

# DELAWARE CHARTER SCHOOL RENEWAL APPLICATION



## ODYSSEY CHARTER SCHOOL

201 Bayard Avenue  
Wilmington, DE 19805  
(302) 655-5760

**SEPTEMBER 30, 2014**

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# 1. Overview

## 1.1 Provide the following information requested.

BASIC INFORMATION	
Name of School	Odyssey Charter School
Year School Opened	2006 – Red Clay Authorized Charter School 2011 – Delaware State Board of Education Authorized Charter School
Grade Level(s) in 2012-2013 and additional grade levels approved to be served in the next charter cycle	2012-2013 – Grades K-6 2013-2014 – Grades K-7 2014-2015 – Grades K-8 2015-2016 – Grades K-9 2016-2017 – Grades K-10 2017-2018 – Grades K-11 2018-2019 – Grades K-12 2019-2020 – Grades K-12
Current Enrollment	933
Approved Enrollment	1140
Current Waiting List by Grade	Grade K: 150 Grade 1: 99 Grade 2: 70 Grade 3: 44 Grade 4: 24 Grade 5: 1 Grade 6: 0 Grade 7: 6
School Address(es)	201 Bayard Ave., Wilmington, DE 19805
District(s) / Region of Residence	Red Clay Consolidated School District
Website Address	<a href="http://odysseycharterschooldel.com/">http://odysseycharterschooldel.com/</a>
Name of School Leader	Nick Manolakos, Ed.D.
School Leader Email and Phone Number	nick.manolakos@odyssey.k12.de.us (302) 655-5760
Name of Board President	George Chambers, SES, MEA
Board President Email and Phone Number	georgejchambers@gmail.com (302) 723-1518

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION*		
Total Enrollment	933	
# of Students on Waiting List	394	
<b>Gender</b>		
# Male	455	49%
# Female	478	51%
<b>Ethnicity/Race</b>		
# White	637	68%
# Black	218	23%
# Hispanic	54	6%
# Asian	64	7%
# Other	14	1.5%
# Multiracial	0	0%
<b>Special Populations</b>		
# Students with disabilities	129	14%
# English Language Learners	0	0%
# Low-Income	Not currently available from DDOE	

\*As of September 22, 2014

## 2. Academic Framework

### 2.1 Is the academic program a success?

For the past four years, the Odyssey Charter School (OCS) has steadily increased its overall rating on the academic section of the Performance Framework, moving from an overall score of 67 total points from the 2010-2011 school year to the 2012-2013 rating of 91 points (see Chart 1).

Chart 1: Odyssey Charter School Academic Performance Framework Report 2010-2014

Year	1.a. Growth		1.b. Bottom 25%		1.c. Growth to Prof		2.a. Prof		2.b. Overall Subgroup		2.c. District		2.d. Similar Schools		3.a. AYP	4.a. SAT	4.b. Grad Rate	5.a. Mission Specific	OVERALL RATING/SCORE	
	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA						
10-11	M	D	F	F	M	M	M	M	M	M	E	E	M	M	M	N/A	N/A	N/A	M	70.0%
11-12	M	M	M	M	M	M	M	M	M	M	E	E	E	E	M	N/A	N/A	N/A	M	78.8%
12-13	E	E	M	M	E	E	E	E	M	M	E	E	M	M	M	N/A	N/A	N/A	E	90.6%
13-14	M	M	M	M	E	M	E	M	E	M	E	E	M	M	M	N/A	N/A	N/A	M	84.1%

While in 2010-2011 OCS ratings were Below Standard for growth in ELA and Far Below Standard for the bottom 25% of students in both ELA and mathematics, OCS enhanced its academic program to more effectively meet the needs of struggling learners and is meeting academic targets

consistently. For the last three years, OCS has met or exceeded standards in all criterion.

OCS students continue to make gains in reading and math. Data from the OCS DDOE school profile show that during the 2013-2014 school year, students in grades 3-6 increased reading and math proficiency with an average of 90.5% of students meeting standards in reading and 95.5% of students meeting standards in math. This record of achievement places OCS in the top four schools in Delaware in math and the top 11 schools for reading. The longitudinal data in Table 1 show the growth and success of OCS's academic program over time.

Table 1: ODYSSEY CHARTER SCHOOL			
<b>Longitudinal DCAS Statewide Rankings</b>			
	<b>2013-2014</b>	<b>2012-2013</b>	<b>2011-2012</b>
<b>Math</b>			
Gr 3	2/110	6/107	26/106
Gr 4	1/108	3/104	17/103
Gr 5	4/102	14/98	7/97
Gr 6	4/53		
<b>Reading</b>			
Gr 3	11/110	7/107	32/106
Gr 4	3/108	12/104	23/103
Gr 5	8/102	11/98	10/97
Gr 6	6/53		
<b>Social Studies</b>			
Gr 4	2/108	5/104	4/103
<b>Science</b>			
Gr 5	10/102	25/98	18/97

Given the strong record of improvement during the last three years, the leadership and Board of the OCS have demonstrated that the OCS' unique academic program is effective. The instructional staff at Odyssey continue to make exemplary use of the most innovative instructional methods and in maximizing instructional time. Across all demographics and subgroups, students are learning at high levels. In the coming year, the leadership and teaching staff will continue to collaborate with teachers to align curriculum and instruction more closely to Common Core, differentiate instruction to increase the effectiveness of RTI programming, and accelerate advanced learners to greater heights of achievement. OCS has long sought to be one of the premiere academic institutions in Delaware. The school's strong performance in the Academic Framework is truly a testament to the outstanding work and commitment of the administrative team and instructional staff.

## **2.2 Is the school meeting its mission?**

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

All students learn the Greek language through the FLES program. At OCS, students take two math classes each day – one taught in English and one in Greek to reinforce Greek language learning. Over the past year, teachers at OCS worked with DDOE's Lynn Fulton Archer to develop common assessments that are given three times per year to determine students' proficiency with the Greek language. To support this work, Greek teacher professional learning communities were established to align the Greek math curriculum with English math. New students are offered an introductory intensive Greek class over the summer and remedial support where appropriate. In 2014, the OCS administered the Ellinomatheia exam, a standard test to assess their language proficiency. 28 students took it and all students passed the level at which they tested. OCS will introduce students to the Comprehensive Examination in Modern Greek that has been aligned to the Checkpoint B learning standards for LOTE (Languages other than English).

To support the school's mission, Odyssey Charter School administration and staff spent considerable time developing and implementing a School Improvement Plan (SIP), based on needs identified through analysis of student growth and achievement and key stakeholder surveys. Based on these data points, the SIP follows a Breaking Ranks Model developed by the National Association for Secondary School Principals (NASSP). The Breaking Ranks Model organizes student performance by linking school improvement to three major areas of focus: 1.) Collaborative Leadership, 2.) Curriculum, Instruction and Assessment, and 3.) Personalization of the School Environment. This recursive cycle of analysis, action and reflection allows Odyssey Charter School to focus on student achievement, fulfilling its charter's mission.

### **3. Organizational Framework**

#### **3.1 Is the school organizationally sound?**

OCS is in compliance with all DDOE requirements and has earned an overall ranking of Meets Standard on the Organizational Framework for the last three years. The one area which did not meet standards in 2011-2013, Governance Requirements, has been rectified and moved from a ranking of Does Not Meet Standard to Meets Standard.

Chart 2: Odyssey Charter School Organizational Performance Framework Report 2010-2013

Year	1.a.	1.b.	2	3.a.	3.b.	3.c.	4.a.	4.b.	4.c.	4.d.	5.a.	5.b.	6	OVERALL RATING
11-12	M	M	M	DNM	M	M	M	M	N/A	M	M	M	M	Meets
12-13	M	M	M	M	M	M	M	M	M	M	M	M	M	Meets
13-14	M	M	TBD	M	M	M	M	M	M	M	M	M	M	Meets

#### **3.2 Is the school implementing the essential terms of the charter’s education program as defined in the current charter, and complying with applicable state and federal requirements?**

- a) **Provide specific examples of how your educational program is in compliance with instructional days/minutes requirements, the use of state assessments, Delaware content standards requirements, and providing an education and accommodations for at-risk students.**

The OCS submitted their annual calendar to DDOE in April to ensure the educational program is in compliance with Delaware regulations for instructional days and minutes. Students at the OCS attend school for 170 days, for 390 minutes each day.

The OCS administers all Delaware state assessments in all required content areas, including Smarter Balanced and the science and social studies DCAS. Incoming kindergarteners participate in the Kindergarten Readiness Assessment and Childfind.

During the 2013-2014 school year, OCS participated in the Common Ground for the Common Core initiative sponsored by DDOE. Six teachers and three administrators participated and shared the professional development with the full staff through faculty meetings or professional development days that drilled down to the professional learning communities. In their PLC’s, teachers worked together to refine their curriculum, instruction, and assessment to ensure alignment to the Common Core. Additionally, the OCS data coach assisted with the standards alignment and assessment development process. Grade level PLCs submitted scope and sequence documents to the school leadership to ensure that instructional planning is aligned to the Common Core and to ensure that all of the standards were all addressed through the year. To regularly monitor classroom instruction, administrators conduct regular

walkthrough which include data collection forms which include “looks-fors” which reflect the implementation of Common Core.

The leadership and staff of OCS are committed to the success of all students, including that who are at-risk learners. At all grade levels, OCS uses a variety of assessments for benchmarking and progress monitoring, including Reading STAR, STAR Early Literacy, and Math STAR. This assessment was selected by the leadership team because the Renaissance Learning Suite/STAR Reading and Math offers better alignment to Common Core, robust data reports to inform curriculum and instruction decisions, progress monitoring tools for Reading and Math for Rtl, it integrates well with OCS’s Accelerated Reader initiative in grades K-7, and creates learning paths for students based on Compass Learning resources and lessons.

In their PLC’s teachers use the assessment data to create intervention groups at all grade levels, and students who do not meet benchmarks or who are close to falling below benchmark are automatically assigned to an intervention group. Students in the interventions groups receive targeted support in small groups or one-on-one tutoring sessions as part of the RTI process. For the middle school students in grades 5-7, OCS provides a homework club which meets twice a week for one hour – one day for math and one for reading. Struggling students are encouraged to attend and parents are contacted and encouraged to send their child to the homework club. Beyond the school year, OCS offers a summer academic assistance program for struggling students which focuses on developing skills and strategies in reading and math.

Curriculum Alignment: OCS is a member of the Science Coalition and teachers are sent to Coalition training for the science kits prior to teaching them. A sample Common Core aligned math and English language arts unit are included as Appendices A and B, respectively.

### **3.2 Is the school protecting the rights of students with disabilities and ELLs?**

#### **a) Describe the process by which students with special needs are identified...**

Each year, as a universal screener, all students take the STAR Reading or Early Literacy and STAR Math from Renaissance Learning’s STAR assessment suite. If a student falls below the grade level benchmark, the child is referred to the Child Study Team. This group of educators meets every 3-4 weeks and includes the guidance counselor, educational diagnostician, special education teacher, and an administrator. The classroom teachers for the students who are referred to the team are invited to attend when that student’s case is discussed. Collaboratively, the team crafts interventions and supports for the referred students. As teachers collect monitoring and evaluation data on each student in Tiers 2 and 3, it is reported back to the Child Study Team who reviews student data and the effectiveness of interventions on a regular schedule. As each data review cycle is completed in the RTI process, the team decides if the student’s intervention is appropriate, but needs a longer duration, or if the intensity of the intervention needs to be increased.

After a student moves through the RTI process, if he or she is not able to make adequate progress and the team suspects that the student has a learning disability, the team will refer the student for assessment and evaluation. From this point, the educational diagnostician becomes the point person for the student case and ensures that all legal regulations are followed regarding the testing of students for special services and the development of the IEP. Since the 2010-2011 school year, OCS has earned an academic performance rating of Meets Standard for all subgroups, including special education. Furthermore, the academic rating for students in the bottom 25% has improved from a rating of Fails to Meet Standard to Meeting Standard, suggesting that the academic program at OCS is successfully meeting the needs of those students who struggle with learning. Additionally, OCS currently maintains a contract with Boost Learning LLC for Occupational and Physical Therapies, psychological, hearing, and speech services.

**b) Describe the process by which students with ELLs are identified...**

The Home Language Survey is given to all new students as part of the application process for the OCS. If a language other than English is listed on the application, the student is given the WIDA ACCESS Placement Test (W-APT) within 25 days of enrollment. All students in grades K-8 who score below a 5.0 on the W-APT will receive ELL support. In the spring all ELLs will take the ACCESS to determine their eligibility to continue to receive ELL services. In the event that ELL students begin to attend OCS, the school will hire an ELL teacher to ensure students receive ELL services.

**3.3 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?**

**a) Fill in the following chart with the appropriate enrollment information...**

School Enrollment Trends									
	2011-2012		2012-2013		2013-2014		2014-2015		
	App. Enroll.	Sept 30 Enroll. Count	App. Enroll.	Sept 30 Enroll. Count	App. Enroll.	Sept 30 Enroll. Count	App. Enroll.	Sept 30 Enroll. Count	Current Waitlist for the 14-15 SY
Grade K	80	79	80	118	80	119	120	132	150
Grade 1	80	84	80	123	80	125	126	132	99
Grade 2	80	78	80	85	80	121	132	133	70
Grade 3	88	83	88	88	88	86	132	133	44
Grade 4	88	69	88	88	88	87	84	110	24
Grade 5	88	45	88	89	88	79	84	105	1
Grade 6	156		156		156	85	132	86	0
Grade 7			156		156		132	102	6
Grade 8					156				
Grade 9									
<b>Total</b>	<b>660</b>	<b>438</b>	<b>816</b>	<b>591</b>	<b>972</b>	<b>702</b>	<b>942</b>	<b>933</b>	<b>394</b>



**b) Provide information regarding the school’s attrition rate over the last 4 years (3 years if this is the school’s first renewal).**

School Year	September 30 Enrollment	Number of Transfers	Percentage of Transfers
2010-2011	433	9	2%
2011-2012	440	3	.7%
2012-2013	591	5	.8%
2013-2014	702	2	.3%

**c) How does the school both monitor and plan to minimize attrition rates?**

OCS minimizes attrition rates through providing an excellent academic program for students in an orderly environment and through consistent parent communication. Parents want their children to attend OCS because they are certain that their child will receive an excellent education. The leadership attends to horizontal alignment across the grades so that all students have excellent teachers. Furthermore, the leadership team and the classroom teachers are in constant communication with parents. If there is a problem with a student’s academic performance or behavior, it is addressed immediately. The school’s Parent Teacher Organization is active, so parents have a voice at the school. All board meetings are open and posted on the website. Parents are encouraged to attend and share their perspective and opinions on the school and the program it provides for students.

It is rare that families have left OCS. For the few families who have decided to leave, the family either moved away from the northern New Castle County area or decided that an academic program grounded in the Greek language and culture was not a good match for their child and that a district school, private school, or home school would provide better opportunities.

**3.4 Is the school complying with governance and reporting requirements?**

**a) Provide a current organizational chart, which includes the Board of Trustees.**

The OCS organizational chart is included in Appendix C.

**3.5 Is the school complying with closure requirements?**

**a) Describe the school’s plan for procedures it will follow in the event of the closure or dissolution of the school, including a plan to set aside sufficient funds to cover the salaries owed to those employees who are paid over a 12-month period.**

In the event of closure, the OCS will follow the authorizer’s charter school closure protocol and the Board will work with the Charter School Office concerning steps forward, including parent notifications, transfer of records, disposition of school assets, etc. to ensure a smooth and orderly closure and transition. Regarding the setting aside of sufficient funds to cover salaries, since the inception of OCS in 2006, the school has

accumulated \$1.2 million that was held in contingency to pay salaries in the event of closure. Those funds were since used for the acquisition of Barley Mill Plaza. This fund will be replenished with \$750,000 through the sales of bonds and will be held in contingency to pay salaries in the event of closure. The school's Board will continue to review OCS's fund balances and financial projections annually to ensure that its reserve balances are replenished so that salaries are covered in the event that the school closes.

#### **4. Financial Framework**

##### **4.1 Is the school financially viable?**

- a) Provide an analysis of the results of your Financial Performance Reports over the last three years (2010-11, 2011-12, 2012-13).**

See Appendix D for the Financial Performance Reports for the last three years. As noted in Chart 3, the 2012-2013 Financial Framework ratings summary, OCS did not meet standards in one area of the Financial Framework during that school year. This rating was due to expenditures on the UE modular that year which may have contributed to the deficiency in the "Current Assets divided by Current Liabilities" metric.

Chart 3: Odyssey Charter School Financial Performance Framework Report 2010-2013

Year	1.a.	1.b.	1.c.	1.d.	2.a.	2.b.	2.c.	2.d.	OVERALL RATING
10-11	M	M	M	M	NR	M	NR	M	M
11-12	M	M	M	M	NR	M	NR	M	M
12-13	D	M	M	M	M	M	M	M	M

To ensure that budgetary decisions are transparent to all stakeholders, the Citizens' Budget Oversight Committee exists and meets each month immediately before our schedule Board Meetings. There, the school's finances and monthly cashflow are discussed and issues resolved as needed. Minutes are kept and posted to the school's website. Currently, the committee is comprised of Mr. George Righos, Mr. Dimitri Dandalos, Mrs. Mary Lou Strauss and Mrs. Kate Klemas.

- b) Provide a summary of findings from independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit findings.**

The Annual Financial Statements for FYs 11, 12 and 13 are included as Appendix E. A corrective action plan was not needed.

- c) As an appendix, provide the following documents:**

- **Final Fiscal Year 2014 Revenue & Expenditure Budget Report in the prescribed DDOE format**

See the Final Fiscal Year 2014 Revenue & Expenditure Budget Report in Appendix F.

- **Approved preliminary Fiscal Year 2015 Budget**

See Appendix G for the Board approved Fiscal Year 2015 budget.

- **Fiscal Year 2014 Audited Financial Statements**

See Appendix H for the 2014 Audited Financial Statements.

- **Projected revenue and budget worksheets and narrative through 2018-2019 in the prescribed DDOE projection format.**

Projected revenue and budget worksheets and narrative through 2018-2019 are included as Appendix G. The OCS long range financial forecast through 2023 is included as Appendix I.

## **5. Five-Year Planning**

### **5.1 Projected Enrollment**

- Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.**

<b>Projected Enrollment</b>						
	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
K	131	132	132	132	132	132
Grade 1	132	132	132	132	132	132
Grade 2	132	132	132	132	132	132
Grade 3	132	132	132	132	132	132
Grade 4	110	132	132	132	132	132
Grade 5	110	132	132	132	132	132
Grade 6	92	110	132	132	132	132
Grade 7	102	110	132	132	132	132
Grade 8		110	120	132	132	132
Grade 9			110	132	132	132
Grade 10				132	132	132
Grade 11					132	132
Grade 12						132
<b>TOTAL</b>	<b>960</b>	<b>1122</b>	<b>1286</b>	<b>1452</b>	<b>1584</b>	<b>1716</b>

## 5.2 What are the school's plans for the next five years of the charter?

- a) **Describe what changes and improvements the school will undertake in the next five years based on the school's examination of student performance outcomes.**

Based on the successful performance of OCS on all areas of the Performance Framework, including student performance outcomes, the OCS Board will pursue two key initiatives in the next five years: expanding the approved OCS enrollment to include all grades, K-12, and consolidating the dual campuses onto a single site.

OCS's current enrollment is 933 students in grades K - 7. Indicative of Odyssey's capacity to provide a high quality education, 394 applicants are on the waiting list. While OCS was approved as a K-12 school in its original charter application, facilities challenges delayed the expansion of the school. However, as described below in the section on facilities, OCS is in the process of purchasing the Barley Mill Plaza campus from the DuPont Company, which will provide enough space to house all grades, K-12.

As the school expands, it will add one grade per year over the next five years to grow from a K-7 school to a K-12 school and offer students a truly unique educational experience that emphasizes college and career readiness. The OCS high school will continue to offer an emphasis on math and Greek language, taking advantage of a new Math and Science Annex that will be built on the new campus to provide all students will fully equipped science labs and outdoor classrooms. Advanced studies in the Greek language will be offered in addition to Spanish. Through the expansion and growth of the school, the Board and school administration remains committed to the academic growth of the students and will maintain the commitment to excellence and achievement throughout a student's K-12 experience at OCS.

- b) **Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessment measures. Provide any mission-specific goals that you will include in your Performance Agreement.**

OCS has outlined the following goals and performance outcomes after careful consideration of the Charter School Performance Framework benchmarks, the success the school has experienced with the current academic program, and the anticipated growth of the school in the immediate future. During the current school year, OCS has accepted approximately 300 new students into the school; students who are new to OCS may need additional time and services to acclimate to the rigor and expectations set forth in OCS curriculum and classrooms. These students' growth goals and achievement targets may not be met at the same levels as their grade-level peers who are veteran OCS students, and therefore will affect OCS's overall performance outcomes.

In addition, in the past year, the school hired 25 teachers who are either new to the teaching profession or new to OCS, adopted a new ELA program (Benchmark Literacy

Common Core) in grades K-5, and is preparing for a new, next generation assessment (Smarter Balanced) in Reading and Math. As such, OCS teachers may require a period to fully implement their curriculum, instruction, and assessment strategies to effect change in student performance. It is also relevant to note that OCS is transitioning to new facilities, and this transition has brought about many changes for both faculty and students. These changes have required teachers to dedicate instructional time to new routines and procedures. As OCS grows into new facilities and adds grades in the coming years, these conditions will persist.

<b>Goals:</b>	<b>Tools:</b>	<b>Rationale:</b>
<p>50% of students at each grade level will meet their reading growth targets each year.</p> <p>50% of students at each grade level will meet their math growth targets each year.</p>	<p>Reading STAR/STAR Early Literacy, grades K-12</p> <p>Math STAR, grades K-12</p>	<p>The Renaissance Learning Suite/STAR Reading and Math Offers:</p> <ul style="list-style-type: none"> <li>• Better alignment to CCSS than MAP</li> <li>• Robust data reports to inform curriculum and instruction decisions</li> <li>• Provides Progress Monitoring for Reading and Math for Rtl</li> <li>• Integrates well with OCS's Accelerated Reader initiative (K-7)</li> <li>• Creates Learning Paths for Compass Learning</li> </ul>
<p>60% of students in applicable grades will meet or exceed Common Core Standards in reading.*</p>	<p>Smarter Balanced Reading Assessment, grades 3-8, 11</p>	<p>The Smarter Balanced Assessment for reading is required of all Delaware public schools.</p>
<p>65% of students in applicable grades will meet or exceed Common Core Standards in math.*</p>	<p>Smarter Balanced Math Assessment, grades 3-8, 11</p>	<p>The Smarter Balanced Assessment for math is required of all Delaware public schools.</p>
<p>60% of students will meet or exceed science standards in grades 5, 8, and 11.</p>	<p>Science DCAS, grades 5 and 8</p> <p>Grade level benchmark assessments aligned to the Next Gen. science standards</p>	<p>The Science DCAS/Next Generation Science Assessment is required of all Delaware public schools.</p>
<p>70% of students will meet or exceed social studies standards in grades 4, 8, and 11.</p>	<p>Social Studies DCAS, grades 4 and 7</p> <p>Grade level benchmark assessments from the Social Studies Coalition units</p>	<p>The Delaware Social Studies Assessment is required of all Delaware public schools.</p>
<p>40% of students will score a combined SAT school or 1550 or higher.</p>	<p>SAT Assessment (Beginning in 2018)</p>	<p>The SAT is a widely accepted indicator of college and career readiness and is articulated in the Performance Framework.</p>

Goals:	Tools:	Rationale:
95% of students will graduate on time.	Graduation rates	On-time graduation rates demonstrate the capacity of the academic program to propel learning and close achievement gaps across demographic groups. Graduation rates are articulated in the Performance Framework.

\*These goals may be adjusted based on first-year district and statewide assessment results.

- c) **Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.**

OCS continues to operate at two sites. Prior to the current school year, the lower campus was located in two buildings on west Lancaster Avenue and housed grades K-2. The second OCS site was a previous Catholic school and continues to operate off of Bayard Avenue, housing grades 3-6. Since OCS was founded, it has been the vision of the Board to consolidate the campuses and operate the school on a single location.

As the school grows, adding one grade per year until the full complement of 1,716 students in grades K-12 is achieved, there is a serious demand for tens of thousands of square feet of additional space for educational instruction and physical education programming. To solve this problem, OCS is in the process of purchasing the land and buildings that comprise Barley Mill Plaza at the intersection of Routes 141 and 48 in Wilmington, Delaware. The purchase is the first step of a long term strategic plan to purchase eight Plaza buildings, demolish four, build a math and science annex, sports fields, and consolidate all 12 grades on one campus.

To begin the transition, OCS is currently leasing Building 20 at the Barley Mill Plaza, and completed a modest interior renovation this summer. Grades K-4 have transitioned into this space, closing the modular building that the school was leasing for the lower school and relocating grades 3 and 4 from the Bayard Avenue location. The space that was made available on Bayard Avenue is now housing the expanded middle grades, though grade 7.

The long term vision for Odyssey's campus includes evolving all 36 acres and the four remaining buildings into a multi-purpose education center with adult evening and weekend classes, pre- and after-school programs, summer camps, space for community meetings, and walking paths and playing fields for both the school and the community. Using national standards for instructional and recreational space needs of grades K-12, Odyssey anticipates that a consolidated campus should occupy approximately 250,000 square feet under roof on a site in excess of 30 acres of land. The Phase One development of Building 20, followed by Phase Two's purchase, then renovation of three adjacent buildings, (21, 22, and 23) over the next few years, will eventuate in Odyssey achieving that goal.

OCS's long term facilities goal is to utilize conventional financing and its strong financial position to purchase eight buildings at Barley Mill Plaza (#20 - #27). While the long term financial obligations will be significant, the school will also own the improved buildings and property, which will be major assets on the balance sheet.

OCS has entered into two separate, but related agreements with Stoltz Real Estate Partners: 1) a Lease Agreement for Building 20 stipulating a one year lease with a one year renewal option (to facilitate the renovation and movement of the lower school onto the Barley Mill site), and 2) a Sales Agreement for the purchase of approximately 36 acres of land and eight buildings totaling approximately 480,000 square feet.

The Lease Agreement provides Odyssey with the opportunity to occupy Building 20 for the 2014-2015 academic year while simultaneously conducting due diligence on and securing financing for the acquisition of the entire eight building property without altering the original Sales Agreement.

At present Odyssey's occupancy plans entail only Building 20. Due to an attractive, negotiated lease rate of under \$13 per square foot, approximately 30% less than the \$18 currently being paid for less space on Lancaster Avenue, Odyssey is able to cost-effectively take full possession of the building and not have to share the facility with other organizations or companies.

With relocation to Building 20 and the cessation of paying \$550,000 in annual lease costs for 22,000 square feet for two buildings on Lancaster Avenue, Odyssey will be leasing 62,000 square feet for \$780,000. In terms of dollar-return-per square foot, in effect, Odyssey will be leasing 200% more space for 50% more in costs.

If the purchase of one or more buildings at Barley Mill Plaza is not completed by fall of 2014, the owners, Stoltz Management Company, retain the right to terminate the Sales Agreement and the Lease Agreement but will return to Odyssey up to \$500,000 invested by the school in renovating Building 20.

Through DuPont's generosity, all of Building 20's furnishings and equipment, including desks, chairs, partitions, etc. valued at over \$92,000, have been donated to Odyssey. Since the facility's food service operations – the kitchen, cafeteria, furnishings, appliances, and equipment - are in good operating order, in the future Odyssey may want to provide daily meal options for students and as well as explore applied Health and Nutrition Sciences as a new part of its curriculum.

**d) Provide information regarding how the Board of Trustees effectively evaluates the school administration.**

The OCS Board has an Executive Committee made up of its officers and the Board President who have contract hiring, evaluation, and renewal authorities over personnel. The school's administrative team, comprised of the Headmaster, Assistant Headmasters, Student Advisor(s), Curriculum Coordinator(s), and Business Operations

Manager, are all provided an opportunity to be confirmed by a vote of the entire Board of Directors once selected by the Executive Committee. Student performance, enrollment backlogs, and teacher retention are metrics that are used to regularly assess Administrator performance by the Executive Committee. In addition, periodic and timely communications are conducted between the Board President and the school Headmaster to discuss general personnel issues or concerns. From time to time, those may be raised to the Executive Committee for evaluation and guidance. Individual Board members may also voice concern with the Administrative team or faculty performance and can request special closed sessions of the Board to address issues.

**e) What policies and procedures are in place to evaluate the school leader on an annual basis?**

Odyssey Charter School abides by the state Department of Education Delaware Performance Appraisal System, or DPAS-II. Orchestrated with periodic verbal and written assessments and an annual feedback report, it is a core mechanism in the professional development, evaluation, and contract renewal processes conducted by the school. The school Headmaster is responsible for orchestrating the DPAS-II program with the Administrative team and the Board President conducts the process for the Headmaster's evaluation on behalf of the Executive Committee. Along with the annual DPAS-II process, the Odyssey Charter School offers its Headmaster a three year contract allowing for longer term strategic objectives and continuity purposes. In that way, multi-year goals may be attained while still assessing operations, Administrator, and faculty performance on an annual basis.

**f) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.**

Odyssey Charter School embarked on a Strategic Planning process in 2013/2014 so that the Board's vision might be readily communicated and embraced by the entire organization including its administrative team and faculty. Planned and updated every six months, it provides a framework from which institutional advancement, professional development, and community involvement may be derived. In addition, collaborative agreements have been forged between the Odyssey Board and multiple higher education institutions, like Harvard and the University of Delaware, as well as the Ministry of Education in Greece, so that our Board may widen its aperture in delivering innovative and extremely effective educational programs to its students. For the 2014/2015 school year, annual governance training is also planned for the Odyssey Board members as requested by the Delaware Department of Education.

When new members join the Board, each is provided with a copy of the Board Handbook, which includes the OCS mission statement, strategic plan, by-laws, annual budget, last certified audit, recent board minutes, and a list of the board officers and members with outside titles and contact information. New board members meet with the Board President and Vice President for a new board member induction training session and review of the Handbook. All new board members are required to attend



Charter School Performance Framework training and Charter School Finance training when provided by the Charter School Office.

**g) Describe the school's process for succession planning including identification, development and retention of school leaders.**

Prior to Dr. Nick Manolakos joining the leadership team at the Odyssey Charter School, succession planning had not been a priority for the school. After an 18 month search, the Board hired Dr. Manolakos as the new Headmaster for Odyssey Charter School. He quickly built out his leadership team by adding Denise Parks and Jacqueline Pastis as Assistant Headmasters. Since this time, the leadership has worked intentionally to build internal capacity among teacher leaders. Through their involvement in Common Ground for Common Core, teachers were compensated to attend the state training sessions and then provide professional development on Common Core Standards for the Odyssey staff. Teachers have also been included in staff recruitment and hiring, attending job search opportunities like Project Search at the University of Delaware.

The development of the teacher leaders has the double benefit for the school. The content expertise and leadership abilities of the Odyssey teaching staff are increased, while also allowing the core leadership team to expand their capacity when needed. This fulfills the Board's desire to keep the administration nimble and funnel additional resources to the classroom. Teacher leaders are hand-selected by the core leadership team based on their demonstrated abilities and the teacher's desire to take on the leadership role. Through this approach, the new teacher leaders will provide greater continuity of leadership since they are already familiar with the academic program and unique Odyssey culture who are willing to take on additional responsibilities or even step out of the classroom into a full-time leadership role should the need arise.

Along with a leadership development strategy to build the capacity of existing educators in the building, the school leaders have worked to build a positive professional culture across the building. Along with this was the establishment of a salary schedule. Prior to his arrival, a portion of teacher contracts was individually negotiated and there was dissension among teachers. Dr. Manolakos did tremendous work with the staff to collaborate with the Board in agreeing to an open and consistent salary schedule based on education and years of experience. Since all compensation packages have been aligned to the same scale, teacher retention has increased and teachers are more confident in their commitment to the school.