

**Portland Public Schools
Neighborhood Distribution of Students Attending Hayhurst/Odyssey (October 2013)**

Neighborhood Where the Students Live	Hayhurst/Odyssey									
	KG	01	02	03	04	05	06	07	08	Total
Beach		1								1
Beaumont							2		1	3
Beverly Cleary		1					2		1	4
Boise-Eliot/Humboldt				2						2
Bridger					1					1
Bridlemile	1			1						2
Capitol Hill	1	1		2	1					5
Chapman				1	1					2
Chief Joseph/Ockley Green			1							1
Duniway						1				1
Faubion				1						1
Forest Park		1	1							2
George							1			1
Glencoe						1				1
Gray							17	18	17	52
Grout	1					1				2
Hayhurst	37	46	47	22	36	44				232
Hosford							1	2	1	4
Irvington		2	1			1				4
Jackson							2	2	3	7
James John						1				1
Maplewood	6	8	4	5	5	4				32
Markham	5	2	4	3	1	4				19
Rieke	1		1	3	2	3				10
Roseway Heights								1		1
Sabin								1	1	2
Stephenson			2							2
Vernon	2				1		1		1	5
West Sylvan								2	4	6
Out of District/ Undetermined				2	2	1		3	1	9
Total	54	62	61	42	50	61	26	29	30	415

Focus Option Plan of Operation		School Year: 2011-12	Date: 1/10/11
1. Program Profile			
School/Program Name: Hayhurst/Odyssey			
Location: Hayhurst Elementary School		Contact Person: Deanne Froehlich	
Administrator: Deanne Froehlich		Contact Phone: 503.916.6300	
<i>1a. Mission/Purpose</i>			
<p>Mission: To enable all students to achieve their fullest educational potential through an integrated, thematic curriculum in a multiage, cooperative learning community that inspires students to think independently, critically, and creatively, and teaches students how to take responsibility for learning and community membership.</p> <p>How does your program fit within the PPS District Mission? The Odyssey program is a growing k-8 program that is working within the district mission and guidelines while at the same time focusing on a multiage living history education for students in the Portland School system.</p>			
<i>1b. School/Program Descriptions</i>			
Please provide a brief description of your school/program:			
<p>*Theme based education covering all subject areas and based on the Oregon benchmarks for each grade level.</p> <p>*Mixed age classrooms, and team teaching, meaning that every child is understood as an individual.</p> <p>*Teachers work with students over several years.</p> <p>*Academics enriched with art, music, dance, drama, and extensive field studies.</p> <p>*Rigorous, differentiated, and scaffolded curriculum for learners.</p> <p>*Multi-age, flexible groupings clustered in k.1.2,- 3.4.5,- 6.7.8.</p> <p>*Team based learning for grades 3-8, emphasizing leadership training, problem solving and effective communication.</p> <p>*For each unit of study, Odyssey students assume an historical identity, learning about that persons life and family in the historic, political and cultural context of their time.</p> <p>Support services within the school include:</p> <p>*Part time school counselor.</p> <p>*Full time Physical Education teacher.</p> <p>*Learning Center</p> <p>*Part time technology teacher.</p> <p>*Part time media specialist.</p>			

2. Enrollment and Admission

How will students and their families become "interested and informed" about the school/programs? Information has been placed on the web site and the marketing committee has been working very hard to spread the word about the program throughout the city. Four information nights will occur (Jan. 19, Feb. 2, Feb. 17, and March 16) to give a detailed presentation about the program. Tours will be held as needed. Newspaper advertisements have been placed in several papers throughout the metro community. The Odyssey program has developed a brochure and a number of other materials that are available to families who are interested in the program.

Describe your communications plan (e.g. target audiences; timing; type of information). The target audience is at the k-8 level, with a focus on kindergarten and 6th grade entrance into the program. The focus is that students enter in kindergarten and remain in the program for 9 years. Gaining all necessary skills to enter high school prepared and ready for a rigorous course load.

How will this plan reach families that are currently underrepresented in your school (such as by language group, disability, economic status, geographic region or gender). Information nights are offered in the evening, we would accommodate tours or other info. sessions during the school day. Teachers are available to answer questions and spent time one on one time with parents.
Advertising of program throughout the entire city.

2a. Current and Target Enrollment by Grade

Targeted Grade Levels and Projected Total Enrollment: Enter the target enrollment for each grade, as well as the actual enrollment this year, and the number of lottery slots you recommend for this grade next year. All slots decisions must be approved by your Deputy Superintendent.

Grade Level>	k	1	2	3	4	5	6	7	8	Total
Target Enrollment	25	29	29	28	28	28	28	28	28	251
2010-11 Enrollment	23	25	28	27	27	24	27	29	21	231
2011-12 Slot request	25	5	4	2	2	2	4	2	2	48

Minimum number of students needed in the school/program (total and by grade level):

Maximum number of students the school/program can handle (total and by grade level): 30 students per grade level with a total of 270

Indicate any resources you will use to staff and run your program outside of the basic district allocation formula (list resource type and FTE or dollar equivalent):

Will need additional FTE for seventh/eighth grade Spanish class for 2011-2012.
Would like FTE to support a music program at the school that would be shared by Odyssey and neighborhood.

What existing admission priorities do you have now (e.g. neighborhood, language group)?

To be considered in the lottery parents must attend one mandatory "information night" meeting and sign a statement of understanding for the program. In conjunction with completing the Enrollment and Transfer application process with the Portland Public School district.

Are there admission priorities and/or entrance criteria you would like to add to your school/program? If so, what program goals would the priorities/criteria help you reach?

Priority for siblings who already have a family member in the program.

3. Facilities and Operations

Describe any space needs your school/program will face in order to reach your target enrollment: In order for the program to grow to full capacity we will need to look at space in the Hayhurst facility vs. moving the program to another site. Currently the Odyssey program shares the building with the Hayhurst Elementary School neighborhood. This is a discussion that will need to happen in order to meet the needs of both schools.

Please indicate any other space or facility concerns you have: Would like a covered play area and new playground equipment that meets safety standards. Upgrade science lab to fit middle level requirements.

For programs that share a building with a neighborhood program: What efforts are made by the entire school community to maintain a harmonious working relationship? (e.g., problem-solving, discipline, duty, extended responsibility, fundraising)

As a school the two programs share many of the same resources and spaces. These include the school counselor, PE/gym, library, computer lab, and cafeteria. Due to the nature of the Odyssey program, they require extra storage and performance areas in order to meet the needs of their curriculum. At points of time tension does arise over space, but we have been able to work through many of these situations.

4. Additional information

Please attach a copy of your:

- School Improvement Plan
- Schedule of information events
- Statement of understanding (if applicable)

Please include any additional information or data that you think is relevant to this plan:

Principal signature:

Date:

Deputy Superintendent signature:

Date:

Focus Option Plans of Operations- Supporting Information○ **General Information**

- Please contact Judy Brennan at ext 63205 for assistance
- The Educational Options Policy provides that focus options - both schools and programs - have a plan of operation (6.10.022-P(IV)(1)&(2)(g)).
- Operation plans are to be completed as part of the approval process for a new focus option, and the periodic review of an existing focus option. A plan of operation assures alignment with Board policy, as well as a way to assess whether the option has met its goals.

○ **Enrollment and Admissions**

- The Educational Options and Student Enrollment and Transfers (SET) policies govern enrollment and admission to focus options. The underlying policy goals are equal access, fairness, and making families and students the primary decision makers about their choice of schools.
- High and middle school focus options may have admission criteria, while elementary focus options may have no admission criteria (except dual language and late entry for language immersion).
- Admission criteria must be the same for neighborhood and transfer students. Criteria, if any, must be clear, objective and directly related to the educational goals of the option and the district and within district guidelines.
- A school or program may require the family and student to sign a statement of understanding of program expectations prior to enrollment.
- Focus options are expected to develop ways for their students and families to demonstrate that they are "interested and informed" without creating barriers to access.