



## **DISTRICT STRATEGIC PLAN 2016-2017**

### **BRIEF HISTORY AND BACKGROUND OF THE ORGANIZATION**

Green Apple School Management developed its school management company as the result of the founding and development of a highly successful charter school model. In 1998, a Montessori educator with an innovative vision for a holistic school, Ms. Constance Ortiz, and a small, grassroots group of educators and community members, proposed a charter school with a unique mission in Brevard County, Florida. Odyssey Charter School opened to 112 students in a church building in August 1999. By 2011, the school earned high performing charter school status by Florida's Commissioner of Education. It has continued its high performance, presently serving over 1100 students in grades K-12 on two school campuses and was the only "A" graded school among the City of Palm Bay's 22 elementary, junior, and senior highs during the 2015-16 school year. The Title 1 school also outperformed the district in 8 out of 9 categories.

In 2009, in order to provide some "district" roots for Odyssey and to fulfill the board's desire to replicate, Ms. Ortiz and her team developed Academica Central Florida (ACF), an off shoot of Academica, one of the longest serving charter school management organizations in Florida. Its purpose was to serve charter schools desiring to open in Central Florida. ACF opened several schools for Academica, which have continued to operate in Orlando. By 2013, the board decided to focus solely upon the original mission of developing "green" and healthy, holistic schools. Green Apple School Management was born and a small group of highly qualified academic and business professionals, both from the school and management company, led by Ms. Ortiz, began the replication process for the Odyssey Charter School board.

Green Apple School Management is a charter school support and service organization that provides a wide array of services including financial management (e.g. budgeting, bookkeeping and financial forecasting); human resource coordination and staffing; curriculum development; facilities development; strategic planning; charter application development; grant writing; and regulatory compliance monitoring. The organization has a team of professionals that assist with support and solutions for every aspect of the development of new charter schools and their operation. Green Apple School Management ensures that governing bodies maintain complete autonomy of their charter schools.

The organization also provides support, consultation and guidance to boards and school administrators in the development of "green" and healthy, holistic educational programs and schools, which include "green" building design, healthy school lunch programs, nutrition education, environmental education, and holistic education programs that are both rigorous and relevant.

*inspired learning in "green" and healthy schools*

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Another focus of Green Apple School Management is to provide professional guidance on developing healthy cultures within schools that create the foundation for real learning to occur. Programs are designed to develop “whole” children through healthy lifestyles and cultures as well as educational programs that foster the highest levels of academic achievement, problem solving, critical thinking, and provide many opportunities for hands-on application.

Green Apple School Management successfully assists charter school boards to develop and execute strategic plans for scaling and replicating high performing schools. Presently, the organization operates three Title 1 public charter schools, including Odyssey Charter School (opened in 1999), Odyssey Preparatory Academy (opened 2013) and Oasis Preparatory Academy (opened 2014), with the potential of opening two more schools by the 2017-18 school year.

### **OUR MISSION AND VISION**

Green Apple School Management’s mission is to offer the most innovative school management services within the United States. Green Apple’s unique brand for creating academically-rigorous and “green” and healthy, holistic schools will ensure the highest levels of student success to prepare our students for future leadership. The corporation’s vision is that communities will look for the Green Apple brand because of the tremendous value it offers—through celebrating the uniqueness of every child and recognizing the unique potential that must be developed and achieved. Green Apple schools will improve the lives of thousands of students through a “whole child-whole school” approach to education by providing programs and learning opportunities that help students develop their full and unique potential to realize the highest levels of academic excellence and achievement.

## KEY AREAS AND SPECIFIC GOALS FOR IMPROVEMENT

Green Apple School Management has established key areas and specific goals within each area for improving school operations and student performance to ensure that each student achieves at his or her fullest potential. *A summary of the key areas and goals is shown below:*

### STUDENT ACHIEVEMENT

**Goal 1:** Increase proficiency in Reading/English Language Arts, Mathematics and Science in grades K-12 by implementing a rigorous, standards-based instructional program that will prepare students for college and career readiness.

**Goal 2:** Narrow the achievement gap between student subgroups (students with disabilities, English Language Learners and students performing in the lowest 25%) through research based intervention/remediation strategies.

**Goal 3:** Provide high quality professional development to support teachers and leaders through differentiated professional growth opportunities in order to maximize student learning.

**Goal 4:** Allocate fiscal and human resources to support the implementation of school improvement plans. A Principal Evaluator will be hired to assist the Management Company and the School Boards in the evaluation of the Site Administrators.

### HUMAN RESOURCES

**Goal 1:** Recruit highly effective faculty and staff to lead and support schools.

**Goal 2:** Collaborate to retain highly qualified faculty and staff to lead and support schools.

**Goal 3:** Select and implement a comprehensive evaluation system for administrators and instructional personnel designed to support effective instruction and student learning growth.

### FINANCIAL MANAGEMENT

**Goal 1:** Develop a well-defined contract management system and administration of terms and conditions for the purpose of incorporating a sound checks and balance system.

**Goal 2:** Provide training and monitoring to ensure professional competence and sound systems in managing the schools' financial operations.

**Goal 3:** Implement a process to automate timekeeping to ensure accuracy and efficiency in payroll processing and reporting.

### SAFETY AND SECURITY

**Goal 1:** Support schools in the establishment of a culture of a learning and problem-solving through Positive Discipline and the Green Apple Essential Elements.

**Goal 2:** Develop and conduct a comprehensive safety and security audit annually at all school sites.

**Goal 3:** Develop and implement a security, emergency, and crisis management plan to be used at all schools.

### CORPORATE OPERATIONS AND NEW SCHOOL DEVELOPMENT

**Goal 1:** Open two new charter schools for the Odyssey Board in Brevard and Orange Counties.

**Goal 2:** Hire and develop an Academic Leadership Team, led by the CEO and the Academic Lead, to support the implementation of school improvement plans.

**Goal 3:** Streamline the organization to increase the effectiveness and efficiency of operations and support the expansion of the organization.

**Goal 4:** Develop the corporation's Quality Assurance School Site Monitoring tool.

**Goal 5:** Optimize systems and processes with the integration of technology.

## STUDENT ACHIEVEMENT

**Goal 1:** Green Apple School Management will increase proficiency in Reading/English Language Arts, Mathematics and Science of students in grades K-12 at all schools it manages by implementing a rigorous, standards-based instructional program that will prepare students for college and career readiness.

Green Apple (GA) will accomplish this goal by following the steps below:

- ***Implement a Continuous Improvement Process with a Green Apple Collaborative Leadership Team*** – Continuous improvement of GA schools is essential to ensure increased student performance and quality results. The GA corporation and school improvement planning process will include extensive data collection and analysis, development of goals, researched-based activities and strategies, finalization of the plan, implementation, monitoring, and assessing its effectiveness. Green Apple School Management will develop a Green Apple Collaborative Leadership Model, comprised of site administrators from each campus and the GA academic leaders, to support the development and implementation of corporate and school goals. The GA CEO will meet weekly with the GA Collaborative Leadership Team (CLT) to discuss the goals of the corporation and the schools. When problems or concerns arise, the CLT will facilitate a problem-solving model, based on questioning and solution-oriented thinking, to reach consensus on next steps. School leaders will then use the same model in their own school-level leadership teams. When problems arise at the school, site administrators will bring problems back to the CLT to discuss and resolve.
- ***Provide Strategic and Regular Analysis of Data*** – Standards based instruction will be the primary focus in all Green Apple (GA) schools. Collaborative teams across schools will work in partnership to make decisions regarding common assessments in grades K-12 to be analyzed in determining instructional programs in order to meet the needs of all students. Regular data sessions (two to four times a year) will be scheduled to monitor the schools' progress toward school improvement and corporate improvement goals during these sessions.
- ***Implement a School-wide Data Tool*** – In order to ensure that all schools meet the academic needs of all students, the GA academic team will work collaboratively with site administrators to provide oversight and use of the corporation's comprehensive data analysis tool. Site administrators/coaches/teachers will be responsible for tracking student progress on common formative assessments determined each summer (3 or 4 Cold Assessments--Pretest, Fall, Winter, early Spring--for each subject/course and/or 2 or 3 Fountas and Pinnell Benchmarks assessments).
- ***Provide Data Analysis Training to Teachers*** - During re-planning each year, the Green Apple CLT will work in partnership to guide staff through a detailed analysis of school-wide data, including state assessment scores, school-based annual assessments and early warning indicators (daily attendance, suspension rates and targeted special population data), in order to develop school improvement plans.
- ***Use Data to Plan and Improve*** – Using the data, site administrators and teachers will

determine possible additional instructional resources needed such as, but not limited to, the following:

- Additional instructional support personnel (e.g. interventionists, Title 1 teacher, instructional coaches).
- Remedial/supportive instructional programs for students not meeting grade level expectations (e.g. Fountas and Pinnell Leveled Literacy Intervention, Wilson Foundations, Just Words and Reading)
- Enrichment instructional programs to challenge above grade level students (e.g. Project Lead the Way)
- Additional curriculum resources to support core programs (e.g. FL Ready Reading and Mathematics)
- Additional funding support for teacher professional development (e.g. Marzano training, Wilson Learning workshop)
- Additional services to support achievement of School Improvement Plan (SIP) goals (e.g. Principal Mentor and/or Principal Evaluator)

**Goal 2:** Green Apple School Management will narrow the achievement gap between student subgroups (Students with Disabilities, English Language Learners and students performing in the lowest 25th percentile) through research based intervention/remediation strategies.

Green Apple (GA) will accomplish this goal by following the steps below:

- ***Build a Culture of High Expectations for All Students*** – The academic success of every student is dependent upon the level of achievement students believe themselves capable of attaining. All stakeholders in each Green Apple school will be encouraged and expected to establish and maintain high levels of academic expectations within the learning environment, and to that support and motivate students to do their personal best. All stakeholders within GA schools share a common belief that every child is capable of growing from their current level of understanding, stemming from the philosophy that schools must meet the needs of the “whole” child. In order to establish an environment of excellence among all GA schools, each school will implement aspects related to the behavior of teachers and staff as identified by the National Center for Urban School Transformation (<http://www.ncust.com>).
  - Teachers/Support Staff:
    - Demonstrate sincere care for the physical and academic wellbeing for students and their success at all times
    - Put thought into and organize the environment for optimal learning by creating a physically and emotionally safe and comfortable space for students
    - Ensure every student has a connection with additional teachers and support staff outside the classroom to foster a sense of belonging and community
    - Set and share with students clear and specific learning expectations

- Maximize learning time, hold classroom instruction minutes sacred and instruct from bell to bell
  - Hold students accountable for the highest depth of understanding
  - Provide opportunity for every student to demonstrate mastery of learning objectives/standards
  - Evaluate student understanding of standards before, during and after instruction and adjust learning as needed
  - Establish a plan for engaging students in their learning, by implementing opportunities for students to set, track and reevaluate personal learning goals
- ***Support the implementation of Differentiated Instruction*** – The Green Apple school educational programs are designed to develop the whole child and to meet the educational needs of all children. Our programs will afford students opportunities to interact with one another, their environment, apply real-world knowledge to everyday situations and use a variety of technology tools. The focus of all core instruction is founded in mastery of the Florida State Standards and Next Generation Sunshine State Standards, and lessons are supported by use of research-based comprehensive teaching resources.
  - ***Develop a Laser-Focus on Subgroup Data*** – Specially identified student sub-groups, such as Students with Disabilities and English Language Learner student populations, will be highlighted and reviewed regularly to ensure instructional and program effectiveness and success of student progress toward grade level goals and to make instructional adjustments where needed.

**Goal 3:** Green Apple School Management will provide high quality professional development to support teachers and leaders through differentiated professional growth opportunities in order to maximize student learning.

Green Apple (GA) will accomplish this goal by following the steps below:

- ***Implementation of the Marzano Art and Science of Teaching Instructional Framework*** – GA will support schools in the implementation of The Marzano Teacher Evaluation Model to improve student learning. The model identifies high impact instructional practices that are organized into four domains that develop teacher expertise and effectiveness. The site administrators and the GA team will support ongoing training for teachers on the Marzano Instructional Map and how the instructional strategies can be used to improve student learning. Training will take place during Professional Learning Communities (PLCs), early release, workshops, and through feedback from classroom walkthroughs and formal evaluations.
- ***Support the Implementation of PLCs*** – Grade level/content area teams will participate in collaborative weekly PLCs to unpack standards, use data to make informed instructional decisions, and plan for quality instruction as well as interventions when needed. Instructional coaches/managers and site administrators will provide ongoing support to

ensure fidelity of the standards-based instructional plans by providing regular feedback to teachers during weekly classroom walkthroughs. The GA Academic Team will work in partnership with site administrators from each campus to ensure proper scheduling of the required 90-minute weekly collaborative sessions. Through weekly PLCs, teachers will discuss the following:

- How to develop clear instructional goals
- How to develop a common vision for effective instruction
- How to use frequent formative assessments
- How to track student progress
- How to provide timely interventions for struggling students
- How to celebrate student success

**Goal 4:** Green Apple School Management will allocate fiscal and human resources to support the implementation of school improvement plans.

Green Apple (GA) will accomplish this goal by following the steps below:

- ***Provide Additional Human Resources based on School Needs*** – GA will hire consultants and/or additional staff to support the implementation of the SIP for any lowest 300 schools (e.g. Principal Mentor, PLC Trainer, instructional coaches)
  - ***Principal Mentor*** – A Principal Mentor will be hired for Oasis Preparatory Academy to guide school leader in the development of instructional programs in ELA and Math.
  - ***Principal Evaluator*** – A Principal Evaluator will be hired to monitor and evaluate the effectiveness of school leaders through the use of the Marzano School Leader Evaluation Tool.
  - ***PLC Trainer*** – Additional financial resources will be allocated for PLC Consultant to visit twice weekly for training in Professional Learning Communities and Classroom Walkthrough Process.
- ***Allocate Additional Fiscal Resources*** – GA will provide additional resources to fund training to Lowest 300 schools to support the implementation of important instructional goals (e.g. materials and training).
  - ***Instructional Coach Training*** – Direct instructional support, training, and modeling will be made available to Lowest 300 schools to support the implementation of the SIPs that include, but are not limited to, the following:
    - Direct instruction and training in Wilson Language Programs (Foundations, Just Words and Wilson Reading).
    - Weekly visits from Montessori Coach to provide oversight, training and observation of Montessori instruction for K-1 teachers.
    - Weekly visits from Science Coach to provide support in science inquiry learning, pacing and development of Cold Assessments for each Body of Knowledge.

## HUMAN RESOURCES

**Goal 1:** Green Apple School Management and the schools it serves will recruit and retain highly effective faculty and staff.

Green Apple (GA) will accomplish this goal by following the steps below:

- ***Recruitment*** - GA and school leaders will attend several job fairs annually through the Florida university system's Colleges of Education, as well as job fairs around the country in highly desirable locations, focusing upon states not experiencing teacher shortages. To reach the largest pool of candidates early, GA and school leaders will begin their job search by January of each year. GA will continuously run ads in Teacher-Teacher, Indeed, the school district's website, and Montessori classifieds.
- ***Before January of each year:***
  - GA Human Resources (HR) Department will work collaboratively with school leaders to determine positions needed for upcoming school year.
  - HR will work with school leaders to create a calendar and schedule of Florida and out-of-state job fairs to be attended annually.
  - HR will place ads on the district's website as well as designated sites.
  - School leaders will create a School-Based Hiring Committee for each site to meet weekly.
  - HR will pre-qualify applicants. Applicants who are designated as "Highly Qualified" or "Eligible" will be invited to an in-person interview with the Hiring Committee. Interviews will include a question/answer session. Candidates may be asked to create a Lesson Plan and/or teach a mock lesson of in the subject area in which they are applying. Once a candidate is selected for the hire, the site administrator will submit the name for fingerprint clearance, background screening, and Governing Board approval.
  - Sign-on bonuses will be offered to highly qualified faculty in our highest poverty location.

**Goal 2:** Green Apple School Management and the schools it serves will collaborate to retain highly qualified faculty and staff.

Green Apple (GA) will accomplish this goal by following the steps below:

- By the end of each school year, Green Apple School Management will collaborate with its school leaders to assess the school's success in retaining a highly effective workforce as measured by each school's employee retention rate and faculty evaluation results.
- GA, along with the schools' governing board, will review salary schedules to ensure the schools stay competitive with the school district in which they are located. ADP is each school's employer and offers competitive salary and benefits to include medical, dental,



vision, disability, life insurance, and a matching 401k after one year at the school. Additional benefits include pay for performance, tuition reimbursement, and sign-on bonuses in the highest poverty locations.

- Teachers will be inspired to remain at the schools because of the job-embedded Professional Learning Community planning periods, where school leadership, PLC Consultants, and grade level or subject area teaching faculty meet weekly to plan instruction, develop standards-based lesson plans, develop remediation and enrichment plans, and review data and progress monitoring results. This collaborative team approach to problem solving offers all teachers, especially new teachers, the support they need to master the standards and brainstorm with their colleagues to find solutions to the everyday challenges and problems faced while teaching.
- Teachers will be mentored throughout the school year through coaching and support from school leaders, PLC consultants, instructional coaches and grade level and subject area leads. During classroom walkthroughs, immediate and ongoing feedback will be provided to support improvement in classroom instruction.
- Professional development will be offered to teachers to assist them in their efforts toward continuous improvement as educational professionals. Professional development activities will be based on analyses of student achievement data, results of personnel evaluations, and stakeholder feedback surveys. This professional development will be achieved through PLC's, additional days added to Pre-Planning, and trainings throughout the year during Early Release and In-Service Days.
- Grade level and subject area leads will work with their teams to ensure accountability.
- The teacher induction program will offer new teachers to the schools an additional layer of support.

**Goal 3:** Green Apple School Management will utilize the Marzano Teacher Evaluation Model and the Marzano Leadership Evaluation Model to support effective instruction and leadership to promote student-learning growth.

Green Apple (GA) will accomplish this goal by following the steps below:

- Site Administrators will be trained in the Marzano Evaluation Model in August and September 2016.
- Teachers will be introduced during the first nine weeks of school to the new evaluation system. The teachers and administrators will be introduced to the new evaluation system through a communication plan that may include focus groups, live webinars, and online training.
- Professional development will be available for teachers, teacher leaders, instructional coaches, and all building staff on a weekly basis during PLCs.
- Marzano elements will be reviewed during PLC meetings and faculty meetings, as well as through weekly email updates.
- The Teacher Effectiveness Pay formula, which includes Marzano and Value Added Measurements (VAM), will be presented to the governing boards in November for December approval each year.

- Weekly classroom walkthroughs will be completed using Marzano indicators for continuous classroom improvement.
- Administrators will complete the annual evaluation process for instructional personnel using the Marzano Teacher Evaluation Model.
- GA and the governing boards will collaborate with the Principal Evaluator to complete the annual evaluation process for school leaders (using the Marzano Leadership Evaluation Model during the 2016-2017 school year and the Florida Consortium of Public Charter Schools Evaluation System for School-Based Administrators beginning in June 2017).

**Goal 1:** Green Apple School Management will develop a well-defined contract management system and administration of terms and conditions for the purpose of incorporating a sound system of checks and balances.

Green Apple (GA) will accomplish this goal by following the steps below:

- Green Apple School Management’s Finance Department, Compliance Department, and school leaders will develop a sound and sustainable process to provide a complete review of all contracts, contract management and administration of terms and conditions.
- Each school will submit all contracts to the GA Finance Department and Compliance Department for review before execution.
- Green Apple finance and compliance personnel will review all contracts for financial impact and compliance related topics before execution of contracts. GA will utilize a checklist and timeline database for each contract:
  - On a quarterly basis, GA will receive all contracts from school administrators. An approved and completed checklist will be provided by school administrators to the Green Apple review personnel.
  - Upon review of contracts for financial impact and contract compliance, GA personnel will follow one of five options-- Option 1) determine need for additional legal review, Option 2) execute via administrator signature, Option 3) return to school administrator for further information, Option 4) determine need for required Board approval, 5) determine not to execute.
  - Green Apple finance and compliance personnel will facilitate administration and terms of contracts via contract database to include terms, contract end dates, financial and closing requirements.

**Goal 2:** Green Apple School Management will demonstrate professional competence and sound systems in managing the schools' financial operations.

GA will continue implementing an effective system of internal controls over revenues, expenses, and fixed assets, and continue to exercise good business practices as measured by monthly financial reports including budgeted vs. actual reports to the governing board and annual audits by an external auditor with no financial concerns or material findings.

- The governing board of each school managed by GA serves as the policy-making body responsible for the academic, financial, and operational performance of the school.
- Policies and procedures will be continually monitored to ensure accountability and that internal controls are maintained.
- A comprehensive list of checks and balances, approved by the board and in accordance with charter school financial policies, procedures, and internal controls, will continue to be implemented to ensure that the financial resources remain properly managed.

- The board will continue to contract with a certified public accountant on an annual basis to perform the annual financial audit, which is submitted to the local school district sponsor and the State Auditor General. Included, as part of the audit report is the auditor’s letter to management suggesting improvements to internal controls.
- Green Apple School Management and the CFO will continue to review monthly and quarterly financial statements for reasonableness.
- The board will continue to monitor the finances of the schools throughout the year during quarterly board meetings in which GA will continue to report on the financial operations of the schools.

**Goal 3:** Green Apple School Management will implement a process to automate timekeeping to accommodate for accuracy and efficiency in payroll processing and reporting.

GA will implement an effective automated timekeeping system within the schools that will accommodate for daily attendance and work hours for all staff members and will be used to accurately and efficiently track all hours worked, paid time off, and leave.

- Each school operated by GA will obtain an effective automated timekeeping system that all staff members will use to record time in and time out each day. Paid time off and leave will also be tracked using the automated timekeeping system.
- GA payroll personnel will create, print and review all timekeeping reports for accuracy and process biweekly and semi-monthly payrolls upon approval of school administrators
  - On a daily basis, all school staff members will record time in and time out using the automated timekeeping system to ensure accuracy of recorded hours worked each day.
  - On a weekly basis, the GA payroll personnel will create timekeeping reports for all schools, review for accuracy and make corrections as needed.
  - On a bi-weekly and semi-monthly basis, the GA payroll personnel will process payroll for all schools upon approval of school administrators.

<b>SAFETY AND SECURITY</b>
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**Goal 1:** All schools will commit to the development of a culture of learning and problem-solving in classrooms and within the school community by implementing the essential elements described in Positive Discipline in the Classroom (Jane Nelson, Ed.D).

Green Apple (GA) will accomplish this goal by following the steps below:

- Professional Development will be offered to all faculty, including discipline deans, during pre-planning on the essential elements.
- Site administrators and grade level leads will ensure that all classrooms are implementing weekly classroom meetings **as evidenced by meeting agendas.**
- **Students will be taught “The Significant Seven Perceptions and Skills” which consist of the following:**
  1. **I am confident of my personal capability when faced with challenges.**
  2. **I believe I am personally significant and make meaningful contributions.**
  3. **I have a positive influence over my life; I take responsibility for my choices.**
  4. **I have strong intrapersonal skills and I manage my emotions through self-awareness and self-discipline.**
  5. **I have strong interpersonal skills and I am able to effectively communicate, negotiate, and empathize with others.**
  6. **I am able to adapt with flexibility and integrity; I have strong systemic skills.**
  7. **I have well developed judgment skills and I am able to make decisions with integrity.**
- **Charts will be placed in each classroom to display the seven perceptions and skills.**
- **Teachers will be taught the “4 Mistaken Goals” for student behavior (undue attention, misguided power, revenge, and assumed inadequacy) and, more importantly, the empowering and proactive responses.**
- **Charts will be placed in each classroom to display the goals.**
- **Students will learn how to notice and give sincere compliments.**
- Site administrators will monitor conduct daily classroom walkthroughs.
- **Site administrators will use the same format for grade level meetings or meetings with faculty to reinforce community building.**

**Goal 2:** Green Apple School Management will develop and conduct a comprehensive safety and security audit in the fall each year for all school sites.

The safety and security audit will include: (1) safety and security of site and building exterior; (2) access control; (3) safety and security of building interior; (4) type and extent of monitoring and surveillance; (5) communication and information security; (6) development of emergency operations plans; and (7) school climate and culture (including development of enforcement of policies).

The specific activities for the audit include:

1. **Entrance conference** with the site administrator and other members of the campus safety team to go over survey results, campus concerns, and answer questions.
  2. **Walk-through** and visual assessment of the buildings and grounds using the Campus Safety and Security Audit checklist.
  3. **Observation of students' lunch period** and movement in school.
  4. **Observation of students' dismissal** from school.
  5. **Brief exit interview** with the Site Administrator.
- Safety teams will meet to compile results to create a three-year safety and security plan for each school.
  - Identified areas of concerns and areas for improvement will be shared with site administrators in order to finalize and prioritize the three-year safety and security plan.
  - Results will be shared with the school boards for further discussion, input and approval.

**Goal 3:** Green Apple School Management will develop and implement a comprehensive security, emergency and crisis management plan to be used at all schools.

- Green Apple School Management will implement a comprehensive safety plan, which it has developed, that includes detailed policies and procedures that prepare the staff and students for on-campus emergencies, security issues, and large-scale disasters. The plan also addresses safety related topics such as bullying, Internet safety, substance abuse prevention, suicide prevention, discipline and truancy.
- The Director of Facilities will conduct frequent school visits to monitor organizational safety procedures to ensure the safety of all staff and students as measured by a school safety checklist, and to review results of all state and local compliance audits.
- School leadership will implement safety drills on a monthly basis in compliance with local, state, and federal requirements. Drills will be conducted regularly so that teachers, support staff, and students will know what to do in emergency situations.
- Schools will conduct practice fire drills, school lockdowns, and code RED/YELLOW as measured by school safety logs.
- The Director of Facilities will monitor each school's compliance with drills to ensure effectiveness of safety measures and plans as mandated by statute.

## CORPORATE OPERATIONS AND NEW SCHOOL DEVELOPMENT

**Goal 1:** Green Apple School Management will open two new charter schools for the Odyssey Charter School Board in Brevard and Orange Counties.

Green Apple (GA) will accomplish this goal by following the steps below:

- Prepare for two additional elementary schools in existing counties.
- Negotiate charter school contracts with district school boards, seek approval by charter school board and secure Federal Charter School Startup Grant.
- Implement annual timeline for school opening.
- Conduct facility searches for the school board and secure by January of the year in which the school is scheduled open.
- Develop new school websites.
- Host several parent informational nights for each school.
- Select startup school leader by March of the year in which the school is scheduled to open.
- Order materials for new schools.
- Hire teachers for new schools.
- Receive all fire and health inspections for schools opening at least one month in advance of the opening.

**Goal 2:** Green Apple School Management will hire and develop an Academic Leadership Team, led by the CEO and the Academic Lead, to support the implementation of school improvement plans.

GA will hire the following Academic Leadership Team members to support the implementation of the school improvement plans:

- ***Academic Lead/Site Administrator*** – This leader will serve as the organizational head of curriculum, instruction, assessment, and professional development in order to support school-based site administrators in strategic planning, monitoring, and implementation of school improvement plans. The Lead will also be central in the development/identification of assessment protocols and tools for all subjects, as well as analyzing, synthesizing and distributing information and data related to testing administration and retesting.
- ***Principal Evaluator*** – This contracted person will support GA and the Odyssey Board of Directors with principal and teacher monitoring, professional development, and leadership utilizing the Marzano Leadership tools. The evaluator will provide GA and the Odyssey Board feedback on the progress and development of the school-based leaders as it relates to the implementation of their school improvement plans.
- ***Principal Mentor*** – This contracted person will provide support for the high needs school in Orlando to assist the site administrator with PLCs, classroom walkthroughs, and school culture development.

- **Professional Learning Communities Consultant** – This contracted professional will support the site administrators in the implementation of the site-based PLCs in order to support teacher understanding of the state standards, sound instructional planning, and standards-based mapping/pacing.
- **Science Instructional Coach** – This contracted professional will support elementary school personnel in understanding the science state standards through PLCs and will assist the school in the development of assessments to monitor the progress of grade 3-6 students in mastering science standards.
- **Grant Writer** – These contracted professionals will work collaboratively with the schools in the development of grants, partnerships, and award applications that support the mission/vision of GA and Odyssey Schools, Inc.

**Goal 3:** Green Apple School Management will streamline the organization to increase the effectiveness and efficiency of operations and support the expansion of the organization.

GA will accomplish this goal by following the steps outlined below:

- Implement a set of clearly defined roles and responsibilities for all corporation team members as well as construct an organizational chart.
- Create quality assurance processes to make certain that all documents, templates, and plans are uniform when distributed to schools.
- Ensure that all schools receive information that is congruent throughout the system via an organized digital dissemination resource.
- Bring in branding specialist to assist in developing the Green Apple brand.
- Once Green Apple brand has been fully developed and established, hire or contract with branding specialist to keep all future marketing, documents and instructions in-line with set branding strategy.
- Determine policies and procedures to ensure that the level of service to Green Apple clients is uniform throughout the system.
- Develop a centralized source of information, training and resources that is made available to all stakeholders including students, parents, teachers, support staff, administrators and board members.

**Goal 4:** Green Apple School Management will develop a Quality Assurance Charter School Site Monitoring Document.

GA will follow the steps below to accomplish this goal:

- Work with corporate and school leaders to develop a quality assurance document specific to “green” and healthy holistic schools.
- Incorporate the Essential Elements of the schools in the quality assurance document.
- Utilize the Florida Consortium of Charter Schools Quality Assurance Tool and modify to meet the schools’ needs.



- Add the “GreenPrint” from the Green Schools National Network to the quality assurance document.
- Develop and implement an annual process for utilizing the Quality Assurance Charter School Site Monitoring Document.

**Goal 5:** Green Apple School Management will optimize processes and systems with the integration of technology at the corporation and the schools.

GA will follow the steps below to accomplish this goal:

- Consult with experts to determine the areas within the organization that can benefit the most from the implementation of technology by using a needs assessment.
- Develop a five-year technology plan for GA and the schools.
- Seek out vendors that provide technological services that can be utilized to improve targeted areas of the business.
- Formulate a review process that ensures that the corporation is continuously using cutting edge technology that allows it to provide the highest level of service to its clients.
- Implement a scheduled and structured monitoring plan in an effort to ascertain high levels of technological proficiency amongst all personnel.
- Evaluate the need for a full-time technology support staff member to provide advice, training, maintenance and troubleshooting as part of a technological growth plan for not only the corporation but also the system of schools.