



Green Apple
School Management

GREEN APPLE SCHOOL MANAGEMENT

STRATEGIC PLAN

2020-2023

BACKGROUND AND HISTORY

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 (OCS) 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. Odyssey has spread its wings onto two school campuses now and celebrated its 20th anniversary in 2019. Presently, there are over 1800 students at OCS in grades K-12 and 400 students at its sister school, Odyssey Preparatory Academy (OPA), located on the Jr/Sr High Campus. Both OCS (K-12) and OPA (K-5) outperformed all traditional public schools in the City of Palm Bay during the 2018-2019 school year.

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; academic programming and curriculum development; facilities development; strategic planning; charter application development; grant writing; construction; 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.

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 two Title 1 public charter schools, including Odyssey Charter School (opened in 1999) and Odyssey Preparatory Academy (opened 2013), with the potential of opening more schools in the future.

MISSION AND VISION

Green Apple School Management's mission is to offer K-12 charter schools outstanding school management services by implementing its unique brand of academically rigorous, healthy, and holistic schools that will ensure the highest levels of student success and prepare students for future leadership. Green Apple School Management's vision is to provide learning opportunities that help students develop their full and unique potential so they may reach high levels of academic excellence and personal responsibility.

GUIDING PRINCIPLES

The Guiding Principles for schools are as follows:

- Provide a holistic approach to education that focuses upon healthy development of the whole child
- Cultivate in each child a passion and enthusiasm for learning
- Provide a unique learning environment, where the atmosphere is one of curiosity, exploration, discovery, and understanding
- Provide an enriched curriculum and opportunities for students to progress at their own pace to internalize information
- Provide hands-on materials for exploration
- Offer an integration of compatible educational philosophies, methods, and instructional materials that have proven records of success in the classroom
- Create lifelong learners
- Encourage children to teach, collaborate, and help each other
- Nurture the spirit and affirm the uniqueness of each child through respect and attention to individual learning styles, interests, and needs
- Share knowledge in a multi-sensory, multi-modal approach using a variety of intelligences
- Encourage initiative and independence in learning and the development of self-discipline and responsible social behavior
- Develop within children a global vision and respect for cultural diversity
- Reinforce the importance of family as the center of each child's education through parental involvement in the learning process

- Invest in our teachers through offering training in the latest educational techniques and methods
- Create a supportive school culture for children, parents, and staff

GREEN APPLE ESSENTIAL ELEMENTS



CURRENT STRATEGIC PRIORITIES AND KEY GOALS

Green Apple School Management (also referred to as GA) has gathered and analyzed organizational data to determine current strategic priorities and identify specific goals to improve the quality of the services it offers to charter schools. Some of the data used to evaluate the quality of the organization included the following: (1) Corporation Systems Accreditation External Review Report; (2) GA Quality Assurance Tool reviews; (3) Standardized assessment results for students at all schools; and (4) Moody Ratings. As a result of the comprehensive analysis and self-assessment conducted by GA, the organization was able to identify five key areas for improvement and created specific goals within each of the five areas for improving school operations and student performance to ensure that each student achieves at his or her fullest potential.

STRATEGIC PLAN AT-A-GLANCE

SECTION 1: STUDENT ACHIEVEMENT

Green Apple will:

- 1.1** Support the schools in increasing proficiency in English Language Arts, Mathematics Science and Social Studies in grades K-12 by developing and implementing the Green Apple K-12 Education Plan.
- 1.2** Support the schools in narrowing the achievement gap between student subgroups through research-based instruction and intervention/remediation strategies.
- 1.3** Provide support and guidance to schools for addressing the needs of above average, advanced, and gifted students.
- 1.4** Prepare students for success in post-graduation pursuits including college and careers.
- 1.5** Facilitate the organization and implementation of extra-curricular opportunities for all students including athletics, clubs, and teams.
- 1.6** Develop and implement a framework to integrate technology into the educational program to increase and enhance student learning.

SECTION 2: HUMAN RESOURCES

Green Apple will:

- 2.1** Recruit and hire highly effective faculty, staff, and administrators to lead and support schools.
- 2.2** Retain highly effective faculty, staff, and administrators to lead and support schools.
- 2.3** Hire and develop academic and business personnel in alignment with the identified needs of the corporation and the schools it serves.
- 2.4** Collaborate with the school-based human resource department to create and maintain a master tracking database for teachers.

SECTION 3: HEALTH, WELLNESS, AND SAFETY

Green Apple will:

- 3.1** Support schools in the development of the “whole-child” by establishing a school-wide culture of holistic, child-centered learning that fosters all components of the school Mission and Essential Elements.
- 3.2** Develop and implement a security, emergency, and crisis management plan to be used at all schools.
- 3.3** Develop and implement a school re-opening and operational plan to ensure the health and safety of students.
- 3.4** Expand and implement the Mental Health Plan at all schools.

SECTION 4: FINANCIAL MANAGEMENT AND FISCAL RESOURCES

Green Apple will:

- 4.1 Implement an effective contracts management system that facilitates the creation, implementation, and evaluation of contracts to maximize business performance and minimize risks.
- 4.2 Establish and implement a system for the management of the half-cent sales tax revenue and expenditures.
- 4.3 Work with the owner's project manager and construction manager to close out construction projects on both campuses.
- 4.4 Apply for and manage the Payroll Protection Program (PPP) loan for all schools to stabilize employee workforce during the time of COVID pandemic.
- 4.5 Ensure each school site implements effective accounting practices for managing internal funds.
- 4.6 Green Apple will implement an effective, automated accounting system.
- 4.7 Conduct quarterly reviews to ensure fiscal and regulatory compliance within each program.
- 4.8 Ensure optimal services and costs are secured for GA and the schools through appropriate allocation of fiscal resources and the attainment of additional funding through grants.

SECTION 5: CORPORATE OPERATIONS, SCHOOL EXPANSION, AND NEW SCHOOL DEVELOPMENT

Green Apple will:

- 5.1 Support the schools in the development of an effective and integrated technology program.
- 5.2 Collaborate with the school to develop the Jr./Sr. Educational Blueprint
- 5.3 Expand the schools' facilities to include new buildings and/or classrooms, as well as additional locations, to serve additional students in grades VPK-12.
- 5.4 Increase student enrollment and retention.
- 5.5 Provide outstanding customer service to all stakeholders that focuses on relationships and hospitality.

STUDENT ACHIEVEMENT



SECTION 1: STUDENT ACHIEVEMENT

1.1

Green Apple will support the schools in increasing proficiency in English Language Arts, Mathematics, Science, and Social Studies in grades K-12 by developing and implementing the Green Apple K-12 Educational Plan.

A. Develop and implement the Green Apple Educational Plan.

a. Develop the Educational Plan

The Green Apple Leadership Team developed the Green Apple School Management Educational Plan, a rigorous, standards-based, systemic educational program that delineates the curriculum and instructional framework implemented at all schools.

The four major components of the plan include:

- Standards, Curriculum, and Alignment
- Teaching and Learning
- Assessment and Mastery of Standards
- Student Services and Special Programs

b. Create Curriculum Guides

The Green Apple Academic Team will collaborate with school-based Curriculum Committees to create the Curriculum Guides for all tested grades and/or subjects that include English Language Arts, Mathematics, Science and Social Studies. Curriculum Guides are revised annually to reflect changes to curriculum or updates to the standards.

The curriculum guides are designed to accomplish the following:

- provide teachers with a scope and sequence for teaching the state standards for each subject/course at all grade levels,
- identify the order that standards need to be taught and the number of days required to teach the standards,
- identify core and supplementary materials to be used to teach standards.

c. Establish the Curriculum Framework, Describe Instructional Practices and Define the School Environment

Green Apple will create a comprehensive, systematic plan that provides all a detailed framework for implementing a high-quality, standards-based educational program at each school. The plan will utilize research-based programs and instructional practices that are designed to ensure every child receives a high-quality education in a setting that focuses on meeting the needs of the whole child.

The Academic Team will develop guidelines, policies, procedures, and processes related to:

- new teacher induction
- coaching and mentoring for teachers

SECTION 1: STUDENT ACHIEVEMENT

- substitute teachers
- school safety and security
- data analysis to drive instruction
- the Multi-Tiered System of Supports process

- d. Implement, Monitor, and Evaluate the Effectiveness of the Green Apple Educational Plan
The Green Apple School Management Educational Plan is reviewed annually to make revisions based on the needs of the organization and the schools. Ongoing classroom walkthroughs are conducted by academic leaders from both Green Apple and the schools to verify implementation of the Educational Plan, to check for needed adjustments, and prepare for additions/expansions/enhancements that can be discussed during curriculum meetings.

B. Develop and implement the Green Apple Comprehensive Student Assessment Plan and strategic analysis of data.

- a. Develop and Implement the Comprehensive Student Assessment Plan (CSAP)
Green Apple School Management has created a system-wide process for the collection, analysis, and utilization of student performance data to verify student learning referred to as the Comprehensive Student Assessment Plan (CSAP). The CSAP provides a framework for monitoring student learning and verifying the effectiveness of curriculum programs and instructional practices. The CSAP consists of a collection of protocols and forms that are categorized into five major areas:
- Comprehensive Assessment and Data Review Calendar
 - Progress Monitoring Assessments and Test Administration Protocols
 - Green Apple Data Review Meeting Tools
 - School Based Data Review Tools
 - Student Teacher Data Chat Forms and Protocols
- b. Schedule and Conduct GA Data Review Meetings and Support Implementation of Action Plans
Green Apple schedules the **GA Data Review Meeting** three times per year (summer, fall, and winter) to monitor each school's progress toward school improvement and corporate improvement goals. During each Data Review Meeting, the Collaborative Leadership Team (CLT) uses multiple data sources, analyzes data by school, grade level or content area, class, or subgroup, to develop the **Post Data Review Action Plan** for school-wide improvement. Priority is given to groups where adequate progress is not evident. The CLT reports progress at bi-monthly leadership meetings to ensure that the plan is being implemented with fidelity and that the strategies are effective. The GA Data Review Meeting schedule and the Post Data Review Action Plan template are in the CSAP.

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MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: Annually, July 31 st
Person(s) Responsible: GA Academic Leadership Team
Monitoring Activities: <ul style="list-style-type: none">• GA Data Review Meetings - Tri-annually (Fall, Winter, Spring)• Review GA Educational Plan (annually)

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1.2

Green Apple will support the schools in narrowing the achievement gap between student subgroups through research-based instruction and intervention/remediation strategies.

A. Establish a culture of high expectations for all students regardless of academic levels or special needs.

All stakeholders in Green Apple-managed schools are expected to promote a culture of high expectations. Stakeholders will:

- establish and maintain high levels of academic expectations within the learning environment,
- support and motivate all students to do their personal best,
- share a common belief that every child can grow from their current level of achievement, and
- embrace the philosophy that schools must meet the needs of the “whole” child.

B. Implement a Multi-Tiered System of Supports (MTSS) to meet the academic and behavioral needs of all students in grades K-12.

The MTSS process provides a framework to guide the decision-making process for all students. Struggling students are provided targeted interventions and monitored to ensure they are making progress towards meeting grade level standards. The Green Apple Team supports the implementation of MTSS by:

- Developing the Green Apple School Management MTSS Handbook,
- Designating a MTSS Coordinator at each campus,
- Providing training on effective implementation of the Multi-Tiered System of Supports,
- Selecting and utilizing research-based reading and math intervention programs and strategies at each campus for students in grades K-12, and
- Developing **MTSS Plans** for Tier 2 and Tier 3 interventions to meet the needs of individual students at each school. The plan will be implemented with fidelity and includes the following:
 - Criteria for selection of students requiring Tier 2 and Tier 3 interventions,
 - identification of staff providing intervention,
 - alignment of interventions to student needs,
 - timelines for implementation of intervention,
 - timelines and schedules for progress monitoring,
 - timelines for training interventionists in materials and strategies
 - schedules and calendars of meeting dates for data reviews,
 - schedules for walkthroughs of instruction
- Evaluate the effectiveness of the MTSS Plan through the following:
 - utilizing individual student data to determine which interventions are increasing student performance

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- analyzing teacher walkthrough data to determine fidelity of implementation of intervention materials and effectiveness of instruction

C. Reduce achievement gaps among student subgroups.

The Director of Student Services collaborates with school leaders and instructional personnel to analyze annual state assessment data as well as ongoing progress monitoring data of students within identified sub-groups to ensure continual progress. In collaboration with the schools, the Director of Student Services:

- Develops an **Intensive Intervention Plan** at each school for systematically implementing and monitoring interventions that increase student achievement. The plan will be implemented with fidelity and includes the following:
 - method for identification of students,
 - identification of staff providing intervention,
 - method for aligning interventions to student needs,
 - timelines for implementation of intervention,
 - timelines for progress monitoring,
 - timelines for training interventionist in materials,
 - schedules and calendars of meeting dates for data reviews,
 - schedules for walkthroughs of instruction
- Evaluates the effectiveness of the Intensive Intervention Plan through the following:
 - utilizing individual student data to determine which interventions are increasing student performance
 - analyzing teacher walkthrough data to determine fidelity of implementation of intervention materials and effectiveness of instruction

D. Provide teacher training on the Science of Reading and use of a Structured Literacy™ approach to assist struggling readers and Students with Disabilities.

To become proficient readers, children require explicit, systematic reading instruction in the following five areas:

- phonemic awareness
- phonics
- vocabulary
- fluency
- comprehension

To improve instruction in literacy, the Green Apple Director of Primary and Secondary Literacy and the Director of Student Services and Primary Education will provide comprehensive training for teachers on the Science of Reading and the use of Structured Literacy™. Through Structured Literacy™, students receive highly structured, explicit, systematic instruction in foundational skills which include decoding, spelling, vocabulary, comprehension, and writing.

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- The following sessions will be included in the Professional Learning Plan:
 - *Introduction to the Science of Reading*
 - *Effective Instruction Using the Science of Reading*
 - *The Science of Reading and Data Analysis*
 - *Getting 95% of Our Students Reading Proficiently*
- The GA Director of Elementary and Secondary Literacy and the Director of Student Services and Primary Education will monitor implementation of professional learning in classrooms through ongoing walkthroughs and during Collaborative Planning Sessions
- The quality of the professional learning sessions will be monitored by a survey administered to participants of all learning sessions.
- Any additional training will be provided based on survey results.

E. Provide teacher training on working with English Language Learners using a Mainstream/Inclusion Model.

- a. Through the Mainstream/Inclusion Model, teachers adapt instruction according to the student’s level of English proficiency and provide support directly in the classroom. Green Apple-managed schools employ a variety of instructional programs, practices, and strategies to ensure academic success of ELLs. Using these strategies, instruction is made comprehensible, providing students with cognitive practice to improve processing and production of the content material. These strategies must be denoted in teachers’ lesson plans.
- b. The GA Director of Student Services and the GA Director of Literacy will provide professional learning on ESOL instructional strategies that are crucial to the development of academic and oral language skills of ELLs.

- The following sessions will be included in the Professional Learning Plan:
 - *Making Content Comprehensible for ELL Students*
 - *Assessment Strategies for ELL Students*
- The GA Director of Elementary and Secondary Literacy and the Director of Student Services and Primary Education will monitor implementation of professional learning in classrooms through ongoing walkthroughs and during Collaborative Planning Sessions
- The quality of the professional learning sessions will be monitored by a survey administered to participants of all learning sessions.
- Any additional training will be provided based on survey results.

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: As scheduled through the year and by July 31 st
Person(s) Responsible: GA Academic Leadership Team, School-based Leadership and Grade Level/Department Teams
Monitoring Activities:

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- GA Data Review Meeting Tri-annually, (Fall, Winter, Spring)
- School-based data meetings (every 4 – 6 weeks)
- Grade Level/Department Team data meetings every 2 weeks
- Focused Walkthroughs (weekly)
- Surveys (at the conclusion of Professional learning sessions)
- Collaborative discussions during planning sessions (weekly)

SECTION 1: STUDENT ACHIEVEMENT

1.3

Green Apple will provide support and guidance to schools for addressing the needs of above average, advanced, and gifted students.

A. Provide training for school leaders, coaches, and instructional staff on identifying and providing differentiated curriculum, instruction, and activities for advanced students.

- a. The GA Academic Team will provide professional learning for teachers on differentiating instruction to address the needs of high-performing students.
 - The following sessions will be included in the Professional Learning Plan:
 - *Differentiation Strategies for High Achieving Students*
 - *Compacting Curriculum*
 - The GA Academic Team will monitor implementation of professional learning in classrooms through ongoing walkthroughs and during Collaborative Planning Sessions
 - The quality of the professional learning sessions will be monitored by a survey administered to participants of all learning sessions.
 - Any additional training will be provided based on survey results.

B. Develop and implement the Gifted and Talented Education (GATEway) Program at all schools.

Odyssey Schools focus on providing enrichment for all students through high levels of engagement and learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression.

- a. Green Apple School Management believes that academically talented students need new challenges, special motivational and enrichment opportunities, and special supports to ignite their passion and interests.

The schools managed by Green Apple provide enriched learning experiences and higher learning standards for all children by

- developing the talents of all students,
 - providing a broad range of enrichment experiences for all students,
 - providing opportunities for students to research topics based on their strengths and interests, and
 - developing students' social and emotional awareness and well-being.
- b. Utilize the following eligibility criteria for participation in the GATEway program:
 - Qualifies for Gifted program in accordance with state and identification procedures
OR
 - Scores at a Level 4 or higher on both the math and ELA Florida Standards Assessment
OR

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- Scores at or above the 80th percentile on the i-Ready ELA and Math BOY diagnostic and meets the criteria from the GATEway Characteristics checklist completed by the student's teacher(s).
- c. Monitor the implementation and quality of the GATEway program at all schools.

Elementary:

Students receive GATEway instruction through daily Acceleration Time as well as pull-out services.

- All Elementary students are scheduled to participate in a 30 to 45-minute daily instructional block (referred to as "A-Time") that will provide acceleration opportunities for each child based on his or her level.
- Students who qualify for GATEway receive additional weekly pull-out instruction using enrichment materials based on their grade level provided by the Gifted certified teacher. GATEway pull out times will vary among grade levels (approximately 2-4 hours per week).
- The quality of A-Time and GATEway instruction will be monitored by school leaders and the GA Academic Team through walkthroughs and student progress monitoring data.

Secondary:

At the secondary level, students who participate in the GATEway program can participate in accelerated coursework (in all core subjects), CTE courses, AP courses, and dual-enrollment classes. Students may also be grade level accelerated.

- Evaluate state data and teacher recommendations to identify students eligible for accelerated coursework, CTE courses, AP courses, and dual enrollment classes.
 - Track student progress throughout the year to ensure higher passing rates and to increase acceleration points
- d. Green Apple managed schools use research-based curriculum specifically designed for gifted, talented, or high-performing students. Students receive enrichment opportunities through a variety of content-based, interest-based, or talent-based curricula.

C. Provide other academic enrichment opportunities for students.

- a. Provide enrichment activities within and beyond the school day in environmental education that include the following:
- engage in field studies and environmental education
 - participate in student-led Green Building Ecology investigations and school tours
 - develop site-based organic fruit and vegetable gardens
 - engage in activities with local community agencies

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- b. Administer the PSAT in grades 7-9 to provide the following opportunities:
- placement into special programs, such as the DUKE Talent Search and qualify students for the National Merit Scholarship
 - resources for summer and weekend pre-college activities
 - enroll in Honors, AP courses, or dual enrollment courses
 - complete requirements for the ***highest level*** of the Bright Futures Scholarship (Florida Academic Scholars Award – FAS)
 - prepare and practice for college entry exams (SAT/ACT)

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: As scheduled throughout the year by July 31 st
Person(s) Responsible: GA Academic Leadership Team, Director of Special Projects, School-based Leadership and Grade Level/Department Teams, Gifted Teacher
Monitoring Activities: <ul style="list-style-type: none">• GA Data Review Meeting Tri-annually, (Fall, Winter, Spring)• School-based data meetings every 4 – 6 weeks• Grade Level/Department Teams every 2 weeks• Focused Walkthroughs (weekly)• Surveys (at the conclusion of Professional learning sessions)• Collaborative discussions during planning sessions (weekly)

SECTION 1: STUDENT ACHIEVEMENT

1.4

Green Apple will prepare students for success in post-graduation pursuits including college and careers.

A. Teach and foster college and career ready skills.

Green Apple-managed schools promote college and career ready skills in students through explicit instruction at all grade levels during daily instruction, extra-curricular activities, and individual post-secondary planning meetings. The goal is for students to comprehend, demonstrate, and apply the necessary skills to be competitive in post-secondary pursuits.

The skills listed below will be taught and instilled in all students through the deliberate efforts of school leaders and teachers at each school.

- Self-Advocacy – students learn how to identify their own needs and be able to explain them to others to ask for help, support, or assistance.
- Responsibility – students demonstrate accountability and responsibility for their actions in their academic, personal, and social lives.
- Communication – students listen attentively to others, communicate verbally and through writing, and express their desires and beliefs successfully with others.
- Teamwork and Collaboration – students work effectively with others to plan, problem solve, create, complete a task, and achieve a goal.
- Critical Thinking, Problem Solving, Innovation, and Creative Thinking – students think creatively, critically, and analytically, both in the classroom and in other aspects of life, to solve abstract and real-world problems.
- Career Development – students engage in deep conversations and applicable experiences to help them investigate, explore careers of interest and the appropriate schooling/training needed to pursue those interests.
- Civic Engagement – students work to make a difference in the civic life in the community and develop the knowledge, skills, values, and motivation to make a difference.

B. Focus on college and career readiness.

a. In collaboration with school-based leadership teams, Green Apple School Management provides a comprehensive Jr/Sr Program of Studies and meaningful activities to prepare students for college and careers as outlined below.

- Advanced and College-Level Coursework
 - honors and advanced coursework
 - AP coursework
 - Advanced Placement Capstone Diploma AP coursework
 - dual enrollment
 - early college admission (full-time dual enrollment)

SECTION 1: STUDENT ACHIEVEMENT

- Activities to prepare for college and careers
 - academic transcript reviews to ensure students are properly placed in challenging courses
 - visits to college campuses and local businesses
 - school-sponsored events including college and career fairs
 - student interaction with career speakers, college recruiters, and U.S. military recruiters
 - college and career guidance and planning
 - scholarship planning
 - financial aid planning
 - college application
 - FAFSA preparation
 - interview preparation
 - resume preparation
 - available internships
 - Alignment of CTE courses, paths, and certifications to high-demand fields
 - Materials and promotion of colleges and careers made available to students
 - Partnerships with local colleges and vocational programs

- b. Through the Odyssey Charter Jr/Sr alumni survey, GA managed schools will collect data from graduates to determine their level of success in their post-secondary pursuits.

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: As scheduled throughout the year by March 31 st
Person(s) Responsible: GA Academic Leadership Team, School-based Leadership and Grade Level/Department Team Leads
Monitoring Activities: <ul style="list-style-type: none">• GA Review of Jr/Sr Program of Studies (annually)• Monitor passing rates of Advanced Coursework (annually)• Survey to monitor graduate post-secondary progress (annually)• Focused classroom Walkthroughs (weekly)

SECTION 1: STUDENT ACHIEVEMENT

1.5

Green Apple will facilitate the organization and implementation of extra-curricular opportunities for all students including athletics, clubs, and teams.

Green Apple is committed to the development of the whole child and, therefore, assists the schools in planning for and implementing a variety of extra-curricular programs. To facilitate the process, Green Apple engages in the following activities:

- Develop a committee to review current extra-curricular offerings and explore additional opportunities at each campus based on interest and available resources.
- Standardize common extra-curricular activities and programs across all schools.
- Recruit team and club sponsors.
- Develop a handbook which lists all extra-curricular offerings and review and update as needed annually.
- Develop partnerships with families and the community to support extra-curricular offerings.

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: Annually, July 31 st
Person(s) Responsible: GA Academic Team, School-based Leadership Team members and Extra-curricular committee members
Monitoring Activities: Collect school schedules and attendance records at after-school clubs

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1.6

Green Apple will develop and implement a framework to integrate technology into the educational program to increase and enhance student learning.

Green Apple recognizes technology is a dynamic tool for transforming teaching and learning. It can enhance student, parent, and teacher relationships, increase collaboration and communication, reduce deep rooted gaps in equity and accessibility, and accommodate learning styles to meet the needs of all students.

A. Collaborate with the Digital Integration Team to develop and implement the OCS, Inc. Technology Plan that includes the components below:

- **Technology Inventory-** to maintain and update hardware and software for student use.
- **Three-year Goals-** to remain focused on school needs as they relate to the 5 areas below.
 - learning
 - teaching
 - leadership
 - assessment
 - infrastructure
- **Implementation and Strategies-** to attain the three-year goals that includes professional learning
- **Evaluation Plan-** to assess the effectiveness of the implementation and fine tune as necessary
- **Funding Plan-** to ensure long-term financial resources are allocated

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: For plan – November 5, 2021; Implementation of Plan – November 2021- July 2024
Person(s) Responsible: GA Academic Leadership Team, Digital Integration Team Technology Committee
Monitoring Activities: <ul style="list-style-type: none">• Review of the OCS, Inc. Technology Plan (by July 31st, annually)• Focused Walkthroughs (weekly)

HUMAN RESOURCES



SECTION 2: HUMAN RESOURCES

2.1

Green Apple will recruit and hire highly effective faculty, staff, and administrators to lead and support schools.

A. Implement a comprehensive recruitment plan.

To reach the largest pool of candidates early, GA and school leaders will begin their job search by January of each year. Recruitment activities will include the following:

- 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.
- Send an email to all staff alerting them to open positions.
- Create a tab on each school website to advertise for open positions.
- Place ads in Teacher-Teacher, Indeed, HandShake, TopJobs, Facebook Job Network
- Provide lists of qualified candidates to the site administrator at each campus and support the interview process with questions, additional interview team members, and pre-screening.

B. Implement a system-wide hiring protocol.

To hire the most qualified personnel, Human Resources will work collaboratively with school leaders to ensure the following steps are taken:

- Determine positions needed for upcoming school year.
- Create a calendar and schedule of Florida and out-of-state job fairs to be attended annually.
- Create a link on the schools' websites for applicants.
- Create a School-Based Hiring Committee for each site to meet weekly.
- Develop a pre-screening protocol for hiring.
- Seek updates from schools weekly on the hiring process and current openings.
- Maintain posts in all broad range of job sites to support the recruitment of a highly skilled and diverse staff.

Next, each school's Hiring Committee will implement the Hiring Process using the GA Competency-Based Interview Matrix which includes the steps below.

1. Pre-Qualify candidates for eligibility through the following:
 - a. Review resume/cover letter.
 - b. Conduct certification check.
 - c. Conduct state discipline check.
2. Screen the Candidate (Phone Call).

SECTION 2: HUMAN RESOURCES

3. Conduct Level 1 Interview (Zoom or In-person) using the GA Competency-Based Interview Matrix

To conduct the interview, follow the GA Interview Framework stated below:

- a. Interview Facilitator introduces Interview Committee.
- b. Candidate tells about himself/herself.
- c. Candidate tells what he or she knows about the school/company.
- d. Facilitator provides the institution’s mission, philosophy, and expectations that includes, but is not limited to, the following:
 - Mission and Essential Elements – What makes Odyssey special?
 - Review of past school success, growth of school, potential opportunities for new staff, and expectations of the work
 - Highlight key features of the school, including healthy café, gardens/farm, special programs, and the collaborative leadership model
 - Professional expectations including work ethic and employee attendance
 - PLC and Collaborative Leadership Model
 - Commitment for the school year
 - Opportunities for growth and why the school is a great place to work

4. Assign Post-Interview Tasks that include the following:

- a. Lesson Plan – Written (required)
- b. Scenario Question Response – Written (required)
- c. Lesson Demo (optional)

5. Principals provide offer letters and hire candidate contingent upon the following:

- a. Background Check (includes fingerprinting and drug screening)
- b. Reference Checks – call previous employer and other references provided by candidate
- c. Budget and/or student numbers

6. Provide employment contract to candidate (includes 60-day probationary period which begins first day of employment).

7. Hire candidate and execute contract.

8. Provide onboarding, training, mentoring, and support.

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: Annually, by June 30 th
Person(s) Responsible: Green Apple, DSP, GA Compliance Manager, and School Leader, School-Based Hiring Teams
Monitoring Activities: Review of the GA Competency-Based Interview Matrix

SECTION 2: HUMAN RESOURCES

2.2

Green Apple will retain highly effective faculty, staff, and administrators to lead and support schools.

A. Measure teacher and administrator retention rate annually.

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. To measure retention rates, GA will

- Create an automated system to measure the following:
 - Faculty/Administrator retention rate
 - Teacher/Administrator evaluation ratings
- Gather information regarding perceptions of the job through the following:
 - Annual Site Administrator Survey
 - Annual Culture/Climate Survey
 - Exit Interviews

B. Review compensation and benefits packet annually.

GA, along with the schools' governing board, will review compensation and benefits packet annually to ensure the schools stay competitive with the school district in which they are located. Included in the review are the following:

- Salary schedules, possible retention bonuses, and any potential district increases, or bonuses.
- Benefits include medical, dental, vision, disability, life insurance, employer paid short-term disability, 401k benefits, pay for performance, tuition reimbursement, and transition assistance.

C. Provide timely and relevant human resources information.

- Leverage the payroll system to support the Human Resources Department and the development of a Staff Portal
- Maintain the Staff Portal on each school's website that includes:
 - Job Descriptions
 - Benefits Information
 - Calendars
 - Required Yearly Professional Learning during Pre-Planning
 - Teacher Contracts and Addendums
 - Staff and Faculty Handbooks
 - Employee Handbooks

SECTION 2: HUMAN RESOURCES

D. Create the Green Apple Leadership Development and Retention Program (LDRP).

To provide the necessary guidance and support that will help leaders to do their jobs effectively in a positive and collegial work environment, Green Apple has created the Leadership Development and Retention Program (LDRP). The purpose of this program is to develop and support school leaders (Principals, Assistant Principals, Deans, and Coaches). To implement the LDRP, the CAO will follow the steps below:

- Schedule Leadership Check-In Meetings (3x per year) to discuss annual professional goals, issues or concerns related to their job responsibilities, and proposed improvements to existing school-wide policies or procedures.
- Summarize and document goals, recommendations, and outcomes from each check-in meeting.
- Schedule a debrief session for CEO and CAO after each Leadership Check-In Meeting and identify next steps.

E. Create and implement the Green Apple New Teacher Induction Program to promote the development and retention of new teachers.

To promote the development and retention of new teachers, each new teacher participates in the year-long induction program facilitated by Green Apple School Management. The components of this program include:

- Intensive 3-day New Teacher Institute that includes review and study of the unique school mission and the school's essential elements
- Quarterly new-teacher meetings with induction program facilitator and mentors
- Mentor Professional Learning
- New-teacher Professional Learning
- Guidance on teacher certification process
- Walkthrough/feedback model on a monthly basis
- Instructional coaching on a monthly basis

F. Provide mentoring and coaching for school site instructional personnel, including teachers, paraprofessionals, and administrators.

- Instructional, Curriculum, and Assessment structures:
 - Master schedule planning
 - Intervention planning
 - ESE, ESOL, 504 and other special subgroup scheduling
 - Data analysis for student placement
 - Course selection, text and curriculum selection, and curriculum plan development and alignment

SECTION 2: HUMAN RESOURCES

- Progress monitoring tools, including but not limited to school-wide data sheets, proficiency and learning gains projections, analysis of BOY, MOY, and EOY, summative analysis of state assessment data
- School Improvement Plan development support
- Action plan development to address areas of need
- Organizational structure of support personnel:
 - Teachers receive coaching and support from school leaders, GA Academic Team, Instructional Coaches, Grade Level/Subject Area Leads, and new teacher mentors.
 - Team Leads are supported by school leadership teams.
 - Instructional Coaches receive coaching and support from school leaders and the GA Academic Team.
- Types of support provided:
 - Professional Learning: curriculum, instructional strategies and best practices, technology, student behavior, school culture, intervention strategies, Professional Learning Communities, and others, as necessary.
 - Individual Coaching
 - Group Coaching
 - New Teacher Mentor Program
 - Modeling
 - Walkthrough/feedback model

G. Support teachers through Professional Learning Communities (PLCs).

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. Support is also provided to school leaders in the development of skills to lead these sessions. Teachers and academic leaders meet weekly to:

- Understand what students know.
- plan instruction based on this knowledge.
- develop standards-based lesson plans to help students master rigorous state standards.
- develop intervention, remediation, and enrichment plans to address students that do not understand content or have already mastered content.
- review data and progress monitoring results.
- Develop strategic action plans to address gaps in achievement and performance, especially for students in the lowest 30% of the school or those in unique subgroups, like ESE, ESOL, and 504.

H. Provide and monitor a continuous professional learning program.

Professional learning will be offered to teachers and school leaders to assist them in their efforts toward continuous improvement as educational professionals. Professional Learning activities will be based on analyses of student achievement data, results of personnel

SECTION 2: HUMAN RESOURCES

evaluations, and stakeholder feedback surveys. This Professional Learning will be achieved through PLC's, additional days added to Pre-Planning, and trainings throughout the year during Early Release and In-Service Days.

- Conduct needs assessment and analyze student data to determine Professional Learning topics.
- Develop relevant and high-quality Professional Learning sessions.
- Facilitate sessions using Green Apple Academic staff, train the trainer model, online modules, and outside partnerships.
- Monitor for “PD to practice” through targeted walkthroughs and feedback.
- Gather participant feedback after each PD via the Professional Learning Survey
- Analyze results from the Professional Learning Survey.
- Meet with PD facilitators and GA team to discuss results and develop steps to improve PD as needed.
- Provide additional support to individuals or groups based on walkthroughs and survey results.

I. Implement the Florida Consortium of Public Charter Schools (FCPCS) Evaluation System.

The FCPCS Evaluation System will be used to improve teaching practices and student learning. The system identifies high impact instructional practices that define teacher expertise and effectiveness. Teachers benefit from ongoing reflection and discussions based on the FCPCS Evaluation Rubrics and walkthroughs conducted by school leadership and GA staff. Instructional strategies that can be used to improve student learning are highlighted during feedback sessions.

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: Ongoing
Person(s) Responsible: CEO; CAO; DSP, Site Administrators; HR Compliance Manager; GA Academic Team
Monitoring Activities: Staff Retention rate; Leadership Chick-in meetings; New Teacher mentoring sessions; PLCs; Needs Assessment; PD Survey results; Classroom Walkthroughs; Teacher Evaluations

SECTION 2: HUMAN RESOURCES

2.3

Green Apple will hire and develop academic and business personnel in alignment with the identified needs of the corporation and the schools it serves.

A. Identify personnel based upon the needs of the corporation and schools.

The following GA positions have been allocated by the CEO:

- Chief Academic Officer
- Director of Special Projects
- Director of Curriculum and Instructional Technology
- Director of Student Services
- Director of Literacy
- Grant Researcher and Writer
- Data Analytics Consultant
- Compliance and Human Resource Manager
- CPA
- Finance Manager
- Accounts Payable Specialist
- Payroll Specialist

B. Develop and implement a set of clearly defined roles and responsibilities for all corporation team members.

Green Apple will develop job descriptions for each position within the corporation.

C. Maintain up-to-date GA Organizational Chart.

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: Ongoing
Person(s) Responsible: CEO; CAO; DSP, Site Administrators; HR Compliance Manager; GA Academic Team
Monitoring Activities: Staff Retention rate; Leadership Check-in meetings; New Teacher mentoring sessions; PLCs; Needs Assessment; PD Survey results; Classroom Walkthroughs; Teacher Evaluations

SECTION 2: HUMAN RESOURCES

2.4

Green Apple will collaborate with the school-based human resource department to create and maintain a master tracking database for teachers.

A. Compile a master database for all instructional personnel.

- Name of Teacher
- Date of Hire
- Last 4 digits of SS
- Alternate School ID 900#
- Fingerprint Clearance
- Employee Status
- Employment Location
- Position
- Date of Separation
- Date of Rehire
- College Degree(s)
- FLDOE Educator License Number
- Certificate Type
- Areas of Certification and Endorsements
- Certificate Expiration
- Out-of-Field Status
- Base Salary
- Advanced Degree Supplements
- Advanced Degree
- Stipends
- Pay for Performance
- Tuition Reimbursement

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: A - May 1 st , 2021, and B - July 1 st , 2021
Person(s) Responsible: CEO, Director of Curriculum/Technology, and School-based Human Resource Coordinator/GA HR
Monitoring Activities: Weekly HR meetings

HEALTH, WELLNESS, AND SAFETY



SECTION 3: HEALTH, SAFETY AND SECURITY

3.1

Green Apple will support schools in the development of the “whole-child” by establishing a school-wide culture of holistic, child-centered learning that fosters all components of the school Mission and Essential Elements.

A. Develop a system-wide team of practitioners (Spirituality Committee) to establish ways to foster the spirituality components of the schools’ mission.

- Determine annual spirituality components that will be taught each school year.
 - Develop a system to teach about, model, and emphasize each component during one month of the school year.
 - Example: August – Unity; September - Compassion

B. Offer professional learning to all faculty, including discipline deans, during pre-planning on the Odyssey Essential Elements.

- Implement weekly discussions with Deans of Students and Assistant Principals to discuss positive discipline in action at each school.
- Provide specific training on Positive Discipline practices at each school during preplanning and at least one other time each year.

C. Create and implement Professional Learning on Positive Discipline in The Classroom Program.

- Create a calendar of Professional Learning dates for Positive Discipline.

D. Implement weekly classroom meetings.

- Site Administrators and grade level leads will ensure that all teachers are implementing weekly classroom meetings through ongoing walkthroughs and reviews of meeting agendas.
- Weekly classroom meetings will include the following components:
 - Compliments and appreciations
 - Follow up on prior solutions
 - Agenda items
 - Future plans

E. Implement all components of Positive Discipline in the Classroom Program at all schools.

- Teachers will implement all core components of the Positive Discipline in the Classroom program including Classroom Meetings.
- Within the core tenants of Positive Discipline, every adult:

SECTION 3: HEALTH, SAFETY AND SECURITY

- Understands that the quality of relationships and school climate are critical to successful student learning.
- Seeks to establish strong meaning and connection for students, families, and staff in social and academic contexts.
- Implements principles of mutual respect and encouragement.
- Focuses on long-term solutions to misbehavior at individual, class, and school-wide levels.
- Views mistakes as opportunities to learn, and misbehavior as opportunities to practice critical life skills.
- Questions the tradition of adult control, rewards, and punishments.

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: Ongoing
Person(s) Responsible: CEO, GA Academic leaders, Site Administrators, APs, and Team Leads, PD Coordinator
Monitoring Activities: Walkthroughs and Reviews of Weekly Classroom Meeting agendas

3.2

Green Apple will develop and implement a security, emergency, and crisis management plan to be used at all schools.

- A. Conduct a safety and security review of each school using the Campus Safety and Security Checklist and identify specific needs in key areas. Ensure the review includes observation of students' lunch period, student movement in the school, and student dismissal from the school.**

The Campus Safety and Security Checklist will include the following components:

- a. Ensure the safety and security of site and building exterior.

Needs Identified

- HD cameras for surveillance of site and building exterior
- On-site School Resource Officer (SRO) or Guardian for both campuses
- Perimeter fencing around the commons area between the gymnasium and the front office area at the Wyoming campus
- Outdoor PA system at both campuses
- Increase and upgrade parking lot lighting at both campuses

- b. Monitor access control systems.

Needs Identified

SECTION 3: HEALTH, SAFETY AND SECURITY

- Buzzer systems added for visitor entry
 - Proximity card and key fob access points for both campuses
- c. Ensure safety and security of building interior.

Needs Identified

- HD cameras and analog cameras for both campuses
 - Proximity card and key fob access to interior hallways exiting front office at Wyoming campus
 - Security/flip-locks on classroom doors at both campuses
 - Narrow vision panels or classroom blinds for classroom doors and exterior classroom windows at both campuses
- d. Maximize the type and extent of monitoring and surveillance.

Needs Identified

- SRO and Guardian security perimeter checks regularly
 - 24-hour surveillance cameras
 - Staff perimeter checks on weekends at both campuses
- e. Improve the communication and information security system.

Needs Identified

- RAVE app for all staff on both campuses
 - Fortify installation on students' laptops
 - Palm Bay PD and Brevard County Sheriff's live feed to schools' security camera system
- f. Implement emergency operations plans.

Needs Identified

- Adoption and implementation of Brevard County's Active Assailant, Emergency, and Threat Assessment policies and procedures
 - Training of all staff members
- g. Improve the school climate and culture (including development and enforcement of policies).

Needs Identified

- Monthly critical incident and fire drills to ensure policies and procedures are being followed
- Student trainings to ensure they have awareness and understanding of expectations in emergency situations
- Staff training on RAVE app

SECTION 3: HEALTH, SAFETY AND SECURITY

B. Schedule initial and subsequent meetings for CEO, Site Administrator and members of the Campus Safety Team to go over survey results, campus concerns, and action steps.

- Schedule meetings for Campus Safety Teams.
- Teams will meet to compile results and 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 to finalize and prioritize the three-year safety and security plan. Results will be shared with the governing board for further discussion, input, and approval.
- Director of Facilities and CEO appointees will conduct frequent school visits to monitor organizational safety procedures to ensure the safety of all staff and students as measured by a Campus Safety and Security Checklist, and to review results of all state and local compliance audits.

C. Conduct practice fire drills, school lockdowns, and code RED/YELLOW as measured by school safety logs.

- Director of Facilities and CEO appointees will monitor each school's compliance with drills to ensure effectiveness of safety measures and plans as mandated by statute.

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: May 1 st , 2021
Person(s) Responsible: CEO, Director of Facilities, and Campus Safety Teams
Monitoring Activities: Internal safety audits and drills

SECTION 3: HEALTH, SAFETY AND SECURITY

3.3

Green Apple will develop and implement a school re-opening and operational plan to ensure the health and safety of students.

A. Form a partnership with the Brevard County Health Departments.

- COVID contacts will establish communication with health department officials regarding COVID contact tracing and possible positive COVID cases at school campuses.

B. Secure grants and funding to meet health and safety needs of schools.

- Grant Writer will support each school campus in the research and development of grants to obtain funds.

C. Develop COVID processes and procedures for staff.

- Transportation
- Cafeteria
- Facilities
- Clinic

D. Train department heads on COVID procedures.

- GA CEO and COVID contacts for each campus will train and support each department in implementing COVID protocols with fidelity.

E. Purchase and install safety equipment.

- Thermal Scanners
- Facial Recognition/Temperature Scanners at Front Desk
- PPE: Face masks/Face Shields
- Plexiglass barriers
- Cleaning and disinfectant supplies

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: Summer 2020 Reopening Plan and December 2020 Spring Innovative Plan

Person(s) Responsible: Green Apple and School Leadership Teams, Facilities Department, COVID Contacts at each school site

Monitoring Activities: Site walkthroughs by Green Apple for health and safety, Bi-weekly meetings with school departments and COVID Contacts at each school site

SECTION 3: HEALTH, SAFETY AND SECURITY

3.4

Green Apple will expand and implement the Mental Health Plan at all schools.

The GA Director of Student Services will collaborate with school leaders and to expand and implement the mental health plan at each school through the following steps:

A. Create and monitor the Mental Health Assistance Allocation plan annually.

- Identify personnel, programs, and resources to be implemented.
- Track and report referrals for mental health services both in the school and the community.
- Track and report expenditures of the Mental Health Assistance Allocation Plan.

B. Hire or contract with social worker(s) to support the needs of each school.

- Maintain a full-time social worker for the Wyoming campus.
- Hire or contract a social worker for the OCS Elementary campus.

C. Complete required trainings annually for mental health, cyber bullying, human trafficking, and suicide prevention for all grade levels.

- Monique Burr Foundation Materials Child Safety Matters (K-5)
- Monique Burr Foundation Materials Teen Safety Matters (6-12)
- Brevard Schools training provided by MOU (6-12)
- Kognito Simulation Platform (staff)

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: Fall of each year and ongoing
Person(s) Responsible: Director of Student Services, School Leaders, DSP, and Social Worker
Monitoring Activities: Review referrals, track expenditures, monitor mental health services

FINANCIAL MANAGEMENT AND FISCAL RESOURCES

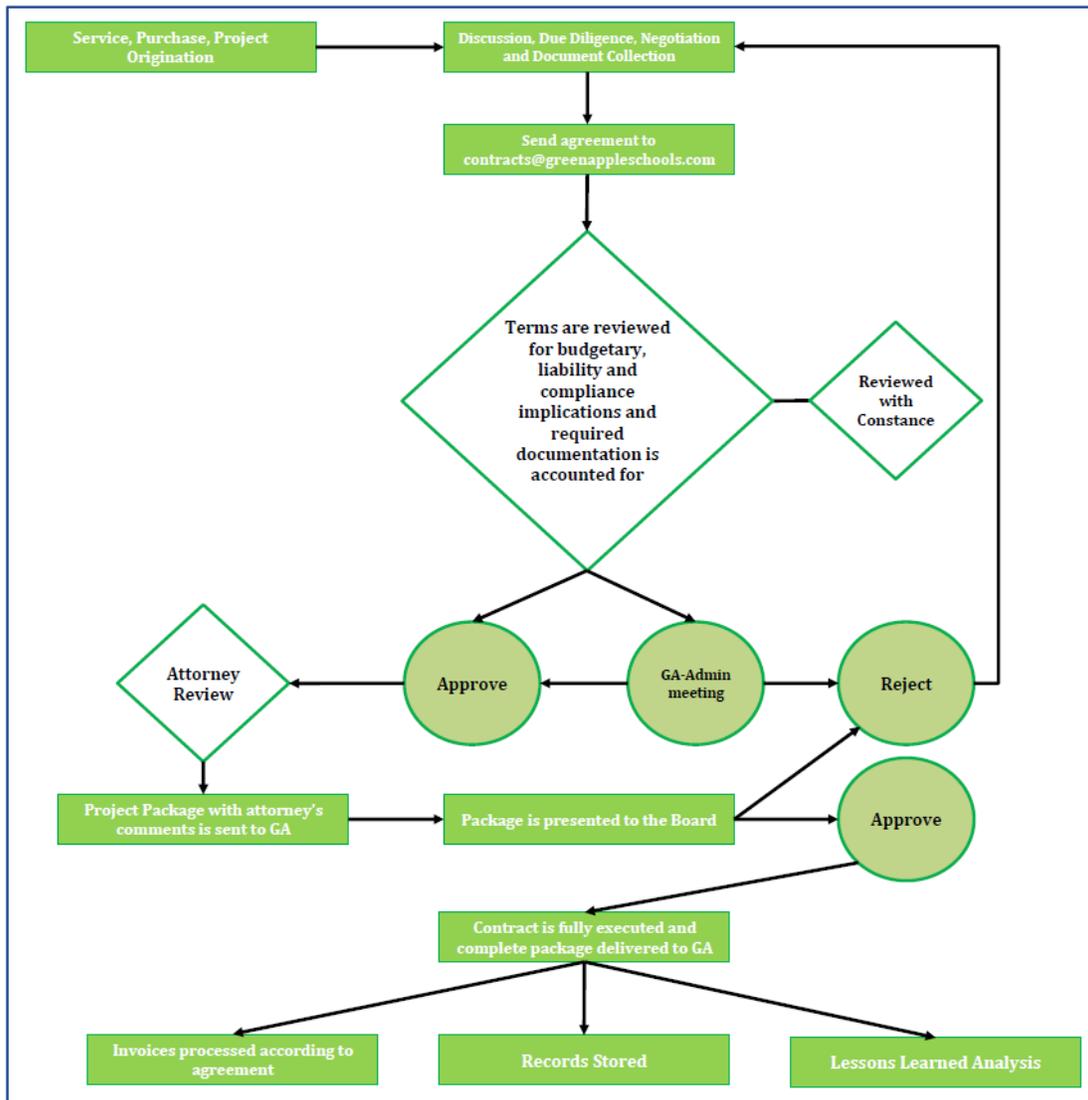


4.1

Green Apple will implement an effective contracts management system that facilitates the creation, implementation, and evaluation of contracts to maximize business performance and minimize risks.

A. Green Apple School Management will develop, implement, and maintain an established Contract Life Cycle Management Process.

- Follow the **Contract Management Flowchart** (located on the GA Contract Management Sharepoint Site)
- Utilize the **Contract Verification and Response Form** (located on the GA Contract Management Sharepoint Site)
- Utilize the **School Contract Tracking Spreadsheet** (located on the GA Contract Management Sharepoint Site)
- Follow the **Contract Life Cycle Management Process** shown below.



Summary of Contract Life Cycle Management Process:

- Site Administrators and School Department Managers must be formally trained on the Contract Life Cycle Management Process.
- Site Administrators must approve in writing any contract that is emailed to the Green Apple Business Team.
- Site Administrators and School Department Managers will send all contracts and agreements to the Green Apple Business Team via the contracts@greenappleschools.com.
- The Business team will conduct an initial review, add comments and respond to the contract initiator using the Contract Verification and Response Form.
- Compliance Manager will review and make a recommendation to CEO whether legal review and/or Board approval is necessary and annotate on the *Contract Review Form*.
- Compliance Manager will notify the Business Team that a contract is ready for final approval by CEO.
- The Compliance Manager will review each contract with the CEO for final review and approval.
- CEO will determine whether legal review is necessary.
- The Compliance Manager will follow established procedures to schedule the contract to be placed on the next Board agenda (if applicable).
- Upon Board approval, Compliance Manager will forward contract to school designee for vendor and authorized signatures. Fully executed contract is returned to Compliance Manager for storage and dissemination.
- Compliance Manager will forward contracts that do not require Board approval to originator for signatures. Fully executed contract is returned to Compliance Manager for dissemination to the Site Administrator or School designee and the GA and Accounts Payable designee.
- The Accounts Payable designee will store contracts on SharePoint – Contracts Management.
- The Life Cycle of the contract will be managed quarterly on the School Contract Tracking spreadsheet.
- Accounts Payable will engage in a process to review and update the Contract Tracking Spreadsheet to ensure contracts from the past 5 years are included.
- Green Apple, after update, will move closed contracts to a Fiscal Year End purged folder on SharePoint.

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: Ongoing (June 30 th each fiscal year)
Person(s) Responsible: Business Team, Compliance Manager and Accounts Payable Specialist
Monitoring Activities: Quarterly monitoring of the School Contract Tracking spreadsheet

4.2

Green Apple will establish and implement a system for the management of the half-cent sales tax revenue and expenditures.

- A. *Contract with an engineering and environmental company to conduct a property condition and needs assessment for both school campuses.*
- B. *Conduct an internal needs assessment for the following departments: Transportation, Café, and Technology.*
- C. *Create a proposed Six-Year Sales Tax Revenue and Expenditures Plan for Board review for both campuses.*
- D. *Work with CPA to classify the revenue and expenditures to properly segregate the surtax revenue and expenditures for reporting purposes.*
- E. *Incorporate sales tax revenue and expenditure plan into the monthly Treasurer’s Report to the Board of Directors.*
- F. *Incorporate a separate line item on the school budgets to reflect both sales tax revenue and expenditure plans.*
- G. *Prepare annual report for district committee compliance review.*

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: August 2021
Person(s) Responsible: CEO, Finance Manager and CPA
Monitoring Activities: Monthly financial reports and district compliance review

4.3

Green Apple will work with the owner's project manager and construction manager to close out construction projects on both campuses.

- A. *Review all contractual requirements and ensure all terms have been met.*
- B. *Review all change orders to ensure all have been accounted for and either voided, rejected, or completed.*
- C. *Review "As Builts" to ensure that every item has been accomplished at both campuses.*
- D. *Obtain unconditional Final Lien Waivers from subcontractors and suppliers – if they have legally filed a preliminary notice. All lien releases should be included in the monthly accounting.*
- E. *Confirm that all operations and maintenance manuals have been provided to the owner by the contractor and the owner has been trained and knows who and when to call.*
- F. *Review all warranties including full information on warranty status, terms, and contact information.*
- G. *Follow-up to ensure that any outstanding deposits, jurisdictional cash bonds, performance and payment bonds, etc., are released or reimbursed as applicable.*
- H. *File a Notice of Completion for Odyssey Elementary with the appropriate authority within the timeframe according to state statute.*
- I. *Ensure contractor applies for Certificate of Occupancy. Upon receipt of the Certificate of Occupancy, the Compliance Manager will be sent to the insurance company to cover under the property insurance.*
- J. *Perform final accounting to have a complete record of all project expenses for the purpose of completing expense records and to establish a cost basis for the properties.*
- K. *Compare final construction costs to the Board-approved budgeted construction costs to determine possible costs overages or availability of remaining funds to be returned to owner.*
- L. *Ensure all final project documentation is obtained from the architect and general contractor and retained for the owner.*

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: June 30, 2021
Person(s) Responsible: CEO, Finance Manager and Owner’s project manager
Monitoring Activities: Close out checklist

4.4

Green Apple will apply for and manage the Payroll Protection Program (PPP) loan for all schools to stabilize employee workforce during the time of COVID pandemic.

- A. Complete PPP application form and review accuracy with CPA and Board President before submission to online banking portal.**
- B. Compile and save required financial documentation using required date ranges to be submitted with the application.**
 - Payroll, health insurance, retirement benefits for employees, reports generated from PEO – Paychex
 - Quarterly Payroll Reports
 - Bank Statements
 - Form 990 Tax returns
- C. Upload the completed PPP loan application and all required supporting documents to the online banking PPP portal and electronically save the application confirmation submission document and application ID number.**
- D. Present to the Board of Directors the loan agreement/promissory note and request for opening a new corporate bank account designated for PPP loan funds for review and formal approval.**
- E. Calculate PPP loan funds disbursement amounts monthly using detailed custom payroll reports from PEO – Paychex with data that will include each employee, gross wage, ER paid portion of medical and 401K contributions.**
- F. Designate funds from corporate bank accounts to each separate payroll entity through monthly transfer of funds. Ensure federally funded employees are excluded from PPP payroll transfers.**
- G. Work with CPA and the lender to complete the PPP audit process and convert the PPP loan to a forgivable loan.**

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: Nov 20, 2021
Person(s) Responsible: CEO, Finance Manager and CPA
Monitoring Activities: Audit review by lender

4.5

Green Apple will ensure each school site implements effective accounting practices for managing internal funds.

- A. Provide initial and ongoing training for school site bookkeepers on the management of internal funds as delineated in the Internal Funds Procedures Manual.**
- B. Implement established process for periodically monitoring the management of internal controls and segregation of duties.**
- C. Implement a monthly monitoring of all internal fund transactions utilizing the bookkeepers review checklist.**
- D. Provide effective training and monitoring of the school bookkeepers.**

Training will include and ensure:

- Purchase order process is consistently followed.
- Proper Red Book accounting codes are used.
- Accurate budget monitoring is conducted to ensure sufficient funding is available for each budget line.
- All revenues and expenditure plans are recorded in properly classified accounts.
- Year-end closing procedures are followed, and specific deliverables and deadlines are met.
- Financial integrity, fiscal prudence, and stability of all internal funds are maintained.

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: Ongoing
Person(s) Responsible: Finance Department and Lead School Bookkeeper
Monitoring Activities: Follow procedure manual and complete monthly bookkeeper review checklist

4.6

Green Apple will implement an effective, automated accounting system.

- A. *Identify the areas that need to be automated.*
- B. *Train CPA, Site Administrators, and bookkeepers on the use of the new system.*
- C. *Establish a conversion table.*
- D. *Pilot the system at Odyssey Preparatory Academy for a minimum of one quarter.*
- E. *Implement the system at all schools.*

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: June 30, 2022
Person(s) Responsible: Green Apple Leadership and Finance Team
Monitoring Activities: Hold weekly Green Apple Business Meetings and quarterly bookkeeper meetings to monitor implementation of fiscal policies and procedures

4.7

Green Apple will conduct quarterly reviews to ensure fiscal and regulatory compliance within each program.

A. Create a checklist for monitoring each program.

- Develop the **Programmatic Review Checklist** to ensure compliance with regulations related to the following programs: F/R Lunch Program, VPK Food Service program, and Montessori Village Green.

B. Conduct monthly reviews using the Programmatic Checklist monitoring tool.

- The GA Finance Manager will collaborate with the lead school bookkeeper and program directors to collect information through the checklist that will ensure compliance requirements are met for each program.

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: September 30, 2021, and monthly thereafter
Person(s) Responsible: Green Apple Finance Department and Lead School Bookkeeper
Monitoring Activities: Monthly checklist reviews

4.8

Green Apple will ensure optimal services and costs are secured for GA and the schools through appropriate allocation of fiscal resources and the attainment of additional funding through grants.

A. Research and contract with companies to ensure optimal services and costs for payroll, benefits, and 401K services.

- Research existing companies that provide payroll, benefits, and 401K services.
- Conduct a comparison of services provided by each company.
- Present recommendation(s) to the Board for approval.

B. Support the schools in the development of state, federal, and other non-competitive grant plans to support the implementation of their school improvement plans and the GA School Management Strategic Plan.

- Support the schools in the implementation of state funding to meet the needs of the students at each location, including staffing allocations, salary structures, stipends/bonuses, payroll and benefits, and human resource compliance.
- Support the schools in the development of federal program plans, including Title I, II, ESSER, and IDEA plans with the application, program development, compliance, and the fiduciary sides of the grant programs.

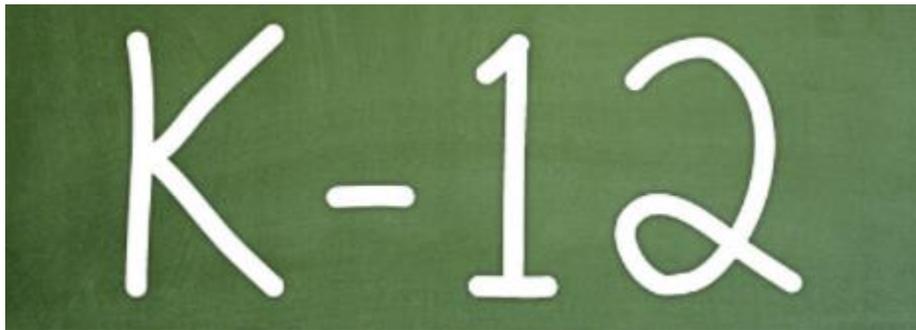
C. Research and write competitive grant proposals to obtain funding for specific programs and services.

- Contract with grant writer and determine needs for schools.
- Establish a goal for securing grant funding.
- Establish a system for effective management of grant awards.
- Provide grant writing and monitoring support to enhance special mission-based programs in the school, such as farm-to-school grants and facility enhancement grants.

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: July 1 st , 2021
Person(s) Responsible: CEO, DSP, Compliance Manager, Finance Manager, Accounts Payable Specialist, Payroll Specialist, Grant writer, Governing Board
Monitoring Activities: Weekly Business meetings, Review of grant proposals

CORPORATE OPERATIONS AND SCHOOL DEVELOPMENT



K-12

SECTION 5: CORPORATE OPERATIONS AND SCHOOL DEVELOPMENT

5.1

Green Apple will support the schools in the development of an effective and integrated technology program.

A. Develop and implement a plan for single sign-on for students, staff, and parents.

- Facilitate each school's contract process with Classlink and support the development of the launch page for all schools that includes appropriate online textbooks, curriculum, and instructional resources.

B. Conduct a job search to hire a Technology Integrator to oversee and implement the integration of the school's technology strategic plan.

- Develop the job description for Technology Integrator.
- Develop and place the job advertisement.
- Interview and hire the Technology Integrator.

C. Support the schools in the development of the OCS, Inc. Technology Plan.

- Develop a technology committee with a variety of stakeholders that meet regularly.
- Develop and conduct a needs assessment.
- Develop technology goals that include a three-year implementation plan with strategies utilizing best practices from the U.S. Department of Education Office of Educational Technology: Reimagining the Role of Technology of Education document to include five key areas: Learning through technology, Teaching with technology, Leadership, Assessment, and Infrastructure.
- Evaluate the goals of the OCS, Inc. Technology Plan in combination with formative and summative data.
- Support the Technology Integrator in the development of the funding table in the Strategic Technology Plan.

D. Support the schools in utilizing Canvas as a Learning Management System to deliver content and instruction to students.

- Develop a comprehensive professional learning plan for teachers/instructional staff to support the implementation of CANVAS to include ongoing training, during preplanning and through PLCs, based on need throughout the year.
- Develop a student-training program to help students leverage the online learning platform from school and home.
- Develop a parent portal for families to understand the CANVAS platform that provides resources to help them access the system and use it to support their children.

E. Support the implementation of online technology resources to support student achievement.

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- Develop a plan to implement the following online curriculum and resources: Discovery Education, iReady, Study Island, Edmentum, CANVAS

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: October 31, 2021
Person(s) Responsible: CAO, DSP, Director of Curriculum, Technology Director and Integrator, and Site Administrators
Monitoring Activities: Minutes of Technology meetings, Implementation of the Strategic Technology Plan

SECTION 5: CORPORATE OPERATIONS AND SCHOOL DEVELOPMENT

5.2

Green Apple will collaborate with the school to develop the Jr/Sr Blueprint.

A. Establish the Jr/Sr High Blueprint Committee that will be led by the Charter Application Developer.

Members of the committee include:

- CEO
- Charter School Application Developer
- Finance Manager
- Jr/Sr Principal
- Odyssey Elementary Principal
- Odyssey Preparatory Academy Principal
- Facility Director
- Director of Curriculum & Instruction
- Director of Special Projects
- Other faculty or staff, as appropriate

B. Review the current Jr/Sr Program of Studies with its trajectory of coursework to create the Jr/Sr High Blueprint.

- General Education coursework (required core courses and electives)
- AP Capstone
- Dual Enrollment: Collegiate and Vocational
- CTE Themes
 - Engineering
 - Gaming/Coding
 - Fine Arts: Commercial Art & Web Design
 - Computer Science: Business
 - Wellness/Exercise Science

C. Research and provide models that align with the mission and vision of the school to support the development of the OCS Jr/Sr High Blueprint.

- Guidance Services
- College-Preparatory programming
- Career-Technical Education programming
- Fine and Performing Arts programming
- Athletic and Extra-Curricular activities
- Enrichment and Acceleration
- Intervention Programming
- Collaborative Leadership Model

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- D. Conduct a visioning survey with the Jr/Sr High School staff & faculty, parents, and students to gather input and ideas for the further development of the blueprint.***
- E. Develop the Jr/Sr blueprint based on the Model Florida Charter School Application, Section I. Educational Plan template.***

The Blueprint will include the following components:

- Purpose
- Target student population and size
- Educational Program embedded course trajectory
- Supplemental programming
- Five-Year Staffing plan
- Five-Year Facility plan
- Five-Year Budget

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: June 20, 2022
Person(s) Responsible: Charter Application Developer and Blueprint Committee
Monitoring Activities: Conduct monthly meetings to develop, implement, and monitor the Jr/Sr High Blueprint

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5.3

Green Apple will expand the schools' facilities to include new buildings and/or classrooms, as well as additional locations, to serve students in grades PK-12.

A. Facilitate all aspects of construction on all campuses.

- New buildings: Gymnasium, Performing and Fine Arts (Wyoming)
- Amphitheater (Wyoming)
- Additional classrooms (Eldron)
- Additional parking (Eldron)
- Track and Fields (Eldron and Wyoming)
- Playgrounds (Eldron and Wyoming)

B. Conduct research to find a new location for Odyssey Preparatory Academy.

- a. Develop a plan to move the existing school
 1. Develop a conceptual Site Plan and Building Design
 2. Research properties and provide a prospective property plan presentation to the Board of Directors
 - Share details on the number of homes going in, number of homes to be built, number of homes that have been built
 - Provide photos of the land
- b. Secure the OPA property
 1. Prepare a Non-Binding Letter of Intent
 2. Prepare a Due Diligence plan for review of the property
 - Zoning
 - Utilities
 - Traffic Study
 - Phase 1 environmental site assessment
 - Soil Testing
 - Surveys
 - Title Search
 - Determine Fill Needed
 - Conceptual Site Plan
 3. Develop a plan for Land Financing
 4. Develop an Architectural Agreement
 5. Seek approval from the Board to form a property holdings LLC in collaboration with attorneys
 6. Prepare a Reimbursement Resolution (which will be adopted by the borrower - LLC)
 7. Prepare a Promissory Note, an agreement to reimburse, with the split costs of the land from the schools' Inc account, loan from OCS, and Surtax funding
 8. Prepare a Property Design Process, Conceptual Plan, and Timelines for Build

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- c. Prepare edits to the current OPA model for Board and LEA review and approval
 - 1. Present the enhancements to the OPA School Model to the Board and then submit the necessary contract changes to LEA, Brevard Public Schools
 - Letter from Board for New Location to BPS
 - Program and Curriculum Charter Amendment
 - Amend grade spans; check to see what amended contract says for grade span 6-8 grade Cambridge to feed into high school in connected property
- d. Monitor the land purchase process and provide updates to the Board
- e. Prepare new facility to relocate OPA.
 - 1. Develop classroom footprint and prepare budgets and ordering for appropriate materials needed in the new facility
 - 2. Coordinate and plan the move from OPA to new facility.
 - 3. Prepare classroom and facilities for reopening of OPA.

C. Prepare and search for new school location (approved charter applications.)

- Write charter application(s) and submit to district for approval.
- Conduct a search to find property locations for approved applications (existing school building, existing facility to be built out as a school, or new constructions on purchased or donated land).
- Prepare facilities for opening of new school(s).

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: A – July 31 st , 2021; B - July 1 st , 2024; C – July 1 st , 2024
Person(s) Responsible: CEO, DSP, Director of Facilities, Facility Manager, Site Administrators, Finance Manager, Construction Manager
Monitoring Activities: Site inspections, Weekly construction meetings

SECTION 5: CORPORATE OPERATIONS AND SCHOOL DEVELOPMENT

5.4

Green Apple will increase student enrollment and retention.

A. Develop and administer the Spring Student Survey each school year.

Green Apple Academic Team will:

- Determine window period for administration of survey.
- Collect and analyze results.
- Create a report that includes conclusions and recommendations.
- Review results with school leaders and develop action steps.

B. Conduct new student and grade level orientations: 1st-5th new students (OCS Elementary); 1st-5th new students (OPA); 6-12 new students (Jr./Sr.).

C. Conduct conferences with parents and students as needed to solve problems and develop positive relationships.

- Develop and utilize a **Student-Parent-Teacher Conference Form** for student/parent conferences.
- Train the leadership team and team leads on the use of the form so that they will in turn meet with their team members during PLCs.
- Create a video on student-led conference protocols for teachers and students.
- Seek parent and student input during conferences.
- Provide teachers with samples of completed forms to use as a guide.

D. Update websites for each school and for Green Apple.

- The GA Director of Curriculum will work with members of GA and each school during scheduled meetings to update the websites.

E. Conduct online and face-to-face student acclimation meetings and parent/family orientation using modules.

- Sign-up sheet at Registration available to families
- Informational brochure explaining the modules, timeline, etc.
- One table at each registration (OCS Elem, OPA, Jr/Sr)

F. Implement recruitment strategies to increase and maintain student enrollment.

- Promote community awareness of all programs offered at OCS and OPA including GATEway, STEAM, college prep, CTE courses, and extra-curricular offerings.
- Host on-site and/or virtual “open houses” (or parent informational meetings) to inform the community about program offerings at the school.

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- Organize and conduct school tours.
- Prepare and send emails and post cards.
- Develop parent brochures for all levels, including VPK, K-5, 6-8, 9-12, gifted and talented, CTE, and dual enrollment.
- Attend local community events showcasing programs.
- Host an OCS Jr./Sr. STEAM Expo to showcase student-ran booths that present project-based learning and career representation to relate CTE course career paths connecting with the Odyssey vision to showcase and connect course material to potential, corresponding careers to spark student interest and show opportunities for their future.

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: A – June 30, 2022; B - July 1 st , 2024; C – July 1 st , 2024
Person(s) Responsible: CEO, DSP, Director of Curriculum, Site Leaders
Monitoring Activities: Review enrollment weekly and overall enrollment projections and retention rates quarterly

SECTION 5: CORPORATE OPERATIONS AND SCHOOL DEVELOPMENT

5.5

Green Apple will provide outstanding customer service to all stakeholders that focuses on relationships and hospitality.

- A. Set the tone for a hospitable environment during annual preplanning training.**
- B. Train teachers and staff on appropriate protocols in communication with students/parents via email, face-to-face, conferences, etc.**
- Front office/clerical
 - Faculty and staff
 - Transportation
 - Custodial
 - Cafeteria
 - Parent Conferences
 - Welcoming spaces when visitors come on the property
 - Smiling and showing grace and courtesy
 - Guidance
 - IEP, ESOL, and MTSS meetings
 - Disciplinary processes and proceedings
- C. Establish positive relationships with all school stakeholders through consistent and clear two-way communication that allows stakeholders to provide feedback and input regarding school-level decisions.**
- a. Complete an annual stakeholder survey that includes explicit components regarding communication between the following:
 - i. Teacher to Student
 - ii. Teacher to Parent
 - iii. School to Parent
 - iv. Other staff to Parent
 - v. Ease of finding answers to questions – Parent to School
 - b. Provide a comment card at the front desk for ease of communicating with certain staff in the school
 - c. Provide a processing card at the front desk to allow for parents needing immediate assistance to complete while waiting for staff to attend to them
 - d. Provide training to front office personnel to complete once a day, how are we doing, questions to gain a pulse of the front office climate
- D. Consult with Building Hope on a media campaign for recruitment and retention of students and staff.**
- a. Provide them with a broad selection of media materials for their review and analysis

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- b. Develop a media campaign to support the move of OPA, recruitment of gifted and talented students, and to get out information on our schools' achievements, mission/vision, and unique and special programs.

E. Create folders for interested parents that contain selected information about the school including academic programs and extra-curricular offerings.

- Folders will contain several documents including brochures that describe the program of study at different grade levels.

F. Create folders for parents of newly enrolled students that includes the complete packet for new parents and update the websites to include the same information for ease of virtual access.

MEASURES OF PROGRESS AND GOAL ATTAINMENT

Estimated Completion Date: by March 1 st of each year
Person(s) Responsible: GA Academic Team, School Leaders, School Registrars
Monitoring Activities: School leaders will ensure utilization of all forms and packets.