Odyssey Charter Middle School

Odyssey Charter School

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Overview

Plan Name

Odyssey Charter Middle School

Plan Description

This plan will guide the Odyssey Charter Schools of Nevada Middle School program. The middle school serves students in grades six through eight.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All professional and support personnel will participate in collaborative learning groups.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
2	Licensed staff at Odyssey Charter Schools of Nevada will evaluate, interpret, and use student performance data, including student trend data, to guide instruction and increase student achievement.	Objectives: 2 Strategies: 3 Activities: 3	Organizational	$500
3	Odyssey will formalize the new-staff induction, mentoring, and coaching practices.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	Increase the percent of Odyssey Charter Middle School students proficient in Math. (October 2016)	Objectives: 1 Strategies: 3 Activities: 3	Academic	$95564
5	Increase the percent of Odyssey Charter Middle School students proficient in Reading. (October 2016)	Objectives: 1 Strategies: 3 Activities: 5	Academic	$183768

Goal 1: All professional and support personnel will participate in collaborative learning groups.

Status	Progress Notes	Created On	Created By
N/A	This work has continued, and will continue indefinitely. Currently, in the ES, all licensed staff (there are no instructional support staff in the ES at this time) meet weekly by grade level to collaboratively discuss curriculum and a second time per week to discuss interventions. The curriculum specialist attends the curriculum meetings, and the intervention specialist attends the intervention meetings to provide support. As needed, other licensed personnel attend the meetings, such as the special education teacher or facilitator, the SIP overseer, the school nurse, the social worker, and the ES principal.	November 09, 2016	Michelle Battle
N/A	This work has continued, and will continue indefinitely. Currently, in the HS and in the MS, all licensed and support staff meet weekly by room team (multidisciplinary, grade level) to collaboratively discuss students, their needs, and interventions. In the HS, the intervention specialist attends these meetings as well to offer support to the teams. In addition, weekly crisis and intervention team meetings occur school wide to develop interventions for students whose needs go beyond the room team level. Administrative, licensed, related services, and support staff personnel collaborate on this team. Finally, department/content meetings occur no less than 2x per year for curriculum mapping, vertical alignment, and data analysis activities.	November 09, 2016	Michelle Battle
N/A	In the High School, weekly formal interdisciplinary classroom team meetings, including licensed and support personnel, occur to discuss individual student needs, interventions, and to assess the success of the interventions.	November 03, 2014	Michelle Battle
N/A	In the Middle School, PD was held over the summer to collaboratively work on vertical alignment activities between middle school grades. Ongoing monthly collaborative meetings occur to discuss specific student needs, appropriate interventions, and to assess the success of interventions.	November 03, 2014	Michelle Battle
N/A	In the Elementary program, The teachers are meeting weekly in grade level cohorts divided by K-2 and 3-5 to collaboratively unwrap standards, develop common assessments, plan lessons, create interventions and enrichment activities, and analyze student growth.	October 28, 2014	Michelle Battle

Measurable Objective 1:

demonstrate a behavior : All professional and support personnel will participate in collaborative learning groups that meet both formally and informally on a regular schedule by 06/05/2015 as measured by meeting minutes.

Status	Progress Notes	Created On	Created By
Met	See progress note at goal level dated 11-9-2016	November 09, 2016	Michelle Battle
Met	In the Middle School, PD was held over the summer to collaboratively work on vertical alignment activities between middle school grades. Ongoing monthly collaborative meetings occur to discuss specific student needs, appropriate interventions, and to assess the success of interventions.	November 03, 2014	Michelle Battle
Met	In the High School, weekly formal interdisciplinary classroom team meetings, including licensed and support personnel, occur to discuss individual student needs, interventions, and to assess the success of the interventions.	November 03, 2014	Michelle Battle

Met	In the Elementary program, The teachers are meeting weekly in grade level cohorts divided by K-2 and 3-5 to collaboratively unwrap standards, develop common assessments, plan lessons, create interventions and enrichment activities, and analyze student growth.	October 28, 2014	Michelle Battle

Strategy 1:

All professional and support personnel will particpate in collaborative learning groups - All professional and support personnel will participate in collaborative learning groups that meet both formally and informally on a regular schedule. The purpose of these meetings will be to promote productive discussion about student learning leading to improvement in online delivery, instructional practice and student performance.

Research Cited: DuFour, Richard and Eaker, Robert (1998) Professional Learning Communities at Work. Bloomington, Indiana: Solution Tree.

Eaker, Robert, DuFour, Richard, and Dufour, Rebecca (2002) Getting Started Reculturing Schools to Become Professional Learning Communities. Bloomington, Indiana: National Educational Service.

Status	Progress Notes	Created On	Created By
N/A	See progress note at goal level dated 11-9-2016	November 09, 2016	Michelle Battle

Activity - Identify membership of collaborative leaning groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and notify membership of collaborative learning groups.	Professional Learning	09/01/2014	09/26/2014	$0	No Funding Required	High School, Middle School, and Elementary School Adminstration

Status	Progress Notes	Created On	Created By
In Progress	Continuation of activities and action steps are in place. Book study group will read two books during the current year.	November 10, 2015	Michelle Battle
In Progress	Collaborative groups meeting regularly include MS Staff Book Group, Administrative Advisory Team, Content Area teams, Grade Level teams, and MS Technology Team	October 21, 2014	Michelle Battle
In Progress	07/2014 - In the middle school, collaborative learning groups were developed, chairs or team leaders were assigned and advised of the goals for meetings, and the first meetings were held during the middle school July PD retreat.	August 25, 2014	Michelle Battle

Activity - Schedule meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Schedule formal meetings at least two times per quarter for professional learning groups to meet.	Professional Learning	09/01/2014	09/26/2014	$0	No Funding Required	High School, Middle School, and Elementary School Administration

Status	Progress Notes	Created On	Created By
In Progress	Meetings scheduled for Technology team on 10/10/14, 11/7/14 and 12/05/14. Administrative Advisory Team meetings scheduled on 9/26/14 and 1/9/15. Grade Levels scheduled on 9/10/14, 9/24, and 10/24.	October 21, 2014	Michelle Battle
In Progress	08/25/2014 - collaboration time will take place on a regular basis and has been calendared.	August 25, 2014	Michelle Battle

Activity - Hold Collaborative Learning Group meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold Collaborative Learning Group meetings on scheduled days. Use established format/agenda to guide discussion. Take minutes during meetings and file meeting minutes with assigned school administrator.	Professional Learning	10/06/2014	06/12/2015	$0	No Funding Required	High School, Middle School, and Elementary administrators, curriculum specialists, and literacy specialists

Status	Progress Notes	Created On	Created By
In Progress	Elementary Teachers meet as grade level teams three times each week: once with the TOSA for Curriculum and Instruction to complete long range plans and to write Tier 1 curriculum in the online space; once with the Learning Strategist to evaluate student achievement data, write student intervention plans, monitor the progress of the students on the plans, and to plan interventions; once with the Parent Advocate to facilitate quality teacher/parent communication and to build parent engagement.	October 13, 2016	Michelle Battle
In Progress	The Elementary staff meets three times weekly in K-2 and 3-5 cohorts. One meeting is dedicated to identifying and monitoring struggling students. One meeting focuses on common lesson planning and generating common assessments. One meeting is spent grading student work and determining appropriate grade level rigor and applying the Emergent, Approaches, Meets, Exceeds grading rubric.	November 03, 2015	Michelle Battle
In Progress	Meetings scheduled are being fulfilled on stated dates. HS collaborative teams meet weekly, MS and ES collaborative teams meet no less than monthly.	November 03, 2014	Michelle Battle

Goal 2: Licensed staff at Odyssey Charter Schools of Nevada will evaluate, interpret, and use student performance data, including student trend data, to guide instruction and increase student achievement.

Status	Progress Notes	Created On	Created By
N/A	Middle School - Benchmark Data from Reading Plus and Star Math is shared with teachers after each administration of the assessments. Standardized test data is shared with teachers, as available. Teachers meet with Academic Strategist to collaborate on interventions needed for individual students, based on this data. Content area departments collaborate no less than four times per year to use data to guide modifications in teachers' online direct instructional content and strategies. Based on data, the Academic Strategist implements interventions with students directly during face-to-face classes. Weekly grade level meetings are held to discuss student progress and to use weekly achievement data to guide interventions and content, pacing, and online presentation.	November 09, 2016	Michelle Battle
N/A	Elementary - Implemented NWEA Measures of Academic Progress (MAP) for benchmark assessment throughout school year. Implemented the use of AIMS Web for student progress monitoring. Teachers meet on a weekly basis with the school's Intervention TOSA to analyze individual student data, write individualized student intervention plans, monitor student progress, and make instructional recommendations based on both individual and trend student achievement data.	November 09, 2016	Michelle Battle
N/A	Elementary School - During the month of November, in whole group staff development, the director of testing and assessment will be providing staff with comparative data from last year to this year, and discuss interpretation, student performance, and trends. In addition, all teachers participate in weekly collaboration meetings. During these meetings, student performance data is reviewed and applied to course construction and course assessment.	November 03, 2014	Michelle Battle
N/A	Middle School - During the month of November, In whole group staff development, the director of testing and assessment will be providing staff with comparative data from last year to this year, and discuss interpretation, student performance, and trends. In addition, all teachers meet individually with the principal for professional development once or twice per quarter. At these meetings, student performance data is reviewed and applied to course construction and course assessment.	November 03, 2014	Michelle Battle
N/A	High School - All teachers meet individually with the Professional Development Director once or twice per month. At these meetings, student performance data is reviewed and applied to course construction and course assessment.	November 03, 2014	Michelle Battle

Measurable Objective 1:

demonstrate a behavior : All Odyssey teaching staff will receive professional development on the evaluation, interpretation, and use of student performance data, including the use of trend data, to increase student learning by 06/05/2015 as measured by documented professional development meetings..

Status	Progress Notes	Created On	Created By
Met	Continued whole group and individual teacher training occurs on an ongoing and regular basis in meetings with Intervention and Instructional Strategy TOSAs, with site administrators, and with the Director of Individualized Teacher Professional Development.	November 09, 2016	Michelle Battle
Met	Elementary School - During the month of November, in whole group staff development, the director of testing and assessment will be providing staff with comparative data from last year to this year, and discuss interpretation, student performance, and trends. In addition, all teachers participate in weekly collaboration meetings. During these meetings, student performance data is reviewed and applied to course construction and course assessment.	November 03, 2014	Michelle Battle
Met	Middle School - During the month of November, In whole group staff development, the director of testing and assessment will be providing staff with comparative data from last year to this year, and discuss interpretation, student performance, and trends. In addition, all teachers meet individually with the principal for professional development once or twice per quarter. At these meetings, student performance data is reviewed and applied to course construction and course assessment.	November 03, 2014	Michelle Battle
Met	High School - All teachers meet individually with the Professional Development Director once or twice per month. At these meetings, student performance data is reviewed and applied to course construction and course assessment.	November 03, 2014	Michelle Battle

Strategy 1:

Professional Development on how to use student performance data, including trend data, to impact student learning - Teaching staff will receive professional development on how to use student performance data, including trend data, to directly impact instruction, thus directly impacting student learning. After training is complete, administration will follow-up with teaching staff during personal PD to be sure student performance data, including trend data, is being used to design online instruction and evaluate continuous student improvement.

Research Cited: In July 2012, Nevada's ESEA Flexibility request was approved officially marking an end to the school accountability system known as Adequate Yearly Progress (AYP). AYP has now been replaced by the Nevada School Performance Framework (NSPF). The NSPF is an integral component of the Educator Performance System that defines the State's shift away from AYP to a five-star classification approach, with schools earning a rating of 1, 2, 3, 4 or 5 stars.

The Nevada School Performance Framework (NSPF) is Nevada's new school accountability system. It moves away from labeling schools as failing when they aren't reaching the proficiency targets. The NSPF recognizes that nuances exist in school performance and that rating every school as passing or failing is not singularly helpful. The NSPF classifies schools within a five-star performance rating system. The system does not give schools a "pass" and it doesn't re-set the clock. The NSPF includes multiple measures of student achievement and growth and aligns the designations for schools to the delivery of appropriate supports and rewards. The NSPF is designed to fairly and accurately measure school performance. As such, it has many components and is based on sophisticated mathematics. The glossary tab present on each web page of the NSPF provides descriptions of the terms used. Additionally, the performance page for each school's report contains interactive text boxes for terms that may require further explanation. Finally, Nevada's ESEA Flexibility Waiver can be accessed through the link on the NSPF landing page.

Status	Progress Notes	Created On	Created By
N/A	PD with instructional staff in one on one meetings will inform future development of curriculum, interventions for students who are not progressing, and implementation of plans for data use.	October 21, 2014	Michelle Battle

Activity - Staff Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will receive professional development on effectively using student performance data, including trend data, to improve student learning. This will happen during pre-service days prior to the 2014-2015 school year.	Professional Learning	08/20/2014	08/22/2014	$500	General Fund	High School, Middle School, and Elementary School Adminstration

Status	Progress Notes	Created On	Created By
Completed	The Elementary School implemented NWEA's MAP assessments this year as mandated by Read by Grade 3. The faculty has completed the first round of professional development which includes how to administer the test and how to read the class reports to identify skills that need to be addressed.	October 12, 2016	Michelle Battle
Completed	Elementary School - During the month of November, in whole group staff development, the director of testing and assessment will be providing staff with comparative data from last year to this year, and discuss interpretation, student performance, and trends. In addition, all teachers participate in weekly collaboration meetings. During these meetings, student performance data is reviewed and applied to course construction and course assessment.	November 03, 2014	Michelle Battle
Completed	Middle School - During the month of November, In whole group staff development, the director of testing and assessment will be providing staff with comparative data from last year to this year, and discuss interpretation, student performance, and trends. In addition, all teachers meet individually with the principal for professional development once or twice per quarter. At these meetings, student performance data is reviewed and applied to course construction and course assessment.	November 03, 2014	Michelle Battle
Completed	High School - All teachers meet individually with the Professional Development Director once or twice per month. At these meetings, student performance data is reviewed and applied to course construction and course assessment.	November 03, 2014	Michelle Battle
In Progress	8/25/2014 For the High School, data not received from state in adequate time to provide professional development during pre-service days. Professional development on the use of student performance data will be conducted at individualized PD during the first semester of school. For the Middle School, some student achievement data was available to use for PD during the Middle School July PD retreat. Data was used to focus on new and traditional ways to impact student achievement. PD will continue throughout the school year in the Middle and Elementary Schools in small teacher groups.	August 25, 2014	Michelle Battle

Measurable Objective 2:

demonstrate a behavior : All Odyssey teaching staff will use student performance data, including trend data, to guide course development and increase student achievement by 06/03/2016 as measured by the monitoring of teacher courses and tracking student achievment data during individual professional development.

Status	Progress Notes	Created On	Created By

Met	Teachers meet with the Director of Professional Development no less than one time monthly to review available student data, including standardized assessment data, end of course data, benchmark data, progress monitoring data, and data collected by teachers based on student performance. This data review is used to directly modify and/or improve course construction and online direct content instruction.	November 09, 2016	Michelle Battle
Met	Elementary School - During the month of November, in whole group staff development, the director of testing and assessment will be providing staff with comparative data from last year to this year, and discuss interpretation, student performance, and trends. In addition, all teachers participate in weekly collaboration meetings. During these meetings, student performance data is reviewed and applied to course construction and course assessment. Middle School - During the month of November, In whole group staff development, the director of testing and assessment will be providing staff with comparative data from last year to this year, and discuss interpretation, student performance, and trends. In addition, all teachers meet individually with the principal for professional development once or twice per quarter. At these meetings, student performance data is reviewed and applied to course construction and course assessment. High School - All teachers meet individually with the Professional Development Director once or twice per month. At these meetings, student performance data is reviewed and applied to course construction and course assessment.	November 03, 2014	Michelle Battle

Strategy 1:

Teacher Collaboration - Teachers will be provided with time in their contract day to collaborate with other classroom team members to interpret student performance data from their group of students and collaboratively discuss how to use the data in their courses to increase student learning.

Status	Progress Notes	Created On	Created By
N/A	Teacher collaboration takes place within departments and grade levels at minimum monthly to keep data and student progress discussions ongoing.	October 21, 2014	Michelle Battle

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multidisciplinary team/classroom teachers will meet,using time provided in their schedule, to interpret and discuss how to use student performance data collected for the students on their team/classroom, to improve their learning.	Academic Support Program	10/06/2014	06/10/2016	$0	No Funding Required	High School, Middle School, Elementary School Administration, and teachers.

Status	Progress Notes	Created On	Created By
In Progress	The Elementary Staff is working collaboratively by grade level to write Tier 1 curriculum in the online space that is standards-based, rigorous, and engages the students and parents	October 12, 2016	Michelle Battle

In Progress	High School teams of teachers who teach the proficiency preparation classes heavily analyze the student assessment data in writing, science, math, and reading, and create their course curriculum based on the results of this analysis.	November 03, 2014	Michelle Battle
In Progress	In the Elementary School, collaborative teams are analyzing student performance, creating a common assessment for a standard by grade level, and then analyzing the assessment data to make curricular decisions.	November 03, 2014	Michelle Battle
In Progress	Monthly team meetings assigned for ELA, Soc St., Math and Science teams to discuss student progress and more formalized data review.	October 21, 2014	Michelle Battle

Strategy 2:

Monitor Implementation of use of student performance data - During individual professional development meetings held throughout the 2014-2015 and 2015-2016

school years, monitor the use of student performance data, including trend data, to drive course development and student learning.

Activity - Monitor Implementation of use of student performance data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During individual professional development meetings held throughout the 2014-2015 and 2015-2016 school years, monitor the use of student performance data, including trend data, to drive course development and student learning.	Professional Learning	09/08/2014	06/03/2016	$0	No Funding Required	High School, Middle School, Elementary School Administration, Curriculum and Professional Development specialist

Status	Progress Notes	Created On	Created By
In Progress	The teachers write online lessons with the guidance and assistance of a Curriculum and Instruction TOSA. Teacher observations are conducted routinely throughout the year during which the administration observes the online lesson. Administration meets with the teacher(s) one-on-one or as a grade level to discuss the use of student data to drive instruction and to make follow-up decisions about the effectiveness of the lesson.	October 12, 2016	Michelle Battle
In Progress	Staff individual PD meetings will be focused around teacher class data, and will drive goals, objectives and future instruction.	October 21, 2014	Michelle Battle
In Progress	Quarterly progress monitoring every 4 weeks will inform teachers, administration, counseling dept. and intervention teams about students who are not progressing.	October 21, 2014	Michelle Battle

Goal 3: Odyssey will formalize the new-staff induction, mentoring, and coaching practices.

Status	Progress Notes	Created On	Created By
N/A	Middle School Update - Odyssey Charter Middle School assigns a subject-area mentor teacher to each new licensed staff member, to provide support throughout their first year. Odyssey technical team provides direct instruction in Odyssey's online management system - Moodle. Odyssey's Professional Development Coordinator meets no less than monthly with new licensed staff to provide course development support, curriculum support, and technical support.	November 09, 2016	Michelle Battle
N/A	Elementary School Update - In the elementary program, new teachers are connected with three TOSAs. One of these TOSAs specializes in curriculum and curriculum development, one specializes in literacy and the integration of literacy into curriculum, and one specializes in intervention. In addition, new teachers work one-on-one with the school's professional development coordinator, meeting with him at least once per month. Extra pre-service days are added to new-teacher contracts to provide more up-front training. Finally, lesson designers are employed to mentor and model high-quality online lessons and courses.	November 02, 2016	Michelle Battle
N/A	High School Update - Odyssey Charter High School assigns a mentor teacher to each new licensed staff member, to provide support throughout their first year. Odyssey technical team provides direct instruction in Odyssey's online management system - Moodle. Odyssey's Professional Development Coordinator meets no less than monthly with new licensed staff to provide course development support, curriculum support, and technical support.	October 24, 2016	Michelle Battle
N/A	This goal has not been started as of 10/28/14.	October 28, 2014	Michelle Battle

Measurable Objective 1:

collaborate to design a formal new-staff induction, mentoring, and coaching procedure by 08/24/2015 as measured by the principals' statement of procedure prior to the start of each new school year.

Status	Progress Notes	Created On	Created By
Met	All three schools have formal new-staff induction, mentoring, and coaching procedures. These procedures are subject to change as needed for individual staff and/or prior knowledge.	November 09, 2016	Michelle Battle
Not Met	Work on this objective has not started as of 10/28/2014.	October 28, 2014	Michelle Battle

Strategy 1:

Design a formal new-staff induction, mentoring, and coaching procedure. - Staff will meet together and list all of the current new-staff induction, mentoring, and

coaching practices already informally in place and practiced. Staff will determine if the current informal practices are sufficient. If they are sufficient, they will be

formalized in a written procedure. If they are not sufficient, a new-staff induction, mentoring, and coaching procedure will be designed and formalized in a written

procedure.

Research Cited: N/A

Activity - Hold Collaborative Meetings to Formalize New-Staff Induction, Mentoring, and Coaching Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet together and list all of the current new-staff induction, mentoring, and coaching practices already informally in place and practiced. Staff will determine if the current informal practices are sufficient. If they are sufficient, they will be formalized in a written procedure. If they are not sufficient, a new-staff induction, mentoring, and coaching procedure will be designed and formalized in a written procedure.	Policy and Process	10/13/2014	08/24/2015	$0	No Funding Required	Odyssey Charter School Administration - Superintendent, Executive Director of School Operations, Odyssey High School administration, Odyssey Middle School Administration, Odyssey Elementary School Administration

Status	Progress Notes		Created On	Created By
Completed			October 24, 2016	Michelle Battle

Goal 4: Increase the percent of Odyssey Charter Middle School students proficient in Math. (October 2016)

Measurable Objective 1:

50% of Sixth, Seventh and Eighth grade students will demonstrate student proficiency (pass rate) in math based on the Nevada Academic Content Standards in Mathematics by 05/26/2017 as measured by Spring 2017 SBAC results.

Strategy 1:

Additional math teacher to teach Math Enrichment Course - The addition of a math teacher in middle school will allow for the development of a core mathematics class for students in grades 7 and 8. The math class will cover the skills necessary to understand and apply math concepts concurrently taught in the required grade level math classes. The class has a target population and can serve approximately 250 of the existing 550 middle school students.

Research Cited: According to the National Council of Teachers of Mathematics, "curriculum focal points comprise related ideas, concepts, skills, and procedures that form the foundation for understanding and using mathematics and lasting learning. Curriculum Focal Points have been integral in the revision of many state math standards for Pre-K through grade 8." Focal points outlined in the Common Core State Standards for mathematics have a continued emphasis at NCTM conferences.

Activity - Math Enrichment Course Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Target students are assigned to the mathematics enrichment course. The online course is also supported by the instructor's face to face time in each of the assigned classrooms. Teacher collaboration on weekly content is built into the staff schedule. Math department meetings will take place monthly to ensure vertical alignment and grade level objectives are data driven and that student progress monitoring is included in the determination of pacing and length of units.	Professional Learning, Direct Instruction	09/06/2016	05/26/2017	$66564	General Fund	Math Enrichment instructor, PD coordinator, mathematics department staff in middle school

Strategy 2:

Tutoring - A tutor will support small group instruction during the school day in both the lab and the classroom settings. Instructional support will be targeted to key concepts for which school data and standardized assessment data reveal as the most challenging for the Odyssey middle school student population. Data analysis and ongoing collaboration between staff and the tutor will support the identification, instruction and monitoring of student progress.

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring in mathematics will be provided to target students in need of additional support in lab, the classroom and in small group settings on campus.	Academic Support Program	11/14/2016	06/01/2017	$19000	Title I Schoolwide	Middle School Principal, Director of Federal Programs, hired tutor

Strategy 3:

Professional Development - Personalized, one-on-one, professional development with individual staff will be emphasized during the school year. The focus of Teacher PD in the area of improving online core instruction and implementing best instructional practice in the online environment is a requirement of the goal for measurable student achievement/growth. Professional development meetings will be held between a staff member and the PD coordinator, at minimum one time each month, to ensure content and instructional methodology in the online educational setting are supported.

Activity - Teacher PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD coordinator and staff members will develop goals and set benchmarks for instructional course design improvements. Elements of Universal Design for Learning will be reviewed during PD and instructors will complete lessons and units that reflect best practice in online learning.	Professional Learning	09/05/2016	06/01/2017	$10000	General Fund	PD coordinator, Principal

Goal 5: Increase the percent of Odyssey Charter Middle School students proficient in Reading. (October 2016)

Measurable Objective 1:

70% of Sixth, Seventh and Eighth grade students will demonstrate student proficiency (pass rate) in Reading as oulined in the Nevada Acacemic Content Standards in Reading by 05/26/2017 as measured by spring 2017 SBAC results.

Strategy 1:

Literacy Supports - Literacy specialist will provide small group instruction and reading strategies to target group of students in middle school. Ongoing monitoring for student growth using benchmarks and regular assessment periods will provide the specialist with direct results and data for informed decision making.

Activity - Reading Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction will be held throughout the week to support target students with supplemental reading instruction, strategies practice and skills monitoring. The Reading Plus program will be utilized for online practice. The strategist will provide direct instruction face to face during a supplemental school hour for target students during the week.	Academic Support Program, Direct Instruction	10/03/2016	05/26/2017	$67884	General Fund, Title I Schoolwide	Literacy Strategist, ELA/reading instructors, Title 1 Coordinator, Principal

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring in reading and writing will be provided to target students in need of additional support in lab, the classroom and in small group settings on campus.	Tutoring, Academic Support Program	11/14/2016	06/01/2017	$19000	Title I Schoolwide	Principal, Director of Federal Programs, Hired Tutor

Activity - Reading Plus Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The literacy strategist will provide online instruction to students targeted for a supplemental class in reading.	Academic Support Program, Direct Instruction	09/05/2016	05/31/2017	$67884	General Fund, Title I Schoolwide	Literacy strategist, Principal, Director of Federal Programs, ELA staff

Strategy 2:

Professional Development - Professional Development - Personalized, one-on-one, professional development with individual staff will be emphasized during the school year. The focus of Teacher PD in the area of improving online core instruction and implementing best instructional practice in the online environment is a requirement of the goal for measurable student achievement/growth. Professional development meetings will be held between a staff member and the PD Coordinator, at minimum one time each month, to
ensure content and instructional methodology in the online educational setting are supported.

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD coordinator and staff members will develop goals and set benchmarks for instructional course design improvements. Elements of Universal Design for Learning will be reviewed during PD and instructors will complete lessons and units that reflect best practice in online learning.	Professional Learning	09/05/2016	06/01/2017	$10000	General Fund	Middle School Principal, Professional Development Coordinator

Strategy 3:

Academic Support Tutoring - Tutoring in reading and writing will be provided to target students in need of additional support in lab, the classroom and in small group settings on campus.

Activity - Tutor support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring in reading and writing will be provided to target students in need of additional support in lab, the classroom and in small group settings on campus.	Tutoring, Direct Instruction	11/14/2016	05/31/2017	$19000	Title I Schoolwide	Principal, Director of Fed Programs, Tutor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher PD	PD coordinator and staff members will develop goals and set benchmarks for instructional course design improvements. Elements of Universal Design for Learning will be reviewed during PD and instructors will complete lessons and units that reflect best practice in online learning.	Professional Learning	09/05/2016	06/01/2017	$10000	PD coordinator, Principal
Math Enrichment Course Development	Target students are assigned to the mathematics enrichment course. The online course is also supported by the instructor's face to face time in each of the assigned classrooms. Teacher collaboration on weekly content is built into the staff schedule. Math department meetings will take place monthly to ensure vertical alignment and grade level objectives are data driven and that student progress monitoring is included in the determination of pacing and length of units.	Professional Learning, Direct Instruction	09/06/2016	05/26/2017	$66564	Math Enrichment instructor, PD coordinator, mathematics department staff in middle school
Teacher Professional Development	PD coordinator and staff members will develop goals and set benchmarks for instructional course design improvements. Elements of Universal Design for Learning will be reviewed during PD and instructors will complete lessons and units that reflect best practice in online learning.	Professional Learning	09/05/2016	06/01/2017	$10000	Middle School Principal, Professional Development Coordinator
Reading Lab	Small group instruction will be held throughout the week to support target students with supplemental reading instruction, strategies practice and skills monitoring. The Reading Plus program will be utilized for online practice. The strategist will provide direct instruction face to face during a supplemental school hour for target students during the week.	Academic Support Program, Direct Instruction	10/03/2016	05/26/2017	$26184	Literacy Strategist, ELA/reading instructors, Title 1 Coordinator, Principal
Reading Plus Class	The literacy strategist will provide online instruction to students targeted for a supplemental class in reading.	Academic Support Program, Direct Instruction	09/05/2016	05/31/2017	$26184	Literacy strategist, Principal, Director of Federal Programs, ELA staff

Staff Professional Development	Teaching staff will receive professional development on effectively using student performance data, including trend data, to improve student learning. This will happen during pre-service days prior to the 2014-2015 school year.	Professional Learning	08/20/2014	08/22/2014	$500	High School, Middle School, and Elementary School Adminstration
				Total	$139432	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tutoring	Tutoring in reading and writing will be provided to target students in need of additional support in lab, the classroom and in small group settings on campus.	Tutoring, Academic Support Program	11/14/2016	06/01/2017	$19000	Principal, Director of Federal Programs, Hired Tutor
Reading Lab	Small group instruction will be held throughout the week to support target students with supplemental reading instruction, strategies practice and skills monitoring. The Reading Plus program will be utilized for online practice. The strategist will provide direct instruction face to face during a supplemental school hour for target students during the week.	Academic Support Program, Direct Instruction	10/03/2016	05/26/2017	$41700	Literacy Strategist, ELA/reading instructors, Title 1 Coordinator, Principal
Tutor support	Tutoring in reading and writing will be provided to target students in need of additional support in lab, the classroom and in small group settings on campus.	Tutoring, Direct Instruction	11/14/2016	05/31/2017	$19000	Principal, Director of Fed Programs, Tutor
Tutoring	Tutoring in mathematics will be provided to target students in need of additional support in lab, the classroom and in small group settings on campus.	Academic Support Program	11/14/2016	06/01/2017	$19000	Middle School Principal, Director of Federal Programs, hired tutor
Reading Plus Class	The literacy strategist will provide online instruction to students targeted for a supplemental class in reading.	Academic Support Program, Direct Instruction	09/05/2016	05/31/2017	$41700	Literacy strategist, Principal, Director of Federal Programs, ELA staff
				Total	$140400	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Identify membership of collaborative leaning groups	Identify and notify membership of collaborative learning groups.	Professional Learning	09/01/2014	09/26/2014	$0	High School, Middle School, and Elementary School Adminstration
Schedule meetings	Schedule formal meetings at least two times per quarter for professional learning groups to meet.	Professional Learning	09/01/2014	09/26/2014	$0	High School, Middle School, and Elementary School Administration
Hold Collaborative Meetings to Formalize New-Staff Induction, Mentoring, and Coaching Procedures	Staff will meet together and list all of the current new-staff induction, mentoring, and coaching practices already informally in place and practiced. Staff will determine if the current informal practices are sufficient. If they are sufficient, they will be formalized in a written procedure. If they are not sufficient, a new-staff induction, mentoring, and coaching procedure will be designed and formalized in a written procedure.	Policy and Process	10/13/2014	08/24/2015	$0	Odyssey Charter School Administration - Superintendent, Executive Director of School Operations, Odyssey High School administration, Odyssey Middle School Administration, Odyssey Elementary School Administration
Team Meetings	Multidisciplinary team/classroom teachers will meet,using time provided in their schedule, to interpret and discuss how to use student performance data collected for the students on their team/classroom, to improve their learning.	Academic Support Program	10/06/2014	06/10/2016	$0	High School, Middle School, Elementary School Administration, and teachers.
Hold Collaborative Learning Group meetings	Hold Collaborative Learning Group meetings on scheduled days. Use established format/agenda to guide discussion. Take minutes during meetings and file meeting minutes with assigned school administrator.	Professional Learning	10/06/2014	06/12/2015	$0	High School, Middle School, and Elementary administrators, curriculum specialists, and literacy specialists

Monitor Implementation of use of student performance data	During individual professional development meetings held throughout the 2014-2015 and 2015-2016 school years, monitor the use of student performance data, including trend data, to drive course development and student learning.	Professional Learning	09/08/2014	06/03/2016	$0	High School, Middle School, Elementary School Administration, Curriculum and Professional Development specialist
				Total	$0	