

Appendix B

SB 178 SPP – Addendum – 2017-2018 SY

Nevada Department of Education

Name of District	Name of School	Name of Principal
Clark County School District	Odyssey Charter High School	Mario Gatto

School Staffing Information:

Vacancies FT Licensed educational personnel	Probationary licensed educational personnel	Substitute teachers for 20 or more consecutive days (long-term substitutes)
# of: 0	# of: 2	# of: 0
% of: 0%	% of: 4.76%	% of: 0%

Consultation meeting with parents, legal guardians, or organization team to determine needs of pupils and preferred services for pupils:

Question	Answer
Date of meeting	September 19, 2017
Identify audience of consultation meeting	Tim Lorenz, Superintendent Mario Gatto, High School Principal Dr. Julie Charles, Middle School Principal Gerry Born, Elementary School Principal Melanie Dunlop, EL Coordinator Stephanie Han, Human Resources Specialist Robin Cunningham, Director of Business & Finance Roxanne Watson, Parent Angela Meyers, Parent Audrey McClure-Plinski, Parent
Specific results of consultation meeting	Discussed ideas for utilization of SB178 funding to support the students of Odyssey Charter High School. Ideas discussed by the group: <ol style="list-style-type: none"> 1. Extended day program three times per week. 2. Saturday experiences that would offer college & career readiness activities, cultural field trips, and group sessions focused on community resources in healthcare. 3. Professional Development opportunities for Odyssey teachers to obtain a TESL endorsement to enhance Odyssey courses to meet the needs of EL students.

School Growth Targets Data

Grade Level	Growth Targets Data
High School	2016-17 EOC ELA I: 68% Proficiency 2016-17 EOC ELA II: 59% Proficiency 2016-17 EOC Math I: 72% Proficiency 2016-17 EOC Math II: 21% Proficiency 2013-14 Graduation Rate: 51.94% 2014-15 Graduation Rate: 52.48% 2015-16 Graduation Rate: 58.82% 2015-16 ACT Average Score: 16.0 2016-17 ACT Average Score: 15.9 2014-15 Dropout Rate: 7.8% 2015-16 Dropout Rate: 5.6%

2-year Measurable Goals:

School Biennium	School Goals
2017-2019	By the end of the 2018-19 school year: EOC ELA I: Increase proficiency rate from 68% to 73% EOC ELA II: Increase proficiency rate from 59% to 73.1% EOC Math I: Increase proficiency rate from 72% to 78.1% EOC Math II: Increase proficiency rate from 21% to 43.4%

Measurable objectives with rigorous growth targets

Please write measurable objectives for ELA and Math based on the needs assessment and community input meetings; can add additional measurable objectives, if needed.

Measurable Objective School Year and Type	Measurable Objective Description
2017-2018 ELA measurable objective:	Credit sufficiency in English will increase to: 70% by the end of the 1st Quarter 77% by the end of the 2nd Quarter 84% by the end of the 3rd Quarter 90% by the end of the School year
2018-2019 ELA measurable objective:	Credit sufficiency in English will increase to: 75% by the end of the 1st Quarter 82% by the end of the 2nd Quarter 89% by the end of the 3rd Quarter

	95% by the end of the School year
2017-2018 Math measurable objective:	Credit sufficiency in Mathematics will increase to: 60% by the end of the 1st Quarter 67% by the end of the 2nd Quarter 74% by the end of the 3rd Quarter 80% by the end of the School year
2018-2019 Math measurable objective:	Credit sufficiency in Mathematics will increase to: 65% by the end of the 1st Quarter 72% by the end of the 2nd Quarter 79% by the end of the 3rd Quarter 85% by the end of the School year

**Select SB 178 strategies that will help your school meet your goals and objectives.
(SB 178 section 9.4 & 9.5)**

Sec 9.4				
90% of funds				
a. <input checked="" type="checkbox"/> Extended learning opportunities (EBI levels 1-4)				
<input type="checkbox"/> 1. Summer Academy	<input type="checkbox"/> 2. Intersession academy	<input type="checkbox"/> 3. Program providing learning opportunities for children before or after school	<input type="checkbox"/> 4. An extended school day	<input checked="" type="checkbox"/> 5. Learning opportunity delivered at another time when school is not in session
b. <input checked="" type="checkbox"/> Academic interventions				
<input type="checkbox"/> 1. A reading or literacy center (EBI levels 1-4)	<input type="checkbox"/> 2. Administration of a common, valid and reliable formative and summative assessment which is aligned to statewide standards and allows for comparisons between schools	<input type="checkbox"/> 3. Implementation of relevant curriculum or software which is supported by EBI levels 1-3 , which may include, a course of instruction in college and career	<input checked="" type="checkbox"/> 4. The hiring of personnel to implement an academic intervention supported by EBI levels 1-3 .	

	(EBI levels 1-4)	readiness	
c. _____ Early childhood interventions, including, without limitation, a prekindergarten program that meets the standards for quality established by the Department.			
d. _____ Any other strategy designed by the public school and approved by the Department.			
e. <input checked="" type="checkbox"/> Additional supporting services necessary to adequately support services described in a-d:			
<input checked="" type="checkbox"/> 1. Parent and family engagement programs and services	_____ 2. School climate and culture programs	_____ 3. Social, psychological, or health care services to pupils and their families, including, but not limited to, counseling and wrap-around services.	

§ 9.5 10% of funds
_____ a. Professional development supported by evidence-based intervention levels 1 – 3.
<input checked="" type="checkbox"/> b. Reimbursement for coursework required to obtain endorsement relating to English language acquisition and development for teachers and other personnel serving EL students.

Action Steps

Action Step Type	Action Step Description
Academic Intervention aligned to ELA and math goals.	<p>Action Step 1: Academic Intervention Provide students with additional instruction 3 days per week for 2 hours per day. The identified students will attend intervention lab once each week and will receive targeted instruction in Reading, Language Acquisition, Math, and Speaking and Listening domains with a focus on college and career readiness. Instruction will be delivered in a small group and one-on-one format with TESL endorsed instructors. Additional teachers will provide instructional support alongside the TESL endorsed staff. The parents will join the students in the academic activities. The parents will be encouraged to fully-participate in the language acquisition strategies. Spanish speaking translators will facilitate communication between teachers, students, and parents. (9.4: a5, b3, & b4)</p> <p>Associated Expenses:</p> <ol style="list-style-type: none"> 1. Hire 1.75 TESL endorsed teachers to provide quality instruction in Literacy and Language Development (\$105,000) 2. Purchasing supplemental materials that will be utilized by teachers to support English language acquisition. (\$4700) 3. Extended day - 2 teachers, 3 days/week, 22 weeks (\$14,000)

4. Translators - 2 translators, 3 days/week, 22 weeks (\$9000)
5. Transportation - Bus passes (provided by Odyssey)

EBI Level: 3

Citations:

Boulay, Beth, Barbara Goodson, Michael Frye, Michelle Blocklin, and Cristofer Price. (2015). Summary of research generated by Striving Readers on the effectiveness of interventions for struggling adolescent readers (NCEE 2016-4001). Washington DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., Lively, T. J., & White, C. E., (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39, 188-215.

U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies, Washington, D.C., 2010. (<https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>)

Rationale: Odyssey will identify underachieving EL students to take part in this program. Students will be monitored by the EL Coordinator, who will serve as a support system for the teachers who serve EL students. The success of our EL students has a direct impact on our graduation rate.

Additional supporting services to support ELA and math goals.

Action Step #2: Community and Cultural Academic Experiences and College Readiness

Parents and students will participate in Saturday experiences that will include classes and field trips based on cultural and academic topics, healthcare, and college/career readiness including the college application process and financial aid. Some of these experiences will take place on Odyssey's campus and others will occur in the community at cultural sites. **(9.4: e1 & e3)**

Associated Expenses:

1. Staff Extra Duty Pay - 2 teachers/4 Saturdays/5 hours each (\$2100)
2. Translation Services - 2 translators/6 Saturdays/5 hours each (\$1800)
3. Transportation and admission expenses for field trips (\$5000)

EBI Level: 4

Citations:

- Blank, M. R. (2009). A coordinated effort: Well-conducted partnerships meet students' academic, health, and social service needs. Retrieved September 15, 2017 from <http://eric.ed.gov/?id=EJ863914>
- Griffin, J. (2004). Research on students and museums: Looking more closely at the students in school groups. *Science education*, 88(S1).
- Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current directions in psychological science*, 13(4), 161-164.
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban education*, 42(1), 82-110.

Rationale: Student and parent engagement in culturally relevant activities will allow for opportunities for students to apply their academic lessons to real-world scenarios. Involving parents in college and career readiness planning will provide a clear understanding of the academic and financial opportunities that are available to them.

<p>10% of Funds (Professional Development) to support ELA and math goals.</p>	<p>Action Step 3: Professional Development for TESL Endorsements Reimbursement for course work required to obtain an endorsement relating to language acquisition and development for teachers and other licensed educational personnel serving EL students. Ten licensed staff members will complete the necessary coursework to achieve a TESL endorsement. These staff members will employ their newly acquired skills in the general Tier 1 curriculum that is presented online as well as using language acquisition strategies in their weekly face-to-face meetings with students. The teachers that participate in this program will share their strategies with their peers through whole group, small group, and one-on-one professional development opportunities. Math teachers will be given priority to enroll in this program. (9.5 b)</p> <p>Associated Expenses:</p> <ol style="list-style-type: none"> 1. Tuition for 10 teachers to obtain TESL endorsement (\$12,000) <p>EBI Level: 4</p> <p>Citations: Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., Lively, T. J., & White, C. E., (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. <i>Reading Research Quarterly</i>, 39, 188-215. Yoon, K. S., Duncan, T., Lee, S. W., Scarloss, B., & Shapley, K. (2007). <i>Reviewing the evidence on how teacher professional development affects student achievement</i> (Issues & Answers Report, REL 2007-No. 033).</p> <p>Rationale: Teachers that participate in the TESL endorsement program will implement the strategies they learn in their Tier 1 instruction. Teachers will share their strategies with their colleagues through peer-led professional development allowing the impact of this action step to permeate beyond the immediate participants.</p>
--	---

<p>Coordinated Funding</p>
<p>Coordinated Funding:</p> <p>The following items will be paid for by Odyssey Charter High School funds to support the implementation of Action Steps 1-3:</p> <ul style="list-style-type: none"> • EL Coordinator • Bus transportation for families to and from campus • Technology Hardware and Software • Classroom supplies