction discs
Prior Knowledge/Connections:	Act out a scenario using fraction discs or pattern blocks to help scholars extend their understanding of expressing proper fractions and mixed numbers as improper fractions.
Mental Math:	MM 5-26 1. 9 x 10 = (90). 2. 12 x 10 = (120). 3. 20 – 11 = (9). 4. 6 thousands, 7 tens, 3 ones. (6,073) 5. What is the sum of 16 and 4? (20) 6. What is the difference of 16 and 4? (12) 7. What problem gives you 54 for an answer? (9 x 6) 8. How many sides does a triangle have?
Direct Instruction: **Guided Instruction:**	Continuing on from the previous day's instruction. Q5: If necessary, ask scholars to use the pattern blocks to first act out the given example. Other scenarios are possible. "If I have 2 ¼ sandwiches, how many quarters can I get?" Q6 and Q7: Continue to guide scholars in expressing a mixed number as an improper fraction, together with identifying

Figure 10: (Teacher-Created Lesson Plan Following Lesson Plan Template)

All lesson plans created by teachers of core and supplemental reading and math classes are monitored in an identical way:

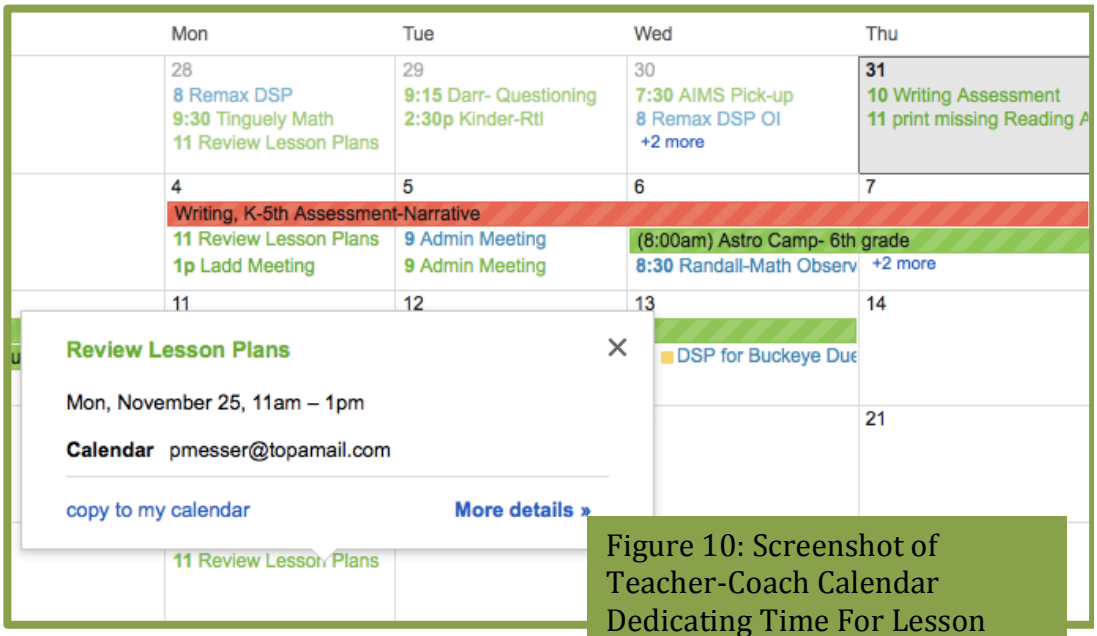
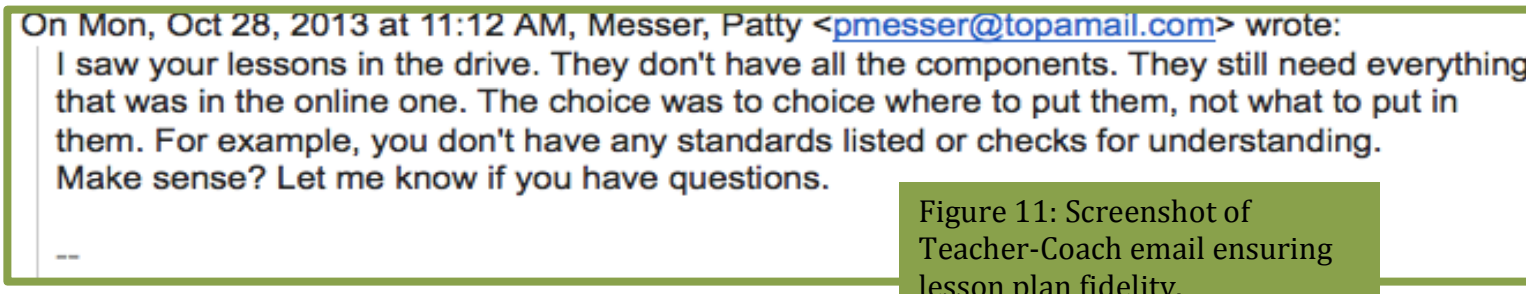


Figure 10: Screenshot of Teacher-Coach Calendar Dedicating Time For Lesson Plan Review

- All lesson plans for the upcoming week are due on the Sunday night prior. This is stated on the online lesson plan submittal form.
- All lesson plans are required to have the AZ Common Core State Standards in written, rather than abbreviated, form.
- Each Monday, the Teacher Coach allots two hours to ensuring that lesson plans are completed and meet the templated requirements.
- Any incomplete or missing lesson plans are immediately addressed via email by the Teacher Coach.



On Mon, Oct 28, 2013 at 11:12 AM, Messer, Patty <pmesser@topamail.com> wrote:

I saw your lessons in the drive. They don't have all the components. They still need everything that was in the online one. The choice was to choice where to put them, not what to put in them. For example, you don't have any standards listed or checks for understanding. Make sense? Let me know if you have questions.

--

Figure 11: Screenshot of Teacher-Coach email ensuring lesson plan fidelity.

Comprehensive Programs Designed to Address the Learning of Scholars in the Bottom 25th% Percentile (1b) :

It is the philosophy of The Odyssey Preparatory Academy to enrich struggling scholars' learning experiences with additional supports, programs, and curriculums rather than by replacing existing programs. For example, if a supplemental math curriculum is deemed appropriate to meet the needs of scholars significantly below grade level, every effort is made to create a bridge between core and intervention curriculum. Supplementary research-based curriculums that align closely with existing programs have been implemented in the Kindergarten through 5th grades to improve student fluency, comprehension, math computation and math concept application. These supplemental curricula are tools used by intervention staff and teachers to provide targeted intervention to scholars in the bottom 25th percentile. In most cases, choice of the appropriate intervention curriculum to use with an individual scholar, or particular group of scholars, in the lowest 25th percentile is made by the Intervention Specialist from data derived by progress monitoring probes, daily scholar notes, and previous intervention results. (Exceptions to this would be interventions/ or intervention curricula deemed appropriate for an entire class of scholars and incorporated into the daily schedule by the administration. For example, the Singapore-aligned *MathWorks* curriculum). Supplementary curriculums are generalized below:

- *"Double Dose" Fundations:* The Wilson Fundations program is a scripted multisensory, systematic, phonics, spelling, and handwriting program that benefits all K-3 students by thoroughly teaching the foundational skills of the AZ Common Core State Standards. It addresses all five areas of reading instruction (phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension), with an emphasis on systematic phonics and study of word structure. While used in all Odyssey K-2 classrooms, its reach is extended to the intervention setting by utilizing the "Double Dose" Supplemental Materials for struggling scholars in K-2, as well as by extending the program to one 3rd grade homeroom containing the cluster group of scholars in the bottom 25th percentile in reading. This "Double Dose" of

reading is implemented by the classroom teacher and/or Response to Intervention staff members in a small group setting (typically during the 'centers' portion of the 120 reading block). K-2nd grade scholars who are considered at-risk in reading (in the bottom 25th percentile of a nationally normed sample) are provided with this program as a supplement. 3rd grade scholars in the lowest cluster group in reading receive this material as part of their core curricula. Kelly Issacson, a kindergarten teacher at Odyssey, has been an official Fundations trainer for two years. In the August professional development days, RTI staff spent one full training session on the implementation of Fundations as a Tier 3 intervention. These RTI sessions are monitored by Ms. Isaacson throughout the year and additional training is provided as necessary.

- *Read Naturally:* The Read Naturally program is a supplemental intervention curriculum implemented by Response To Intervention staff. The materials (high interest fluency passages) and strategies (teacher modeling, repeated reading, and progress monitoring) used are research based and align with national RTI practices. This supplemental intervention curriculum is generally used as a resource for 2nd through 5th grade scholars whose primary area of reading concern is fluency (as determined by AIMS Web benchmark and progress monitoring probes). Read Naturally is a scripted tier 3 intervention used by the Odyssey RTI staff. Follow up training occurs in the bi-weekly RTI PLC.

- *Reading A-Z:* Reading A-Z is used to provide differentiated, leveled reading and comprehension practice for 1st through 5th grade scholars who are at risk in reading. The thousands of leveled titles allow teachers and intervention staff to choose topics that align closely with Core Knowledge domains, providing opportunities for reading intervention within this 60 minute block. This curriculum is generally used for 1st through 3rd grade scholars to support fluency and comprehension. Reading A-Z trainings were provided through the bi-weekly RTI PLC.

- *Reading Horizons:* Reading Horizons is an intensive phonics program that is a hybrid of online and offline instruction. This Tier III reading program is offered for scholars in the 4th and 5th grades who are significantly below the national norm in reading. Bridging the gap for upper-level scholars who continue to need explicit phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction, *Reading Horizons* uses the same Orton-Gillingham based approach to reading instruction as used in the earlier grades (Fundations). This Tier III pull-out program provides an opportunity for a small group of students to receive immersive, individualized intervention strategies and curriculum. While scholars in this class are exposed to the same reading curricula (for example, the grade level novel), the primary focus of the 120 minute block is individualized reading comprehension passages via online instruction and scripted phonics instruction and practice with the Intervention Specialist. Placement in the Reading Horizons program is made through data derived from multiple sources, such as the previous year's AIMS results (for example, FFB in reading), AIMS Web benchmark data, lack of response to previous interventions in reading, and teacher recommendation. In the 2012=2013 school year Odyssey Staff members responsible for the implementation of the Reading Horizons program received extensive training. At the conclusion of these trainings, they were required to model a Reading Horizons lesson for the official trainer. These staff members were deemed proficient in the program and certified to teach it. In the 2013-2014 school year, there has been continuity of the program and staffing, no further training has been necessary for Reading Horizons.

- *MathWorks:* MathWorks is a supplementary curriculum designed by the Singapore Ministry of Education to meet the learning needs of scholars who require greater support when learning mathematics. This supplementary text uses simple and clear explanations and summarizes key components. 5th grade scholars who are one year or more behind the expected Singapore pacing in mathematics (as evidenced by scores on Singapore post tests) use

this intervention text. For example, scholars who complete their fourth grade year in the 3A Singapore book, would use the supplementary curriculum in the upcoming year. In the 2013-2104 school year, in a concerted effort to increase math performance, two full math classes have been designated as in need of the intervention curriculum. While all scholars utilizing the Singapore *MathWorks* text are considered to be using a supplementary (to the U.S. Standards Edition of Singapore Math) text, not all of these scholars are in the bottom 25th percentile. Those scholars who are in need of additional intervention, receive progress monitoring within the curriculum (taking place at the beginning of each new chapter) as well as additional Response To Intervention 'push in' support. Intervention Specialists are assigned to specific scholars (who are designated as in need of intense or strategic intervention by their performance on the nationally normed AIMS Web benchmark or progress monitoring probes) who they then support within the classroom. Intervention Specialists reinforce the intervention curriculum provided for all scholars with those specific scholars in the bottom 25th percentile by using small group instruction, manipulatives and fact inventory sheets. The fact inventory sheets are modeled for the scholars and manipulatives are used as opposed to rote memorization of math facts. Because MathWorks is an extension of Singapore Math, the training and professional development for the program takes place in the Singapore Math Professional Development. Time is set delegated in these trainings to address students who struggle with the concepts and need interventions. RTI staff participates in the trainings and math strategies through Math Works are modeled and discussed.

- *IXL:* In addition to supporting the Singapore Intervention Curriculum within the classroom, the web-based math program, *IXL* is used to provide detailed, adaptive practice on individual math strands represented in the AZ Common Core Standards for math to those scholars presenting in the bottom 25th percentile. Intervention Staff use this computer-based program to differentiate instruction for these scholars.

Comprehensive Processes Designed to Address the Learning of Scholars in the Bottom 25th% Percentile (1b):

The Odyssey Preparatory Academy has comprehensive processes in place to ensure the adequate progress of all scholars, (and very specifically those scholars in the lowest 25th percentile) in reading and math. These processes include creating baselines for all scholars, providing high-quality instruction with fidelity, progress monitoring all scholars to assess their response to this instruction, and creating intervention plans for scholars who fail to demonstrate adequate progress.

This process is as follows:

- Benchmark testing is completed in September, February, and May for all scholars. This universal screening provides information on Reading Fluency(K-5), Reading Comprehension (2-5), Math Computation (K-5), and Math Concepts and Applications (1-5).
- From these assessments, the RTI Coordinator, Intervention Specialist, and classroom teacher create Tier II (strategic) and Tier III (intensive) math intervention groups per grade level and groups are assigned to Intervention Specialists (Caseloads).
- From their caseloads, the intervention staff will perform progress monitoring (Tier 1 once a quarter, Tier II once a month and Tier III every two weeks) and enter this data into the AIMS Web database. Teachers will complete pre-and post tests and enter into shared data base every unit (2-3 week intervals)
- Using Singapore and AIMS web data, Teachers & Intervention Staff will collaborate on updating caseloads for RTI staff in the shared google doc (RTI Caseloads).
- Interventions are implemented by intervention staff per individual needs and tier specifications and recorded in a folder (offline) for each scholar.

- Designation as in need/no longer in need of Tier II (strategic) and Tier III (intensive) intervention by the Math Specialist/ RTI Specialist/ Teacher is made utilizing data from benchmark, progress monitoring, Singapore placement tests, and Singapore pre/post unit tests.

- Tier II & Tier III supports are as follows: 60 minutes per week of push-in supports utilizing MathWorks/Audiblox/IXL/ Fundations/ Reading A-Z/ Read Naturally/ Reading Horizons and skills intervention.

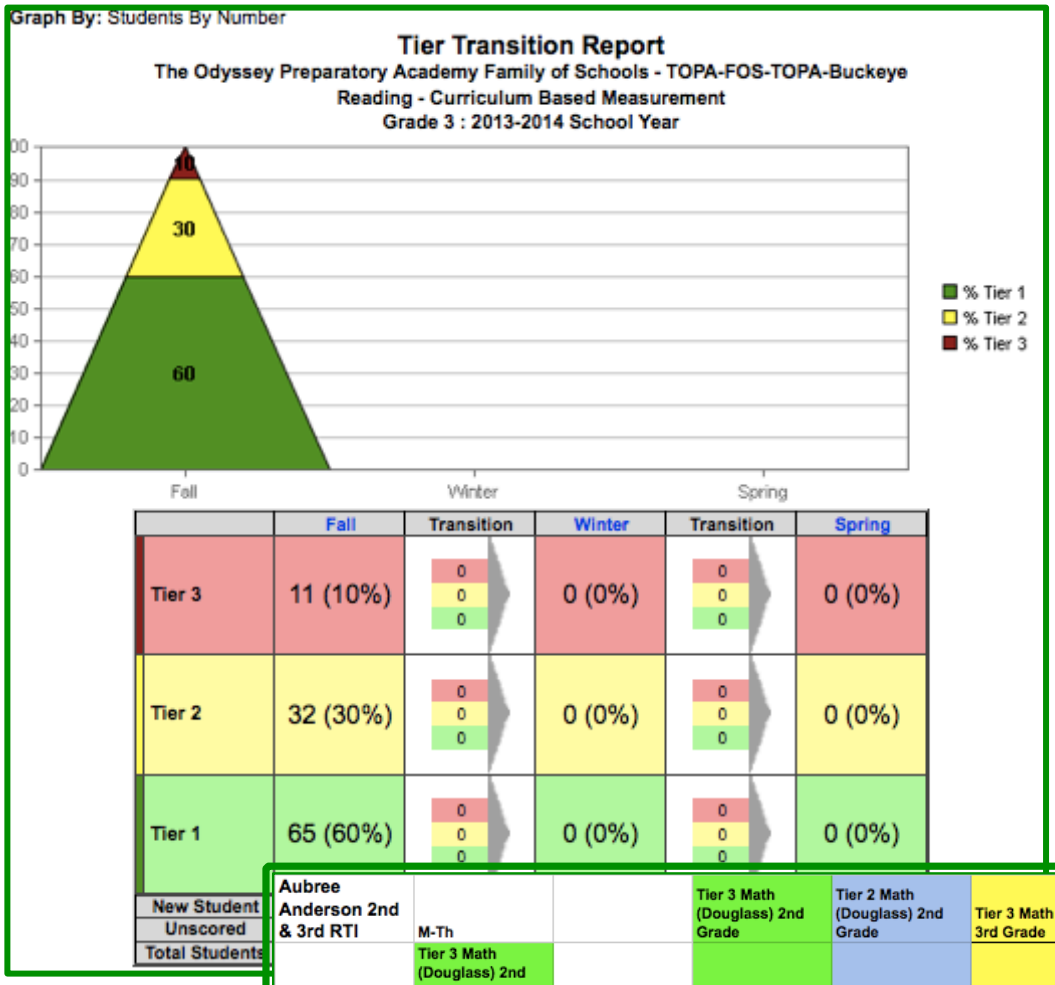


Figure 12:

Buckeye Campus: 3rd Grade Scholars by Tiers in Reading.

3rd Grade Intervention Specialist Schedule (data-driven caseload)

Aubree Anderson 2nd & 3rd RTI	M-Th		Tier 3 Math (Douglass) 2nd Grade	Tier 2 Math (Douglass) 2nd Grade	Tier 3 Math (Ladd) 3rd Grade	Tier 3 Math (Brogdon) 3rd Grade	Tier 3 Reading (Ladd) 3rd Grade	Tier 2 Reading (Ladd) 3rd Grade
8:00-8:45	Tier 3 Math (Douglass) 2nd Grade		XXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX
8:45-9:30	2nd Grade Math Support Tier 2 (M/W Douglass)		XXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX
9:30-10:45	Franco Support		XXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX
10:45-11:00	Aide Break		XXXXXXXXXXXX	Tier 2 Math (Douglass) 2nd Grade	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX
11:00-11:40	Tier 3 Math (Ladd) 3rd Grade		XXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX
11:40-12:20	Tier 3 Math (Brogdon) 3rd Grade		XXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX		XXXXXXXXXXXXX
12:20-1:00	Aide Lunch			XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX		
1:00-1:45	Progress Monitor 1st-3rd Grades				XXXXXXXXXXXXX			
1:45-2:15	(Ladd) Fundations Support				XXXXXXXXXXXXX			
2:15-2:45	Tier 3 Reading (Ladd) 3rd Grade				XXXXXXXXXXXXX			
2:45-3:15	Tier 2 Reading (Ladd) 3rd Grade				XXXXXXXXXXXXX			

Comprehensive Processes & Programs Designed to Address the Learning of Scholars in Specific Subgroups (2b & 2c):

To date there are 19 scholars identified ELL at the Buckeye Campus. When a child who qualifies as an English Language Learner enrolls, an Individualized Language Learner Plan (ILLP) that aligns to the standards is created. All ELL scholars are enrolled in the RtI program and placed in an intervention tier based upon their AZELLA score: (Pre-emergent and Basic/ Tier III Intervention; Intermediate/ Tier II Intervention) Additionally, scholars who qualify for special education and are placed on an IEP receive specialized instruction and have their goals monitored regularly by special education staff.

Figure 13: ELL Scholars at the Buckeye Campus: intervention needs as indicated by AIMS and AIMS Web

rade	AIMSweb	AIMS	AZELLA	AZELLA Improvement Area
2	F-Avg/C-Avg	N/A	Intermediate	Writing
4	F-Avg/C-Avg	Math-Meets/Reading-Approaches	Intermediate	Writing/Listening
1	LNF-WBA/LSF-BA/PS-WBA/NWF-WBA	N/A	Intermediate	Writing/Speaking
3	F-Avg/C-WBA (Ladd)	N/A	Basic	Listening/Reading/Speaking
1	LSF-AA/PS-A/LNF-WBA/NW-A	N/A	Basic	Reading/Writing/Listening
5	F-Avg/C-Avg	3rd and 4th Math-Approaches/Reading-Meets	Intermediate	Writing/language
5	F-BA/C-BA	3rd and 4th Math-App/3rd Read-App/4th Read-Meets	Intermediate	Reading/Writing
3	F-BA/C-BA (Ladd)	N/A	Intermediate	Reading/Writing
2	F-WBA/C-Avg	N/A	Intermediate	Reading/Comprehension
4	F-WBA/C-WBA (SPED)	Math and Reading - FFB	Pre-Emergent	Reading/Writing
1	LSF-Avg/PS-Avg/NW-Avg/LNF-BA	N/A	Intermediate	Writing
1	LNF-AA/LS-WAA/PS-WAA/NW-A	N/A	Intermediate	Writing
3	F-WBA/C-WBA (Ladd)	N/A	Intermediate	Writing/Speaking
5	F-WBA/C-WBA (SPED)	3rd Math and Read FFB/4th M-FFB/Read-Approaches	Basic	Reading/Speaking/Comprehension/Writing
1	LNF-Avg/LSF-Avg/NWF-Avg/PS-BA	N/A	Intermediate	Writing
1	LNF-Avg/LSF-Avg/NWF-Avg/PS-Avg	N/A	Intermediate	Writing
5	F-Avg/C-BA	3rd Math and Read-App/4th Math-FFB/Read-Meets	Basic	Reading/Writing
1	LNF-Avg/LSF-Avg/NW-BA/PS-WBA	N/A	Basic	Reading/Writing
2	F-Avg/C-Avg	N/A	Intermediate	Reading/Writing

To date there are no scholars who qualify for free and reduced price lunch at the Buckeye Campus. If a qualifying scholar enrolls at Odyssey and, after testing, they are found to fall in the bottom 25th percentile, they will receive intervention in either reading or math or both depending on their needs as reflected in the AIMSWeb benchmark tests. This intervention includes small group instruction to directly teach targeted skills and strategies in math and reading as well as whole group instruction that targets gaps in background knowledge and skills.

Through pre and post tests in all curricular areas, hot and cold reads, and math sprints (basic math facts), administration carefully tracks the growth of all scholars. Those scholars not yet to proficiency may be brought up to child study and given support through our Response To Intervention Program. Scholars who are placed in the RTI program are progress monitored every two weeks. If sufficient growth is not registered scholars may be evaluated for special education.

Because many scholars who fall in the bottom 25% lack sufficient background knowledge in the core curriculum, supplemental curricula including Mathworks, Templates and close reads have been aligned to the curriculum map for Fundations, Core Knowledge and Singapore math. Teachers at all grade levels pull small groups to provide explicit instruction to fill the gaps. The intervention specialist provides additional small group instruction for math and reading at all grade levels.

Supplemental instructional strategies and curriculum in math bringing about expected performance levels for ELL, FRL, and students with disabilities (2b &2c):

All Odyssey scholars are benchmark tested three times per year in math using the AIMSWeb universal screening tool. This data is cross-checked with Odyssey's ELL, SPED and Free and Reduced lunch scholars. If scholars in these sub groups fall in the lowest 25% they receive intervention just as any other scholar would. The intervention staff and classroom teachers pull small groups to provide additional, targeted, standards-based instruction. The Mathworks intervention curriculum is used for grades K-3 and the Math Triumphs curriculum is used for grades 4 and 5. A pre test is conducted for every unit and the results let the teacher and intervention specialist know which basic skills scholars are lacking so that targeted interventions can be established

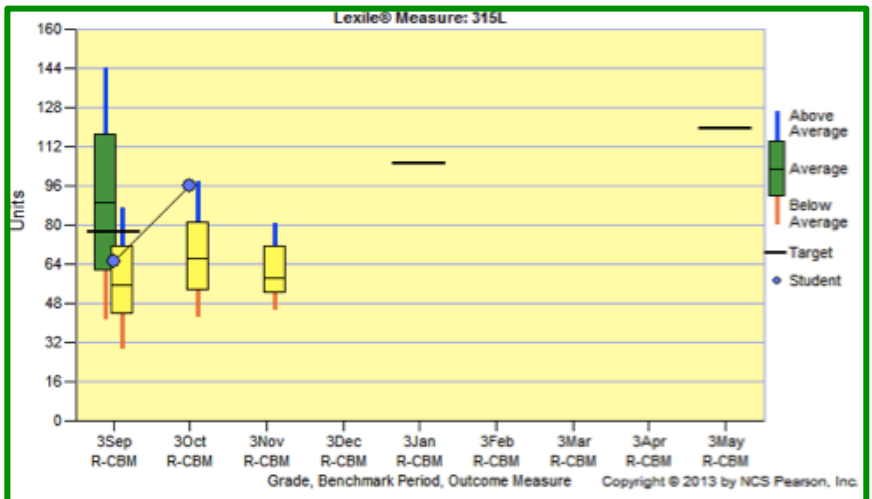
Supplemental instructional strategies and curriculum in reading bringing about expected performance levels for ELL, FRL, and students with disabilities (2b & 2c):

All Odyssey scholars are benchmark tested three times per year in reading using the AIMSWeb universal screening tool. This data is cross-checked with Odyssey's ELL, SPED and Free and Reduced lunch scholars. If scholars in these sub groups fall in

the lowest 25% they receive intervention just as any other scholar would. The intervention staff and classroom teachers pull small groups to provide additional, targeted, standards-based instruction. Intervention strategies include specialized instruction in phonics, phonemic awareness, phoneme segmentation and comprehension. Odyssey-Buckeye meets in the subgroup of SPED, therefore no data is necessary to support this statement.

<u>Supplemental assessment in monitoring for expected performance levels in reading and math for ELL, FRL, and students with disabilities (2b & 2c):</u>

Scholars in specific subgroups are progress monitored every two weeks using the AIMSWeb testing protocols. This data is analyzed and used to determine the individual course of intervention for each scholar in the subgroups described. Progress monitoring of the subgroups is individualized by scholars and is illustrated as follows:

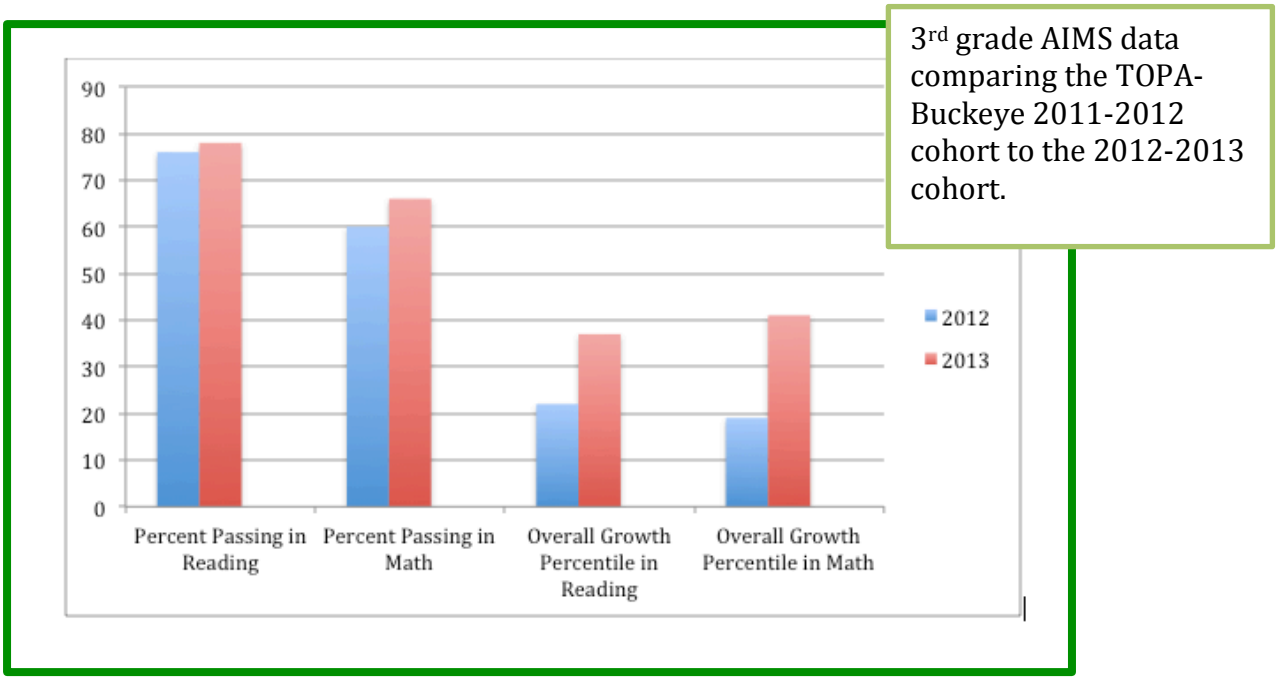


Benchmark Comparison: The Odyssey Preparatory Academy Family of Schools
Strategic Monitor Comparison: The Odyssey Preparatory Academy Family of Schools

Outcome Measure	Year	Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2013-2014	3	65	96								Tier 2	315L	Further Assess and Consider More Intensive Instruction (AIMSweb Defaults Winter Cut Scores)

Supplementary AIMS Data (Buckeye)

The Odyssey Preparatory Academy used the 2012-2013 school year to prepare for the new Move On When Reading initiative, as this initiative primarily effects the third grades, significant resources were allotted to the 3rd grade cohort of scholars. Many of the programs and processes described in this document were introduced first to this 3rd grade group, with remarkable success. It is anticipated that the success of this 3rd grade cohort will be replicated throughout the school during the 2013-2014 school year.



3rd grade AIMS data comparing the TOPA-Buckeye 2011-2012 cohort to the 2012-2013 cohort.