

Odyssey Charter Elementary School

Odyssey Charter School

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Overview

Plan Name

Odyssey Charter Elementary School

Plan Description

This plan will guide the Odyssey Charter Schools of Nevada Elementary School program. The elementary school serves students in grades kindergarten through five.

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	Odyssey Charter School students will have the opportunity to make judgements about the online courses' format and delivery, to include the quality of information and media accessed.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	Odyssey Charter Schools, with input from all stakeholder groups, will review our current Mission Statement and Core Values, determine if they accurately depict Odyssey's purpose, and rewrite them if determined necessary.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Odyssey Charter Schools' administration will systematically review organizational and academic practices that support Odyssey's purpose and ensure a formal written policy or procedure supports the practice.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	All support staff at Odyssey Charter Schools of Nevada will have opportunities for professional development.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	The Board of Directors for Odyssey Charter Schools will have opportunities for professional development.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2500
6	Vertical alignment between Odyssey schools will increase and data will be collected to demonstrate the level of student success at the next level.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
7	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
8	All professional and support personnel will participate in collaborative learning groups.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
9	Odyssey will formalize the new-staff induction, mentoring, and coaching practices.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
10	Increase the percentage of Odyssey Charter Elementary School students proficient in Reading.	Objectives: 3 Strategies: 3 Activities: 8	Academic	\$85800

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11	Increase the percentage of Odyssey Charter Elementary School students proficient in Mathematics.	Objectives: 3 Strategies: 3 Activities: 8	Academic	\$90000
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Goal 1: Odyssey Charter School students will have the opportunity to make judgements about the online courses' format and delivery, to include the quality of information and media accessed.

Status	Progress Notes	Created On	Created By
N/A	End of course surveys have been built into all Middle School and High School courses. Feedback is gathered and shared with the Professional Development Coordinator and the course teacher each year. This goal is met, but the end of course surveys will continue indefinitely.	November 04, 2015	Michelle Battle
N/A	For the Elementary School, an end-of-course survey was not and will not be created for this grade level. Our K-5 teachers meet face-to-face with students and their parents on a weekly basis. At these weekly meetings, students and parents have the opportunity to provide judgements about the online courses' format and delivery.	November 03, 2014	Michelle Battle
N/A	Both Professional Development Coordinators (High School and K-8) collaborated on an End of Course Survey to be administered online. It was administered in the high school during the last week of classes. The data we received was given to teachers during our pre service days. It will also be used to initiate discussions at individual professional development meetings throughout the school year.	August 25, 2014	Michelle Battle

Measurable Objective 1:

demonstrate a behavior : All Odyssey students will be given the opportunity to provide their judgments about the online courses' format and delivery, to include the quality of information and media accessed in their online courses by 06/06/2014 as measured by end-of-course surveys..

Status	Progress Notes	Created On	Created By
Met	End of course surveys have been built into all Middle School and High School courses. Feedback is gathered and shared with the Professional Development Coordinator and the course teacher each year. This goal is met, but the end of course surveys will continue indefinitely.	November 04, 2015	Michelle Battle
Met	End of course surveys were developed for all high school and middle school grades. The high school gave the survey at the end of the 2013-2014 school year. The Middle School will give the developed survey at the end of the 2014-2015 school year and at the end of all semester classes during the 2014-2015 school year.	November 03, 2014	Michelle Battle

Strategy 1:

End of Course Surveys - As a concluding course assignment, all teachers will include an end-of-course survey, to be provided by administration, which will enable students to communicate their judgements on the online courses' format and delivery, to include the quality of information and media accessed.

Research Cited: N/A

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Status	Progress Notes	Created On	Created By
N/A	End of course surveys were developed for all high school and middle school grades. The high school gave the survey at the end of the 2013-2014 school year. The Middle School will give the developed survey at the end of the 2014-2015 school year and at the end of all semester classes during the 2014-2015 school year.	November 03, 2014	Michelle Battle

Activity - Create End-of-Course Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An end-of-course survey will be created by Odyssey's curriculum specialists to be included as a concluding assignment for all online courses.	Other	02/03/2014	05/12/2014	\$0	No Funding Required	Odyssey curriculum specialists

Status	Progress Notes	Created On	Created By
Completed	End of course surveys created for all classes and included in the last week of school course work.	June 11, 2014	Michelle Battle

Activity - Review Survey Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review the data collected from all of the end-of-course surveys and use it during the annual resource review to drive decisions on educational materials, resources, programs, and technologies for the next school year.	Other	06/09/2014	07/14/2014	\$0	No Funding Required	Odyssey curriculum specialists

Status	Progress Notes	Created On	Created By
Completed	End of course surveys have been built into all Middle School and High School courses. Feedback is gathered and shared with the Professional Development Coordinator and the course teacher each year. This goal is met, but the end of course surveys will continue indefinitely.	November 04, 2015	Michelle Battle
In Progress	08/25/2014 For the High School, data from end of course surveys was given to teachers during pre-service days. It will also be used to initiate discussions at individual professional development meetings throughout the school year. The survey was not implemented the 2013-14 school year in the Middle School. The survey to be utilized in the Middle School will be a modified version of last year's High School survey to better align the questions to the Middle School model. By next May, students completing online courses will take an End of Course survey in an effort to further include our students in the educational process.	August 25, 2014	Michelle Battle
In Progress	6/11/14 Administration is in the process of reviewing data collected from end-of-course surveys.	June 11, 2014	Michelle Battle

Goal 2: Odyssey Charter Schools, with input from all stakeholder groups, will review our current Mission Statement and Core Values, determine if they accurately depict Odyssey's purpose, and rewrite them if determined necessary.

Status	Progress Notes	Created On	Created By
N/A	Odyssey Charter Schools completed the work of reviewing and updating our Mission and Core Values at the end of the 2014-15 school year. The project concluded with a stakeholder roll-out of the new documents. The Mission and Core Values were printed on postcards and sent to all families. All teachers received copies that have been posted in their individual work areas. All Board members received copies. Posters displaying the Mission and Core Values were made and hung in each office, and a wall design was added to the Board Room. More important than this, the Mission and Core Values are considered with every decision that is made to ensure alignment.	November 04, 2015	Michelle Battle
N/A	This goal is in the final stages of completion. The Mission and Core Values team, composed of stakeholders from all groups, has finalized a new Mission and Core Values statements. As of 10/28/2014, these statements are under final review for grammar, usage, and conceptual presentation. The content is complete.	October 28, 2014	Michelle Battle

Measurable Objective 1:

collaborate to review and revise Odyssey Charter School of Nevada's Mission Statement and Core Values statements by 12/19/2014 as measured by participation from stakeholder groups and the completion and publishing of an updated Mission and Core Values document.

Status	Progress Notes	Created On	Created By
Met	Odyssey Charter Schools completed the work of reviewing and updating our Mission and Core Values at the end of the 2014-15 school year. The project concluded with a stakeholder roll-out of the new documents. The Mission and Core Values were printed on postcards and sent to all families. All teachers received copies that have been posted in their individual work areas. All Board members received copies. Posters displaying the Mission and Core Values were made and hung in each office, and a wall design was added to the Board Room. More important than this, the Mission and Core Values are considered with every decision that is made to ensure alignment.	November 04, 2015	Michelle Battle

Strategy 1:

Mission Statement and Core Values Review - 1. Stakeholders from administration, licensed personnel, support staff, board membership, parents, and students will be identified.

2. Meetings will be scheduled to review and rewrite the Mission Statement and Core Values statements, as determined necessary by the team.

Research Cited: Odyssey Charter School's current Mission Statement and Core Values may not thoroughly reflect the organizations purpose as closely as it could. The school's culture and purpose have shifted over the years since the development of the school's current Mission Statement and Core Values statements. A team of stakeholders will collaboratively review the current document and revise or rewrite as the team determines is appropriate.

Status	Progress Notes	Created On	Created By
N/A	After many meetings of Mission and Core Value Team, the new Mission and Core Values is in the final review stage.	October 22, 2014	Michelle Battle

Activity - Identify stakeholders who will be the representatives on the review team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual team members will be identified and a commitment will be secured from them.	Other	03/03/2014	03/28/2014	\$0	No Funding Required	Odyssey Charter School Administration to include Superintendent, Executive Director, Principals, and Director of Federal Programs

Status	Progress Notes	Created On	Created By
Completed	Team identified. Team includes membership from all stakeholder groups.	June 02, 2014	Michelle Battle

Activity - Hold Collaborative Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold collaborative meetings to review and revise Odyssey Charter School's Mission Statement and Core Values statements.	Other	03/31/2014	06/06/2014	\$0	No Funding Required	Odyssey Charter School Superintendent and Executive Director

Status	Progress Notes	Created On	Created By
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Completed	Odyssey Charter Schools completed the work of reviewing and updating our Mission and Core Values at the end of the 2014-15 school year. The project concluded with a stakeholder roll-out of the new documents. The Mission and Core Values were printed on postcards and sent to all families. All teachers received copies that have been posted in their individual work areas. All Board members received copies. Posters displaying the Mission and Core Values were made and hung in each office, and a wall design was added to the Board Room. More important than this, the Mission and Core Values are considered with every decision that is made to ensure alignment.	November 04, 2015	Michelle Battle
In Progress	Additional meetings held on September 22, 2014 and October 1, 2014. Mission and Core Values in final review.	October 22, 2014	Michelle Battle
In Progress	08/11/2014 Leadership team met to further fine tune language for new mission statement. Follow up meeting will be held in September.	August 25, 2014	Michelle Battle
In Progress	Google Doc created and sent to all team members with all input to date. Team members will continue to add words, phrases, sentences, and statements to the collaborative Google Doc.	June 02, 2014	Michelle Battle
In Progress	First meeting of Mission Statement and Core Values Review Team held on Wednesday, May 28, 2014 at 10:00 a.m.	June 02, 2014	Michelle Battle

Goal 3: Odyssey Charter Schools' administration will systematically review organizational and academic practices that support Odyssey's purpose and ensure a formal written policy or procedure supports the practice.

Status	Progress Notes	Created On	Created By
N/A	This goal is in progress. Documented work has begun on this goal, but has not yet been completed.	October 22, 2014	Michelle Battle

Measurable Objective 1:

collaborate to systematically review organizational and academic practices that support Odyssey's purpose and ensure a formal written policy or procedure supports the practice by 06/30/2015 as measured by the identification of existing or production of new formal, written policy or procedures.

Status	Progress Notes	Created On	Created By
Not Met	This objective is in progress. Documented work has been completed, but the full task has not been completed. The objective set a date of projected completion as June 2015, so we are still within the timeline set in this objective.	October 28, 2014	Michelle Battle

Strategy 1:

Identify foundational practices that support Odyssey's purpose, Mission, and Core Values and ensure formal written policy or procedures exist to support each - Administration and representatives from licensed personnel will develop a list of current practices we believe are foundational to accomplish Odyssey's purpose. All current formal, written procedures and policies will be reviewed to determine if each foundational practice is supported by existing documents. If existing written policy

and procedure do not exist, they will be written and brought to the school's Board of Directors for formal adoption.

Research Cited: Not Applicable

Status	Progress Notes	Created On	Created By
N/A	This strategy is in progress, but the full task has not been completed. The objective set a date of projected completion as June 2015, so Odyssey is still within the timeline set in this objective.	October 28, 2014	Michelle Battle

Activity - Identify administrators and licensed personnel who will be the representatives on the team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Choose the administrators and licensed personnel who will serve on this team and secure their commitment to serve.	Other	03/31/2014	05/02/2014	\$0	No Funding Required	Odyssey Superintendent and Executive Director

Activity - Create list of foundational practices that support Odyssey's purpose	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create list of foundational practices Odyssey currently engages in that support our purpose, Mission Statement, and Core Values	Policy and Process	05/05/2014	08/29/2014	\$0	No Funding Required	Odyssey Superintendent and Executive Director

Activity - Review existing written policies and procedures and write new if needed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review all existing written policy and procedure to determine if all listed foundational practices are supported by written policy or procedure. Any that is not found to exist will be written and submitted to the Odyssey Charter School Board for adoption, as needed.	Policy and Process	05/05/2014	06/30/2015	\$0	No Funding Required	Odyssey Superintendent and Executive Director

Goal 4: All support staff at Odyssey Charter Schools of Nevada will have opportunities for professional development.

Status	Progress Notes	Created On	Created By
N/A	Five support staff employees are being sent to The Conference for Administrative Assistants on 12/15/15. Three support staff are being sent to Coaching and Mentoring Skills for Leadership Success on 12/4/15.	November 04, 2015	Michelle Battle
N/A	The objective in this goal continues through May 2015. We have accomplished the objective, but will continue our activities indefinitely.	October 28, 2014	Michelle Battle

Measurable Objective 1:

demonstrate a behavior : provide ongoing, individualized professional development and increase offerings of external professional development to support staff by 05/29/2015 as measured by documented professional development meetings and documented professional development opportunities offered.

Status	Progress Notes	Created On	Created By
Met	Five support staff employees are being sent to The Conference for Administrative Assistants on 12/15/15. Three support staff are being sent to Coaching and Mentoring Skills for Leadership Success on 12/4/15.	November 04, 2015	Michelle Battle
Met	In addition to monthly support staff professional development meetings, additional support staff professional development takes place regularly. Some examples include: extensive internal and external training provided for new data management system - Infinite Campus, HS Office Manager provides individualized professional development for High School front office staff, instructional assistants in HS and MS programs are included in monthly team meetings and grade level meetings. This objective, although met, will continue indefinitely.	November 03, 2014	Michelle Battle
Met	Documented professional development meetings for support staff are being held on a monthly basis.	October 28, 2014	Michelle Battle

Strategy 1:

Support Staff Professional Development - A needs assessment will be conducted to determine areas of need for professional development for support staff.

Individualized professional development will be conducted for all support staff at least four times per year. Outside professional development opportunities will be offered as they come available.

Research Cited: Support staff personnel, from front office staff to classroom assistants, require professional development not only in their area of job performance, but equally important, in the purpose and culture of the organization.

Status	Progress Notes	Created On	Created By
N/A	Support staff professional development is occurring monthly and will be ongoing.	October 28, 2014	Michelle Battle

Activity - Needs assessment for support staff professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A needs assessment will be created and conducted each school year to determine areas of support staff professional development for the year.	Professional Learning	08/18/2014	05/29/2015	\$0	No Funding Required	High School Principal, Middle School Principal, and Elementary School Principal

Status	Progress Notes	Created On	Created By
Completed	Support staff needs assessment was conducted at the first support staff professional development meeting during the summer of 2014. An new needs assessment will be completed annually.	October 28, 2014	Michelle Battle

Activity - Support Staff Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individualized professional development will be conducted at a minimum of four times per year. The dates and schedule of professional development will be placed on the master calendar and conducted as scheduled. Support staff will also be given opportunities for outside professional development as they come available.	Professional Learning	08/18/2014	05/29/2015	\$0	No Funding Required	High School Administration , Middle School Administration , Elementary School Administration

Status	Progress Notes	Created On	Created By
Completed	Five support staff employees are being sent to The Conference for Administrative Assistants on 12/15/15. Three support staff are being sent to Coaching and Mentoring Skills for Leadership Success on 12/4/15. We have accomplished the objective, but will continue our activities indefinitely.	November 04, 2015	Michelle Battle
In Progress	Elementary Staff participated in a 3 day Project Based Learning (PBL) course offered by The Buck Institute of Education (BIE) in June 2015.	November 03, 2015	Michelle Battle
Completed	Another Support Staff Professional Development meeting was held on October 23, 2014. These training opportunities will continue indefinitely.	October 28, 2014	Michelle Battle
In Progress	Support staff monthly meetings initiated on 06/13/2014. Meeting minutes recorded.	July 14, 2014	Michelle Battle

In Progress	Paraprofessional Academy offered to all special education instructional assistants. One HS paraprofessional accepted offer, chose the Technology Academy, attended nine classes on Saturdays, and completed all course work. December 7, 2013 - March 14, 2014	April 09, 2014	Michelle Battle
In Progress	1/21/2014 Excel training offered and paid for new support staff employee 2/3/2014 Survey sent out to support staff assessing desired areas for training. 2/13/2014 First school-wide support staff training offered. Topic was Google Drive. Seven support staff attended.	February 14, 2014	Michelle Battle

Goal 5: The Board of Directors for Odyssey Charter Schools will have opportunities for professional development.

Status	Progress Notes	Created On	Created By
N/A	Invited all board members to attend the Nevada Association of School Boards Annual Conference scheduled for November 20-21, 2015, in Reno, NV.	November 04, 2015	Michelle Battle
N/A	Board of Directors President invited to attend and registered for the National Charter School Conference held in Las Vegas, NV on June 30 - July 2, 2014	June 02, 2014	Michelle Battle
N/A	Training offered to all board members - National Association of School Boards Annual Conference on November 22-23, 2013	February 14, 2014	Michelle Battle

Measurable Objective 1:

demonstrate a behavior : provide professional development opportunities to Odyssey Charter Schools board members by 05/30/2014 as measured by documented professional development opportunities offered.

Status	Progress Notes	Created On	Created By
Met	Professional development has been offered, and will continue to be offered. This objective will be ongoing.	October 28, 2014	Michelle Battle

Strategy 1:

Provide opportunities to board members for professional development - Odyssey Administration will seek out appropriate board of directors professional development opportunities and make them available to Odyssey board members.

Research Cited: Not applicable

Status	Progress Notes	Created On	Created By
N/A	This strategy will be ongoing.	October 28, 2014	Michelle Battle
N/A	This strategy will be ongoing.	October 28, 2014	Michelle Battle

Activity - Offer professional development opportunities to board members	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Odyssey administration will seek out and make available at least one board of directors training per school year.	Professional Learning	11/01/2013	05/30/2014	\$2500	General Fund	Odyssey Superintendent and Executive Director

Status	Progress Notes	Created On	Created By
Completed	Invited all board members to attend the Nevada Association of School Boards Annual Conference scheduled for November 20-21, 2015, in Reno, NV. Providing professional development opportunities to board members will be ongoing.	November 04, 2015	Michelle Battle
Completed	Board of Directors President invited to attend and registered for the National Charter School Conference held in Las Vegas, NV on June 30 and Training offered to all board members - National Association of School Boards Annual Conference on November 22-23, 2013 This activity will be ongoing.	October 28, 2014	Michelle Battle

Goal 6: Vertical alignment between Odyssey schools will increase and data will be collected to demonstrate the level of student success at the next level.

Status	Progress Notes	Created On	Created By
N/A	Curriculum mapping is ongoing for all grade levels. The curriculum maps that were drafted last year have been extrapolated to the other grade levels as appropriate and all have been vertically aligned. The teachers meet weekly to discuss the standards and ensure that the curriculum map and vertical alignment "makes sense."	October 28, 2014	Michelle Battle

Measurable Objective 1:

collaborate to increase the vertical alignment between the Odyssey Elementary and Middle School, between the Odyssey Middle and High School, and between the Odyssey High School and post-secondary education by 08/01/2014 as measured by achievement data for students moving from one level to the next within Odyssey and enrollment data in post-secondary education for Odyssey graduates.

Status	Progress Notes	Created On	Created By
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Met	Ongoing collaboration will continue in an effort to support the vertical alignment between middle school and high school, particularly at the 8th and 9th grade transition.	November 10, 2015	Michelle Battle
Not Met	Objective in progress. The activities of holding vertical alignment meetings and identifying areas that require further work have been implemented and the work is ongoing. Analyzing the achievement data for students moving from one level to the next and enrollment data in post-secondary education for Odyssey graduates has not yet been completed.	November 03, 2014	Michelle Battle

Strategy 1:

Collaborative Vertical Alignment Activities - Analyze what concepts, skills, and real-life practices will be taught and mastered to prepare students for success at each 'next level'. Teams will compare these defined concepts to real life practices in courses and instruction. As a result of this review, teams will identify areas that require further work to vertically align curriculum, teaching practices, and assessment to be consistent with support for student success at each 'next level'.

Research Cited: N/A

Activity - Hold Collaborative Vertical Alignment Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze what concepts, skills, and real-life practices will be taught and mastered to prepare students for success at each 'next level'. Teams will compare these defined concepts to real life practices in courses and instruction.	Other	08/25/2014	06/05/2015	\$0	No Funding Required	High School, Middle School, and Elementary School Administration

Status	Progress Notes	Created On	Created By
In Progress	May 2014 - 8th grade teaching teams and 9th grade teaching teams met to discuss vertical alignment of 8th and 9th grade curriculum.	November 03, 2014	Michelle Battle
In Progress	Ongoing counselor collaboration between MS and HS each year is taking place. Students in MS visit with HS counselors.	October 21, 2014	Michelle Battle
In Progress	Collaborative meetings taking place with PD coordinators from both schools,. Alignment continues through meetings and shared course objectives.	October 21, 2014	Michelle Battle
In Progress	07/2014 - PD was held with middle school teachers during the summer. Vertical alignment activities were conducted between middle school grade levels.	August 25, 2014	Michelle Battle

Activity - Identify areas that require further work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identify areas that require further work to vertically align curriculum, teaching practices, and assessment to be consistent with support for student success at each 'next level'.	Other	08/25/2014	06/05/2015	\$0	No Funding Required	High School, Middle School, and Elementary School Administration
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Status	Progress Notes	Created On	Created By
In Progress	In the state of Nevada, 2014 data were not reported to schools. Non-data based areas of student need continue to be addressed at teacher and department levels.	November 10, 2015	Michelle Battle
In Progress	Data collection including passing rates, standardized test scores, and teacher made assessments are reviewed for trends, areas of concern, and specific math strand deficiencies to identify curriculum needs in prior grade levels and predict curriculum needs for the next grade level.	November 03, 2014	Michelle Battle
In Progress	Middle school science instructors meet collaboratively to determine which standards (new standards forthcoming) require continued emphasis, and areas where STEM must be further explored in coursework.	October 21, 2014	Michelle Battle

Activity - Assess Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess achievement data of sixth grade Odyssey students who were also Odyssey students in the fifth grade, and ninth grade Odyssey students who were also Odyssey students if eighth grade. Compare achievement to those students in the same grade level who were not Odyssey students the year prior.	Other	06/01/2015	07/31/2015	\$0	No Funding Required	High School, Middle School, and Elementary School Administration

Status	Progress Notes	Created On	Created By
In Progress	Data collection and transitioning of OCS 8th to 9th grade students is ongoing.	November 10, 2015	Michelle Battle
In Progress	Data are being gathered for identification and progress of OCS MS students enrolling at OCS HS.	October 21, 2014	Michelle Battle

Activity - Assess Post-Secondary Education Enrollment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Survey Odyssey graduates each year and collect data on their enrollment in post-secondary education programs. Survey Odyssey graduates at the end of the first year of enrollment in post-secondary education programs to track successful completion of the first two semesters. Analyze this data to determine percentage of students successful at this "next level".	Other	06/02/2014	06/06/2016	\$0	No Funding Required	Data Analysis personnel (Jamila Eddins)

Status	Progress Notes	Created On	Created By
Not Completed	These data have not been collected at the middle school level.	November 10, 2015	Michelle Battle

Goal 7: 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	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	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 Administration

Status	Progress Notes	Created On	Created By
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 achievement data during individual professional development.

Status	Progress Notes	Created On	Created By
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	09/08/2014	06/03/2016	\$0	No Funding Required	High School, Middle School, Elementary School Administration, and teachers.

Status	Progress Notes	Created On	Created By
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
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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
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Status	Progress Notes	Created On	Created By
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 8: All professional and support personnel will participate in collaborative learning groups.

Status	Progress Notes	Created On	Created By
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
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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 participate 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.

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 Administration

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

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

Status	Progress Notes	Created On	Created By
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 a formal, written procedure.

Status	Progress Notes	Created On	Created By
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
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<p>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.</p>	<p>Policy and Process</p>	<p>10/13/2014</p>	<p>08/24/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Odyssey Charter School Administration - Superintendent, Executive Director of School Operations, Odyssey High School administration, Odyssey Middle School Administration, Odyssey Elementary School Administration</p>
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Goal 10: Increase the percentage of Odyssey Charter Elementary School students proficient in Reading.

Status	Progress Notes	Created On	Created By
N/A	The percent of students proficient in ELA increased from 58.0% in SY 2012-2013 to 63.6% in SY 2013-2014. This is a growth of 5.6%.	October 23, 2014	Michelle Battle
N/A	The data for elementary school proficiency are not available at this time.	June 11, 2014	Michelle Battle

Measurable Objective 1:

A 10% increase of Fourth and Fifth grade students will demonstrate a behavior (move from 48% to 58% of students) meeting AGP (Adequate Growth Percentile) in Reading by 09/30/2014 as measured by the 2014 Nevada School Performance Framework which is based on the April 2014 administration of the CRT.

Status	Progress Notes	Created On	Created By
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Not Met	CRT Testing Data is not available from the 2014-2015 school year.	November 03, 2015	Michelle Battle
Not Met	The Adequate Growth Percentile (AGP) in ELA increased from 48.2 in SY 2012-2013 to 56.3 in SY 2013-2014. This is an increase of 8.1 percentiles which is just shy of the 10 percentile goal.	October 24, 2014	Michelle Battle

(shared) Strategy 1:

Professional Development - Instructors will meet with administration individually and in small groups to individualize and target instruction to demonstrated student needs, provide intervention (RTI) to struggling students, and actively engage the parents in the instruction throughout the week. Teachers will be trained on Lexia Core 5 Reading Program.

Research Cited: Website of Research Driven Interventions: <http://www.interventioncentral.org/response-to-intervention>

Implementing RTI: <http://thertisite.learningtodayonline.com/>

Parental School Involvement and Children's Academic Achievement Pragmatics and Issues Nancy E. Hill and Lorraine C. Taylor Current Directions in Psychological Science

Lexia Core 5:

[Macaruso, P., & Walker, A. (2008). The efficacy of computer-assisted instruction for advancing literacy skills in kindergarten children. Reading Psychology, 29, 266–287.]

[Macaruso, P., & Rodman, A. (2011). Efficacy of computer-assisted instruction for the development of early literacy skills in young children. Reading Psychology, 32, 172–196.]

Status	Progress Notes	Created On	Created By
N/A	Teacher observations during student visits by the assistant principal occurred a minimum of five times throughout the school year followed by professional feedback. 100% of required K-6 staff attended the Lexia trainings on November 18th and on February 14th.	June 11, 2014	Michelle Battle

Activity - Weekly teacher collaboration meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss learning objectives, expectations for student work, and teaching strategies.	Professional Learning	09/30/2013	05/30/2014	\$0	No Funding Required	Instructors, Administration

Status	Progress Notes	Created On	Created By
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In Progress	Teachers meet 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	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 23, 2014	Michelle Battle
In Progress	Teachers successfully met in collaborative cohorts on a weekly basis. Student RTI, lesson objectives and teaching strategies were discussed at each grade level. The cohort groups will continue during fall of 2014-2015 school year.	June 11, 2014	Michelle Battle
In Progress	Teachers have been meeting weekly to discuss lesson planning and instruction. Teachers have begun to set individualized learning goals for some of their students.	January 21, 2014	Michelle Battle

Activity - Lexia Core5 Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend one initial Lexia Core5 Training and one follow-up Lexia Core5 training.	Professional Learning	11/18/2013	01/09/2014	\$1000	Title I School Improvement (ISI)	Literacy Strategist, Administration

Status	Progress Notes	Created On	Created By
Completed	Lexia continues to be a valuable tool in the education of our students. Reading Plus is now used for students that graduate or are approaching graduation from Lexia.	November 03, 2015	Michelle Battle
Completed	Lexia Core 5 is an integral part of the Elementary School curriculum. The teachers use the program and the data that it provides on a weekly basis to monitor student progress, to make instructional decisions and to provide feedback to the parents.	October 23, 2014	Michelle Battle
Completed	100% of required K-6 staff attended the Lexia trainings on November 18th and on February 14th. Teacher implementation of individual Lexia programs was required and fulfilled. The program will remain in use during the 2014-2015 school year.	June 11, 2014	Michelle Battle
Completed	Lexia is implemented in the weekly curriculum. The teachers have attended both training sessions and are using the program gather student achievement data and to target instruction.	January 21, 2014	Michelle Battle

(shared) Strategy 2:

Family Engagement - Teachers will communicate weekly with parents at the weekly visits and via email and telephone. Teachers will develop lesson plans that engage the parents more fully in the weekly instruction of the students. PAT (Parents as Teachers) classes will be offered throughout the year. The PAT instructor is available to make home visits. A new Literacy Night event will occur in the spring.

Research Cited: Parental School Involvement and Children's Academic Achievement Pragmatics and Issues Nancy E. Hill and Lorraine C. Taylor Current Directions in Psychological Science

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Status	Progress Notes	Created On	Created By
N/A	Parent orientations, parent communication, Literacy Night, inclusion of parents in lesson implementation, Parent as Teacher classes (PAT), and weekly in-home visits with students and parents were all activities supporting family engagement. These activities will continue to the 2014-15 school year.	June 11, 2014	Michelle Battle

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Odyssey already holds a very successful Math night each fall. Now, a new Literacy Night will be added in the spring. Parents and students will attend the event in the evening and participate in numerous activities that promote literacy.	Parent Involvement	02/26/2014	02/26/2014	\$1000	General Fund	Literacy Strategist, PAT (Parents as Teachers) coordinator, administration

Status	Progress Notes	Created On	Created By
In Progress	Literacy Night and Math Night are now called Family Academic Nights. The students present their learning (mostly from their PBL's) in a public forum as well as compete in academic contests and participate in fun academic activities with their parents.	November 03, 2015	Michelle Battle
In Progress	Literacy Night is scheduled for Wednesday, March 4, 2015.	October 23, 2014	Michelle Battle
Completed	The Literacy Night, organized by the new literacy strategist, was successfully carried out. Improvements that may impact the turnout will be reviewed this fall by the team. Calendaring will take place this summer.	June 11, 2014	Michelle Battle
In Progress	Planned for February 26th.	January 21, 2014	Michelle Battle

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design lessons that (and/or modify the weekly logs to) engage and empower the parent to actively guide the student towards achieving the weekly learning objectives.	Parent Involvement	09/30/2013	05/30/2014	\$0	No Funding Required	Administration, Instructors, Curriculum Specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers identify weekly standards to teach and assess. Results from the weekly assessments are posted in a Standards Based Gradebook using an Emergent, Approaches, Meets, Exceeds rubric.	November 03, 2015	Michelle Battle

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In Progress	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 23, 2014	Michelle Battle
In Progress	Lessons were based upon collaborative meeting discussions and analysis of data and were monitored by cohort groups and administration. Lesson planning included use of engagement activities for students and parents, and required teachers to leave assignments for follow up by parent and student. Lesson planning incorporated the use of measurable objectives, data driven interventions, and modeled teaching strategies for parents.	June 11, 2014	Michelle Battle
In Progress	One group of teachers in the Northwest is empowering their parents and modifying the logs to focus on weekly learning objectives. These teachers will begin to lead other teacher collaboration groups with the assistance of administration.	January 21, 2014	Michelle Battle

Activity - PAT Classes (On campus and in-home)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents as Teachers (PAT) classes are being offered throughout the year. These classes address various topics in the disciplines of mathematics, reading, writing, science, social studies, and test taking strategies. In addition to on-campus classes, the PAT instructor makes home visits to families that are struggling with organization, time management, goal setting, and poor productivity. Teachers refer families that are in need of intervention to the PAT instructor, counselor, and social worker.	Parent Involvement	09/23/2013	05/30/2014	\$75000	General Fund	PAT Instructor, Counselor, Social Worker, Administration

Status	Progress Notes	Created On	Created By
In Progress	PAT classes continue to be offered and are very popular.	November 03, 2015	Michelle Battle
In Progress	PAT classes are scheduled for the current semester. The number of PAT classes being offered has been reduced somewhat due to limited classroom space. PAT classes have been offered in the evening to accommodate the schedule of some parents that cannot make it during the day and to resolve the classroom space issue. The evening classes were attended at 80% capacity. Also, a new parent program called Moms and Dads, Kinder to Grads was implemented to provide an opportunity for parents and educational professionals to discuss various topics throughout the year. The topic of the first presentation of the year was Internet Safety.	October 23, 2014	Michelle Battle
In Progress	Classes were calendared and held on campus during most school weeks. The attendance was approximately ten to twenty families at each class. Classes were offered at grades levels K-2, 3-5 and middle school. PAT classes maintained a focus on core subject areas for literacy including writing and reading fundamentals/enrichment with data from the 2012-2013 CRTs to support choices for class content. PAT at home began with targeted populations and will be expanded further during the 2014-2015 school year.	June 11, 2014	Michelle Battle
In Progress	The PAT instructor has conducted classes on campus and in the homes of needy families.	January 21, 2014	Michelle Battle

(shared) Strategy 3:

Curriculum, Instruction, Assessment - Revise the curriculum map for 4th and 5th grade ELA to more accurately reflect the CCSS. Teachers will design lessons that set measurable learning objectives and engage and empower the parent to actively guide the student towards achieving the weekly learning objectives. Employ Lexia

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Core5 Reading Program as supplemental Reading Instruction and for intervention and progress monitoring.

Research Cited: A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Elementary Schools

Authors: Yvonne L. Goddard, Roger D. Goddard, Megan Tschannen-Moran Teachers College Record

Lexia Core5 research was cited under Strategy #1

Status	Progress Notes	Created On	Created By
N/A	Lexia Core5 instruction, curriculum mapping, and effective lesson planning were implemented to support the goal. These activities will continue in the 2014-15 school year.	June 11, 2014	Michelle Battle

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise the curriculum map for 4th and 5th grade ELA to more accurately reflect the CCSS. Cite Compass Learning lessons that address each of the CCSS objectives.	Direct Instruction	11/01/2013	05/30/2014	\$0	No Funding Required	Curriculum Specialist, Literacy Strategist, Instructors, Administration

Status	Progress Notes	Created On	Created By
In Progress	Teachers continue to discuss curriculum maps as they partake in common lesson planning.	November 03, 2015	Michelle Battle
In Progress	Curriculum mapping is ongoing for all grade levels. The curriculum maps that were drafted last year have been extrapolated to the other grade levels as appropriate. The teachers meet weekly to discuss the standards and ensure that the curriculum map "makes sense."	October 23, 2014	Michelle Battle
In Progress	Curriculum mapping for the fourth and fifth grades in English were completed for the year. Specific weekly learning objectives and the activities prescribed in Compass Learning were aligned to the Common Core standards and the lessons in Compass Learning. Additional grade levels will be aligned and mapped during the 2014-2015 school year.	June 11, 2014	Michelle Battle
In Progress	A cohort of instructors has mapped the 4th grade Mathematics curriculum. However, the state of NV has since informed the schools that the CRT will be 70% aligned to the old NV State Standards and only 30% aligned to CCSS. They have also stated that next year the state is adopting new state standards that are based on the CCSS. Therefore, the importance and urgency of revising Odyssey's curriculum map is under review.	January 21, 2014	Michelle Battle

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will design lessons that set measurable learning objectives and engage and empower the parent to actively guide the student towards achieving the weekly learning objectives. At the weekly visit, the teachers will review the lesson and objectives with the parents and students, model appropriate teaching strategies, and anticipate pitfalls and provide interventions should they be needed.	Direct Instruction	10/01/2013	05/30/2014	\$0	No Funding Required	Teachers, Administration, Curriculum Specialist
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Status	Progress Notes	Created On	Created By
In Progress	Teachers identify weekly standards to teach and assess. Results from the weekly assessments are posted in a Standards Based Gradebook using an Emergent, Approaches, Meets, Exceeds rubric.	November 03, 2015	Michelle Battle
In Progress	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 23, 2014	Michelle Battle
In Progress	Lessons were based upon collaborative meeting discussions and analysis of data and were monitored by cohort groups and administration. Lesson planning included use of engagement activities for students and parents, and required teachers to leave assignments for follow up by parent and student. Lesson planning incorporated the use of measurable objectives, data driven interventions, and modeled teaching strategies for parents.	June 11, 2014	Michelle Battle
In Progress	One group of teachers in the Northwest is empowering their parents and modifying the logs to focus on weekly learning objectives. These teachers will begin to lead other teacher collaboration groups with the assistance of administration.	January 21, 2014	Michelle Battle

Activity - Lexia Core5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employ Lexia Core5 Reading Program as supplemental Reading Instruction and for intervention and progress monitoring.	Direct Instruction	11/18/2013	06/03/2014	\$8800	Title I School Improvement (ISI)	Literacy Strategist, Teachers, Curriculum Specialist, Administration

Status	Progress Notes	Created On	Created By
In Progress	Lexia continues to be a valuable tool in the education of our students. Reading Plus is now used for students that graduate or are approaching graduation from Lexia.	November 03, 2015	Michelle Battle
In Progress	Lexia Core 5 is an integral part of the Elementary School curriculum. The teachers use the program and the data that it provides on a weekly basis to monitor student progress, to make instructional decisions and to provide feedback to the parents.	October 23, 2014	Michelle Battle

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In Progress	Lexia use by all students at all grade levels K-6 was monitored by reading strategist and reported regularly to administration. Students working consistently on Lexia demonstrated improved reading fluency and comprehension as noted by literacy personnel. CRT scores are unavailable however a high correlation is expected between strong scores and Lexia program completion.	June 11, 2014	Michelle Battle
In Progress	Lexia is implemented in the weekly curriculum. The teachers have attended both training sessions and are using the program gather student achievement data and to target instruction.	January 21, 2014	Michelle Battle

Measurable Objective 2:

A 10% increase of Fourth and Fifth grade Economically Disadvantaged students will demonstrate a behavior (move from 37.5% to 47.5% of FRL students) meeting AGP (Adequate Growth Percentile) in Reading by 09/30/2014 as measured by the 2014 Nevada School Performance Framework which is based on the April 2014 administration of the CRT.

Status	Progress Notes	Created On	Created By
Met	CRT Testing Data is not available from the 2014-2015 school year.	November 03, 2015	Michelle Battle
Met	The percent of FRL students that achieved an Adequate Growth Percentile (AGP) increased from 37.5% in SY 2012-2013 to 52.8% in SY 2013-2014. This is an increase of 15.3%.	October 23, 2014	Michelle Battle

(shared) Strategy 1:

Professional Development - Instructors will meet with administration individually and in small groups to individualize and target instruction to demonstrated student needs, provide intervention (RTI) to struggling students, and actively engage the parents in the instruction throughout the week. Teachers will be trained on Lexia Core 5 Reading Program.

Research Cited: Website of Research Driven Interventions: <http://www.interventioncentral.org/response-to-intervention>

Implementing RTI: <http://thertisite.learningtodayonline.com/>

Parental School Involvement and Children's Academic Achievement Pragmatics and Issues Nancy E. Hill and Lorraine C. Taylor Current Directions in Psychological Science

Lexia Core 5:

[Macaruso, P., & Walker, A. (2008). The efficacy of computer-assisted instruction for advancing literacy skills in kindergarten children. Reading Psychology, 29, 266–287.]

[Macaruso, P., & Rodman, A. (2011). Efficacy of computer-assisted instruction for the development of early literacy skills in young children. Reading Psychology, 32, 172–196.]

Status	Progress Notes	Created On	Created By
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Odyssey Charter Elementary School

Odyssey Charter School

N/A	Teacher observations during student visits by the assistant principal occurred a minimum of five times throughout the school year followed by professional feedback. 100% of required K-6 staff attended the Lexia trainings on November 18th and on February 14th.	June 11, 2014	Michelle Battle
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Activity - Weekly teacher collaboration meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss learning objectives, expectations for student work, and teaching strategies.	Professional Learning	09/30/2013	05/30/2014	\$0	No Funding Required	Instructors, Administration

Status	Progress Notes	Created On	Created By
In Progress	Teachers meet 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	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 23, 2014	Michelle Battle
In Progress	Teachers successfully met in collaborative cohorts on a weekly basis. Student RTI, lesson objectives and teaching strategies were discussed at each grade level. The cohort groups will continue during fall of 2014-2015 school year.	June 11, 2014	Michelle Battle
In Progress	Teachers have been meeting weekly to discuss lesson planning and instruction. Teachers have begun to set individualized learning goals for some of their students.	January 21, 2014	Michelle Battle

Activity - Lexia Core5 Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend one initial Lexia Core5 Training and one follow-up Lexia Core5 training.	Professional Learning	11/18/2013	01/09/2014	\$1000	Title I School Improvement (ISI)	Literacy Strategist, Administration

Status	Progress Notes	Created On	Created By
Completed	Lexia continues to be a valuable tool in the education of our students. Reading Plus is now used for students that graduate or are approaching graduation from Lexia.	November 03, 2015	Michelle Battle
Completed	Lexia Core 5 is an integral part of the Elementary School curriculum. The teachers use the program and the data that it provides on a weekly basis to monitor student progress, to make instructional decisions and to provide feedback to the parents.	October 23, 2014	Michelle Battle

Odyssey Charter Elementary School

Odyssey Charter School

Completed	100% of required K-6 staff attended the Lexia trainings on November 18th and on February 14th. Teacher implementation of individual Lexia programs was required and fulfilled. The program will remain in use during the 2014-2015 school year.	June 11, 2014	Michelle Battle
Completed	Lexia is implemented in the weekly curriculum. The teachers have attended both training sessions and are using the program gather student achievement data and to target instruction.	January 21, 2014	Michelle Battle

(shared) Strategy 2:

Family Engagement - Teachers will communicate weekly with parents at the weekly visits and via email and telephone. Teachers will develop lesson plans that engage the parents more fully in the weekly instruction of the students. PAT (Parents as Teachers) classes will be offered throughout the year. The PAT instructor is available to make home visits. A new Literacy Night event will occur in the spring.

Research Cited: Parental School Involvement and Children's Academic Achievement Pragmatics and Issues Nancy E. Hill and Lorraine C. Taylor Current Directions in Psychological Science

Status	Progress Notes	Created On	Created By
N/A	Parent orientations, parent communication, Literacy Night, inclusion of parents in lesson implementation, Parent as Teacher classes (PAT), and weekly in-home visits with students and parents were all activities supporting family engagement. These activities will continue to the 2014-15 school year.	June 11, 2014	Michelle Battle

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Odyssey already holds a very successful Math night each fall. Now, a new Literacy Night will be added in the spring. Parents and students will attend the event in the evening and participate in numerous activities that promote literacy.	Parent Involvement	02/26/2014	02/26/2014	\$1000	General Fund	Literacy Strategist, PAT (Parents as Teachers) coordinator, administration

Status	Progress Notes	Created On	Created By
In Progress	Literacy Night and Math Night are now called Family Academic Nights. The students present their learning (mostly from their PBL's) in a public forum as well as compete in academic contests and participate in fun academic activities with their parents.	November 03, 2015	Michelle Battle
In Progress	Literacy Night is scheduled for Wednesday, March 4, 2015.	October 23, 2014	Michelle Battle
Completed	The Literacy Night, organized by the new literacy strategist, was successfully carried out. Improvements that may impact the turnout will be reviewed this fall by the team. Calendaring will take place this summer.	June 11, 2014	Michelle Battle
In Progress	Planned for February 26th.	January 21, 2014	Michelle Battle

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design lessons that (and/or modify the weekly logs to) engage and empower the parent to actively guide the student towards achieving the weekly learning objectives.	Parent Involvement	09/30/2013	05/30/2014	\$0	No Funding Required	Administration , Instructors, Curriculum Specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers identify weekly standards to teach and assess. Results from the weekly assessments are posted in a Standards Based Gradebook using an Emergent, Approaches, Meets, Exceeds rubric.	November 03, 2015	Michelle Battle
In Progress	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 23, 2014	Michelle Battle
In Progress	Lessons were based upon collaborative meeting discussions and analysis of data and were monitored by cohort groups and administration. Lesson planning included use of engagement activities for students and parents, and required teachers to leave assignments for follow up by parent and student. Lesson planning incorporated the use of measurable objectives, data driven interventions, and modeled teaching strategies for parents.	June 11, 2014	Michelle Battle
In Progress	One group of teachers in the Northwest is empowering their parents and modifying the logs to focus on weekly learning objectives. These teachers will begin to lead other teacher collaboration groups with the assistance of administration.	January 21, 2014	Michelle Battle

Activity - PAT Classes (On campus and in-home)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents as Teachers (PAT) classes are being offered throughout the year. These classes address various topics in the disciplines of mathematics, reading, writing, science, social studies, and test taking strategies. In addition to on-campus classes, the PAT instructor makes home visits to families that are struggling with organization, time management, goal setting, and poor productivity. Teachers refer families that are in need of intervention to the PAT instructor, counselor, and social worker.	Parent Involvement	09/23/2013	05/30/2014	\$75000	General Fund	PAT Instructor, Counselor, Social Worker, Administration

Status	Progress Notes	Created On	Created By
In Progress	PAT classes continue to be offered and are very popular.	November 03, 2015	Michelle Battle

Odyssey Charter Elementary School

Odyssey Charter School

In Progress	PAT classes are scheduled for the current semester. The number of PAT classes being offered has been reduced somewhat due to limited classroom space. PAT classes have been offered in the evening to accommodate the schedule of some parents that cannot make it during the day and to resolve the classroom space issue. The evening classes were attended at 80% capacity. Also, a new parent program called Moms and Dads, Kinder to Grads was implemented to provide an opportunity for parents and educational professionals to discuss various topics throughout the year. The topic of the first presentation of the year was Internet Safety.	October 23, 2014	Michelle Battle
In Progress	Classes were calendared and held on campus during most school weeks. The attendance was approximately ten to twenty families at each class. Classes were offered at grades levels K-2, 3-5 and middle school. PAT classes maintained a focus on core subject areas for literacy including writing and reading fundamentals/enrichment with data from the 2012-2013 CRTs to support choices for class content. PAT at home began with targeted populations and will be expanded further during the 2014-2015 school year.	June 11, 2014	Michelle Battle
In Progress	The PAT instructor has conducted classes on campus and in the homes of needy families.	January 21, 2014	Michelle Battle

(shared) Strategy 3:

Curriculum, Instruction, Assessment - Revise the curriculum map for 4th and 5th grade ELA to more accurately reflect the CCSS. Teachers will design lessons that set measurable learning objectives and engage and empower the parent to actively guide the student towards achieving the weekly learning objectives. Employ Lexia Core5 Reading Program as supplemental Reading Instruction and for intervention and progress monitoring.

Research Cited: A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Elementary Schools

Authors: Yvonne L. Goddard, Roger D. Goddard, Megan Tschannen-Moran Teachers College Record

Lexia Core5 research was cited under Strategy #1

Status	Progress Notes	Created On	Created By
N/A	Lexia Core5 instruction, curriculum mapping, and effective lesson planning were implemented to support the goal. These activities will continue in the 2014-15 school year.	June 11, 2014	Michelle Battle

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise the curriculum map for 4th and 5th grade ELA to more accurately reflect the CCSS. Cite Compass Learning lessons that address each of the CCSS objectives.	Direct Instruction	11/01/2013	05/30/2014	\$0	No Funding Required	Curriculum Specialist, Literacy Strategist, Instructors, Administration

Status	Progress Notes	Created On	Created By
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Odyssey Charter Elementary School

Odyssey Charter School

In Progress	Teachers continue to discuss curriculum maps as they partake in common lesson planning.	November 03, 2015	Michelle Battle
In Progress	Curriculum mapping is ongoing for all grade levels. The curriculum maps that were drafted last year have been extrapolated to the other grade levels as appropriate. The teachers meet weekly to discuss the standards and ensure that the curriculum map "makes sense."	October 23, 2014	Michelle Battle
In Progress	Curriculum mapping for the fourth and fifth grades in English were completed for the year. Specific weekly learning objectives and the activities prescribed in Compass Learning were aligned to the Common Core standards and the lessons in Compass Learning. Additional grade levels will be aligned and mapped during the 2014-2015 school year.	June 11, 2014	Michelle Battle
In Progress	A cohort of instructors has mapped the 4th grade Mathematics curriculum. However, the state of NV has since informed the schools that the CRT will be 70% aligned to the old NV State Standards and only 30% aligned to CCSS. They have also stated that next year the state is adopting new state standards that are based on the CCSS. Therefore, the importance and urgency of revising Odyssey's curriculum map is under review.	January 21, 2014	Michelle Battle

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design lessons that set measurable learning objectives and engage and empower the parent to actively guide the student towards achieving the weekly learning objectives. At the weekly visit, the teachers will review the lesson and objectives with the parents and students, model appropriate teaching strategies, and anticipate pitfalls and provide interventions should they be needed.	Direct Instruction	10/01/2013	05/30/2014	\$0	No Funding Required	Teachers, Administration, Curriculum Specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers identify weekly standards to teach and assess. Results from the weekly assessments are posted in a Standards Based Gradebook using an Emergent, Approaches, Meets, Exceeds rubric.	November 03, 2015	Michelle Battle
In Progress	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 23, 2014	Michelle Battle
In Progress	Lessons were based upon collaborative meeting discussions and analysis of data and were monitored by cohort groups and administration. Lesson planning included use of engagement activities for students and parents, and required teachers to leave assignments for follow up by parent and student. Lesson planning incorporated the use of measurable objectives, data driven interventions, and modeled teaching strategies for parents.	June 11, 2014	Michelle Battle
In Progress	One group of teachers in the Northwest is empowering their parents and modifying the logs to focus on weekly learning objectives. These teachers will begin to lead other teacher collaboration groups with the assistance of administration.	January 21, 2014	Michelle Battle

Activity - Lexia Core5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Odyssey Charter Elementary School

Odyssey Charter School

Employ Lexia Core5 Reading Program as supplemental Reading Instruction and for intervention and progress monitoring.	Direct Instruction	11/18/2013	06/03/2014	\$8800	Title I School Improvement (ISI)	Literacy Strategist, Teachers, Curriculum Specialist, Administration
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Status	Progress Notes	Created On	Created By
In Progress	Lexia continues to be a valuable tool in the education of our students. Reading Plus is now used for students that graduate or are approaching graduation from Lexia.	November 03, 2015	Michelle Battle
In Progress	Lexia Core 5 is an integral part of the Elementary School curriculum. The teachers use the program and the data that it provides on a weekly basis to monitor student progress, to make instructional decisions and to provide feedback to the parents.	October 23, 2014	Michelle Battle
In Progress	Lexia use by all students at all grade levels K-6 was monitored by reading strategist and reported regularly to administration. Students working consistently on Lexia demonstrated improved reading fluency and comprehension as noted by literacy personnel. CRT scores are unavailable however a high correlation is expected between strong scores and Lexia program completion.	June 11, 2014	Michelle Battle
In Progress	Lexia is implemented in the weekly curriculum. The teachers have attended both training sessions and are using the program gather student achievement data and to target instruction.	January 21, 2014	Michelle Battle

Measurable Objective 3:

A 10% increase of Fourth and Fifth grade students will demonstrate a behavior (move from 60% to 70% of students) labeled as "Keeping Up" in Reading by 09/30/2014 as measured by the School Growth Summary Report (Green and Whites) which is based on the April 2014 administration of the CRT.

Status	Progress Notes	Created On	Created By
Not Met	CRT Testing Data is not available from the 2014-2015 school year.	November 03, 2015	Michelle Battle
Not Met	The percent of 4th and 5th grade students labeled as "Keeping Up" increased from 60% in SY 2012-2013 to 61% in SY 2013-2014. This is an increase of 1%.	October 24, 2014	Michelle Battle

(shared) Strategy 1:

Professional Development - Instructors will meet with administration individually and in small groups to individualize and target instruction to demonstrated student needs, provide intervention (RTI) to struggling students, and actively engage the parents in the instruction throughout the week. Teachers will be trained on Lexia Core 5 Reading Program.

Research Cited: Website of Research Driven Interventions: <http://www.interventioncentral.org/response-to-intervention>

Implementing RTI: <http://thertisite.learningtodayonline.com/>

Parental School Involvement and Children's Academic Achievement Pragmatics and Issues Nancy E. Hill and Lorraine C. Taylor Current Directions in Psychological

Science

Lexia Core 5:

[Macaruso, P., & Walker, A. (2008). The efficacy of computer-assisted instruction for advancing literacy skills in kindergarten children. *Reading Psychology*, 29, 266–287.]

[Macaruso, P., & Rodman, A. (2011). Efficacy of computer-assisted instruction for the development of early literacy skills in young children. *Reading Psychology*, 32, 172–196.]

Status	Progress Notes	Created On	Created By
N/A	Teacher observations during student visits by the assistant principal occurred a minimum of five times throughout the school year followed by professional feedback. 100% of required K-6 staff attended the Lexia trainings on November 18th and on February 14th.	June 11, 2014	Michelle Battle

Activity - Weekly teacher collaboration meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss learning objectives, expectations for student work, and teaching strategies.	Professional Learning	09/30/2013	05/30/2014	\$0	No Funding Required	Instructors, Administration

Status	Progress Notes	Created On	Created By
In Progress	Teachers meet 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	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 23, 2014	Michelle Battle
In Progress	Teachers successfully met in collaborative cohorts on a weekly basis. Student RTI, lesson objectives and teaching strategies were discussed at each grade level. The cohort groups will continue during fall of 2014-2015 school year.	June 11, 2014	Michelle Battle
In Progress	Teachers have been meeting weekly to discuss lesson planning and instruction. Teachers have begun to set individualized learning goals for some of their students.	January 21, 2014	Michelle Battle

Activity - Lexia Core5 Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Odyssey Charter Elementary School

Odyssey Charter School

Teachers will attend one initial Lexia Core5 Training and one follow-up Lexia Core5 training.	Professional Learning	11/18/2013	01/09/2014	\$1000	Title I School Improvement (ISI)	Literacy Strategist, Administration
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Status	Progress Notes	Created On	Created By
Completed	Lexia continues to be a valuable tool in the education of our students. Reading Plus is now used for students that graduate or are approaching graduation from Lexia.	November 03, 2015	Michelle Battle
Completed	Lexia Core 5 is an integral part of the Elementary School curriculum. The teachers use the program and the data that it provides on a weekly basis to monitor student progress, to make instructional decisions and to provide feedback to the parents.	October 23, 2014	Michelle Battle
Completed	100% of required K-6 staff attended the Lexia trainings on November 18th and on February 14th. Teacher implementation of individual Lexia programs was required and fulfilled. The program will remain in use during the 2014-2015 school year.	June 11, 2014	Michelle Battle
Completed	Lexia is implemented in the weekly curriculum. The teachers have attended both training sessions and are using the program gather student achievement data and to target instruction.	January 21, 2014	Michelle Battle

(shared) Strategy 2:

Family Engagement - Teachers will communicate weekly with parents at the weekly visits and via email and telephone. Teachers will develop lesson plans that engage the parents more fully in the weekly instruction of the students. PAT (Parents as Teachers) classes will be offered throughout the year. The PAT instructor is available to make home visits. A new Literacy Night event will occur in the spring.

Research Cited: Parental School Involvement and Children's Academic Achievement Pragmatics and Issues Nancy E. Hill and Lorraine C. Taylor Current Directions in Psychological Science

Status	Progress Notes	Created On	Created By
N/A	Parent orientations, parent communication, Literacy Night, inclusion of parents in lesson implementation, Parent as Teacher classes (PAT), and weekly in-home visits with students and parents were all activities supporting family engagement. These activities will continue to the 2014-15 school year.	June 11, 2014	Michelle Battle

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Odyssey already holds a very successful Math night each fall. Now, a new Literacy Night will be added in the spring. Parents and students will attend the event in the evening and participate in numerous activities that promote literacy.	Parent Involvement	02/26/2014	02/26/2014	\$1000	General Fund	Literacy Strategist, PAT (Parents as Teachers) coordinator, administration

Status	Progress Notes	Created On	Created By
In Progress	Literacy Night and Math Night are now called Family Academic Nights. The students present their learning (mostly from their PBL's) in a public forum as well as compete in academic contests and participate in fun academic activities with their parents.	November 03, 2015	Michelle Battle
In Progress	Literacy Night is scheduled for Wednesday, March 4, 2015.	October 23, 2014	Michelle Battle
Completed	The Literacy Night, organized by the new literacy strategist, was successfully carried out. Improvements that may impact the turnout will be reviewed this fall by the team. Calendaring will take place this summer.	June 11, 2014	Michelle Battle
In Progress	Planned for February 26th.	January 21, 2014	Michelle Battle

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design lessons that (and/or modify the weekly logs to) engage and empower the parent to actively guide the student towards achieving the weekly learning objectives.	Parent Involvement	09/30/2013	05/30/2014	\$0	No Funding Required	Administration, Instructors, Curriculum Specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers identify weekly standards to teach and assess. Results from the weekly assessments are posted in a Standards Based Gradebook using an Emergent, Approaches, Meets, Exceeds rubric.	November 03, 2015	Michelle Battle
In Progress	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 23, 2014	Michelle Battle
In Progress	Lessons were based upon collaborative meeting discussions and analysis of data and were monitored by cohort groups and administration. Lesson planning included use of engagement activities for students and parents, and required teachers to leave assignments for follow up by parent and student. Lesson planning incorporated the use of measurable objectives, data driven interventions, and modeled teaching strategies for parents.	June 11, 2014	Michelle Battle
In Progress	One group of teachers in the Northwest is empowering their parents and modifying the logs to focus on weekly learning objectives. These teachers will begin to lead other teacher collaboration groups with the assistance of administration.	January 21, 2014	Michelle Battle

Activity - PAT Classes (On campus and in-home)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Odyssey Charter Elementary School

Odyssey Charter School

Parents as Teachers (PAT) classes are being offered throughout the year. These classes address various topics in the disciplines of mathematics, reading, writing, science, social studies, and test taking strategies. In addition to on-campus classes, the PAT instructor makes home visits to families that are struggling with organization, time management, goal setting, and poor productivity. Teachers refer families that are in need of intervention to the PAT instructor, counselor, and social worker.	Parent Involvement	09/23/2013	05/30/2014	\$75000	General Fund	PAT Instructor, Counselor, Social Worker, Administration
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Status	Progress Notes	Created On	Created By
In Progress	PAT classes continue to be offered and are very popular.	November 03, 2015	Michelle Battle
In Progress	PAT classes are scheduled for the current semester. The number of PAT classes being offered has been reduced somewhat due to limited classroom space. PAT classes have been offered in the evening to accommodate the schedule of some parents that cannot make it during the day and to resolve the classroom space issue. The evening classes were attended at 80% capacity. Also, a new parent program called Moms and Dads, Kinder to Grads was implemented to provide an opportunity for parents and educational professionals to discuss various topics throughout the year. The topic of the first presentation of the year was Internet Safety.	October 23, 2014	Michelle Battle
In Progress	Classes were calendared and held on campus during most school weeks. The attendance was approximately ten to twenty families at each class. Classes were offered at grades levels K-2, 3-5 and middle school. PAT classes maintained a focus on core subject areas for literacy including writing and reading fundamentals/enrichment with data from the 2012-2013 CRTs to support choices for class content. PAT at home began with targeted populations and will be expanded further during the 2014-2015 school year.	June 11, 2014	Michelle Battle
In Progress	The PAT instructor has conducted classes on campus and in the homes of needy families.	January 21, 2014	Michelle Battle

(shared) Strategy 3:

Curriculum, Instruction, Assessment - Revise the curriculum map for 4th and 5th grade ELA to more accurately reflect the CCSS. Teachers will design lessons that set measurable learning objectives and engage and empower the parent to actively guide the student towards achieving the weekly learning objectives. Employ Lexia Core5 Reading Program as supplemental Reading Instruction and for intervention and progress monitoring.

Research Cited: A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Elementary Schools
 Authors: Yvonne L. Goddard, Roger D. Goddard, Megan Tschannen-Moran Teachers College Record

Lexia Core5 research was cited under Strategy #1

Status	Progress Notes	Created On	Created By
N/A	Lexia Core5 instruction, curriculum mapping, and effective lesson planning were implemented to support the goal. These activities will continue in the 2014-15 school year.	June 11, 2014	Michelle Battle

Odyssey Charter Elementary School

Odyssey Charter School

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise the curriculum map for 4th and 5th grade ELA to more accurately reflect the CCSS. Cite Compass Learning lessons that address each of the CCSS objectives.	Direct Instruction	11/01/2013	05/30/2014	\$0	No Funding Required	Curriculum Specialist, Literacy Strategist, Instructors, Administration

Status	Progress Notes	Created On	Created By
In Progress	Teachers continue to discuss curriculum maps as they partake in common lesson planning.	November 03, 2015	Michelle Battle
In Progress	Curriculum mapping is ongoing for all grade levels. The curriculum maps that were drafted last year have been extrapolated to the other grade levels as appropriate. The teachers meet weekly to discuss the standards and ensure that the curriculum map "makes sense."	October 23, 2014	Michelle Battle
In Progress	Curriculum mapping for the fourth and fifth grades in English were completed for the year. Specific weekly learning objectives and the activities prescribed in Compass Learning were aligned to the Common Core standards and the lessons in Compass Learning. Additional grade levels will be aligned and mapped during the 2014-2015 school year.	June 11, 2014	Michelle Battle
In Progress	A cohort of instructors has mapped the 4th grade Mathematics curriculum. However, the state of NV has since informed the schools that the CRT will be 70% aligned to the old NV State Standards and only 30% aligned to CCSS. They have also stated that next year the state is adopting new state standards that are based on the CCSS. Therefore, the importance and urgency of revising Odyssey's curriculum map is under review.	January 21, 2014	Michelle Battle

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design lessons that set measurable learning objectives and engage and empower the parent to actively guide the student towards achieving the weekly learning objectives. At the weekly visit, the teachers will review the lesson and objectives with the parents and students, model appropriate teaching strategies, and anticipate pitfalls and provide interventions should they be needed.	Direct Instruction	10/01/2013	05/30/2014	\$0	No Funding Required	Teachers, Administration, Curriculum Specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers identify weekly standards to teach and assess. Results from the weekly assessments are posted in a Standards Based Gradebook using an Emergent, Approaches, Meets, Exceeds rubric.	November 03, 2015	Michelle Battle
In Progress	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 23, 2014	Michelle Battle

Odyssey Charter Elementary School

Odyssey Charter School

In Progress	Lessons were based upon collaborative meeting discussions and analysis of data and were monitored by cohort groups and administration. Lesson planning included use of engagement activities for students and parents, and required teachers to leave assignments for follow up by parent and student. Lesson planning incorporated the use of measurable objectives, data driven interventions, and modeled teaching strategies for parents.	June 11, 2014	Michelle Battle
In Progress	One group of teachers in the Northwest is empowering their parents and modifying the logs to focus on weekly learning objectives. These teachers will begin to lead other teacher collaboration groups with the assistance of administration.	January 21, 2014	Michelle Battle

Activity - Lexia Core5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employ Lexia Core5 Reading Program as supplemental Reading Instruction and for intervention and progress monitoring.	Direct Instruction	11/18/2013	06/03/2014	\$8800	Title I School Improvement (ISI)	Literacy Strategist, Teachers, Curriculum Specialist, Administration

Status	Progress Notes	Created On	Created By
In Progress	Lexia continues to be a valuable tool in the education of our students. Reading Plus is now used for students that graduate or are approaching graduation from Lexia.	November 03, 2015	Michelle Battle
In Progress	Lexia Core 5 is an integral part of the Elementary School curriculum. The teachers use the program and the data that it provides on a weekly basis to monitor student progress, to make instructional decisions and to provide feedback to the parents.	October 23, 2014	Michelle Battle
In Progress	Lexia use by all students at all grade levels K-6 was monitored by reading strategist and reported regularly to administration. Students working consistently on Lexia demonstrated improved reading fluency and comprehension as noted by literacy personnel. CRT scores are unavailable however a high correlation is expected between strong scores and Lexia program completion.	June 11, 2014	Michelle Battle
In Progress	Lexia is implemented in the weekly curriculum. The teachers have attended both training sessions and are using the program gather student achievement data and to target instruction.	January 21, 2014	Michelle Battle

Goal 11: Increase the percentage of Odyssey Charter Elementary School students proficient in Mathematics.

Status	Progress Notes	Created On	Created By
N/A	The percent of students proficient in Mathematics increased from 57.0% in SY 2012-2013 to 59.1% in SY 2013-2014. This is a growth of 2.1%.	October 24, 2014	Michelle Battle
N/A	The data for elementary school proficiency are not available at this time.	June 11, 2014	Michelle Battle

Measurable Objective 1:

A 10% increase of Fourth and Fifth grade students will demonstrate a behavior (move from 34% to 44% of students) meeting AGP (Adequate Growth Percentile) in Mathematics by 09/30/2014 as measured by the 2014 Nevada School Performance Framework which is based on the April 2014 administration of the CRT.

Status	Progress Notes	Created On	Created By
Not Met	The Adequate Growth Percentile (AGP) in Mathematics decreased from 33.9 in SY 2012-2013 to 33.8 in SY 2013-2014. This is a decrease of 0.1 percentile.	October 27, 2014	Michelle Battle

(shared) Strategy 1:

Professional Development - Instructors will meet with administration individually and in small groups to individualize and target instruction to demonstrated student needs, provide intervention (RTI) to struggling students, and actively engage the parents in the instruction throughout the week. Teachers will be trained on the ST Math program.

Research Cited: Website of Research Driven Interventions: <http://www.interventioncentral.org/response-to-intervention>

Implementing RTI: <http://thertisite.learningtodayonline.com/>

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The Effects of ST Math on Standardized Test Scores: A Randomized Field Study

Melissa Kibrick, Teomara Rutherford, Lindsey E. Richland, AnneMarie Conley, Jennifer J. Long, Natalie Tran, Fran Antenore, Abby Daniels, Andrew R. Coulson, Stephanie H. Schneider, Lauren Duran & Michael Martinez
University of California, Irvine MIND Research Institute, Orange County Department of Education

New WestEd Study Confirms Significant Test Score Increases in 45 Los Angeles Schools Using ST Math,
<http://www.prweb.com/releases/wested/stmath/prweb10694198.htm>

Status	Progress Notes	Created On	Created By
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Odyssey Charter Elementary School

Odyssey Charter School

N/A	Teacher observations during student visits by the assistant principal occurred a minimum of five times throughout the school year, followed by professional feedback. ST Math training took place with 100% staff attendance in grades K-5.	June 11, 2014	Michelle Battle
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Activity - Weekly teacher collaboration meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss learning objectives, expectations for student work, and teaching strategies.	Professional Learning	09/30/2013	05/30/2014	\$0	No Funding Required	Instructors, Administration

Status	Progress Notes	Created On	Created By
In Progress	Teachers meet 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	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 24, 2014	Michelle Battle
In Progress	Teachers successfully met in collaborative cohorts on a weekly basis. Student RTI, lesson objectives and teaching strategies were discussed at each grade level. The cohort groups will continue during fall of the 2014-2015.	June 11, 2014	Michelle Battle
In Progress	Teachers have been meeting weekly to discuss lesson planning and instruction. Teachers have begun to set individualized learning goals for some of their students.	January 21, 2014	Michelle Battle

Activity - ST Math Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend one initial ST Math Training and one follow-up ST Math training.	Professional Learning	10/18/2013	03/03/2014	\$2000	General Fund	Administration

Status	Progress Notes	Created On	Created By
Completed	ST Math is an integral part of the Elementary School curriculum. The teachers use the program and the data that it provides on a weekly basis to monitor student progress, to make instructional decisions and to provide feedback to the parents.	October 24, 2014	Michelle Battle

Odyssey Charter Elementary School

Odyssey Charter School

Completed	The program training took place with 100% staff attendance in grades K-5. The trainings were held on September 27 and October 18. The program was well utilized and completion rates per class were measured by administration. CRT data is unavailable but a correlation between ST Math usage and strong CRT scores is expected. Average progress was 75.9% which is the 5th highest in the county. The grade level with the highest progress was first grade with 89.6% completion of program. 162 students showed 75% progress, or more, through the program.	June 11, 2014	Michelle Battle
In Progress	Teachers have attended the initial the ST Math training and are implementing the program in their curriculum.	January 21, 2014	Michelle Battle

(shared) Strategy 2:

Family Engagement - Teachers will communicate weekly with parents at the weekly visits and via email and telephone. Teachers will develop lesson plans that engage the parents more fully in the weekly instruction of the students. PAT (Parents as Teachers) classes will be offered throughout the year. The PAT instructor is available to make home visits. A Math Night event will occur in the fall.

Research Cited: Parental School Involvement and Children's Academic Achievement Pragmatics and Issues Nancy E. Hill and Lorraine C. Taylor Current Directions in Psychological Science

Status	Progress Notes	Created On	Created By
N/A	Parent orientations, parent communication, Math Night, inclusion of parents in lesson implementation, Parent as Teacher classes (PAT), and weekly in-the-home visits with students and parents were all activities supporting family engagement. These activities will continue to the 2014-15 school year.	June 11, 2014	Michelle Battle

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design lessons that (and/or modify the weekly logs to) engage and empower the parent to actively guide the student towards achieving the weekly learning objectives.	Parent Involvement	09/30/2013	05/30/2014	\$0	No Funding Required	Administration , Instructors, Curriculum Specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers identify weekly standards to teach and subsequently assess using an Emergent, Approaches, Meets, Exceeds rubric.	November 03, 2015	Michelle Battle
In Progress	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 24, 2014	Michelle Battle

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In Progress	Lessons were based upon collaborative meeting discussions and analysis of data and were monitored by cohort groups and administration. Lesson planning included use of engagement activities for students and parents, and required teachers to leave assignments for follow up by parent and student. Lesson planning incorporated the use of measurable objectives, data driven interventions, and modeled teaching strategies for parents.	June 11, 2014	Michelle Battle
In Progress	One group of teachers in the Northwest is empowering their parents and modifying the logs to focus on weekly learning objectives. These teachers will begin to lead other teacher collaboration groups with the assistance of administration	January 21, 2014	Michelle Battle

Activity - PAT Classes (On campus and in-home)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents as Teachers (PAT) classes are being offered throughout the year. These classes address various topics in the disciplines of mathematics, reading, writing, science, social studies, and test taking strategies. In addition to on-campus classes, the PAT instructor makes home visits to families that are struggling with organization, time management, goal setting, and poor productivity. Teachers refer families that are in need of intervention to the PAT instructor, counselor, and social worker.	Parent Involvement	09/23/2013	05/30/2014	\$75000	General Fund	PAT Instructor, Counselor, Social Worker, Administration

Status	Progress Notes	Created On	Created By
In Progress	PAT classes continue to be offered and are very popular.	November 03, 2015	Michelle Battle
In Progress	PAT classes are scheduled for the current semester. The number of PAT classes being offered has been reduced somewhat due to limited classroom space. PAT classes have been offered in the evening to accommodate the schedule of some parents that cannot make it during the day and to resolve the classroom space issue. The evening classes were attended at 80% capacity. Also, a new parent program called Moms and Dads, Kinder to Grads was implemented to provide an opportunity for parents and educational professionals to discuss various topics throughout the year. The topic of the first presentation of the year was Internet Safety.	October 24, 2014	Michelle Battle
In Progress	Classes were calendared and held on campus during most school weeks. The attendance was approximately ten to twenty families at each class. Classes were offered at grades levels K-2, 3-5 and middle school. PAT classes maintained a focus on core subject areas including number literacy, multiplication and division concepts and geometry and with data from the 2012-2013 CRTs to support choices for class content. PAT at home began with targeted populations and will be expanded further during the 2014-2015 school year.	June 11, 2014	Michelle Battle
In Progress	The PAT instructor has conducted classes on campus and in the homes of needy families.	January 21, 2014	Michelle Battle

Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Odyssey Charter Elementary School

Odyssey Charter School

Parents and students will attend the event in the evening and participate in numerous activities that promote mathematics.	Parent Involvement	10/08/2013	10/08/2013	\$500	General Fund	PAT (Parents as Teachers) Teacher, Administration
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Status	Progress Notes	Created On	Created By
In Progress	Literacy Night and Math Night are now called Family Academic Nights. The students present their learning (mostly from their PBL's) in a public forum as well as compete in academic contests and participate in fun academic activities with their parents.	November 03, 2015	Michelle Battle
In Progress	Math Night is scheduled for Wednesday, November 5, 2014.	October 24, 2014	Michelle Battle
In Progress	Math night was held during the first semester of the 2013-14 school year. Planning for Math Night 2014-2015 will take place beginning this summer with calendaring the event. In early fall, the math night team will consider improvements for the upcoming event. Math night is a school favorite and high attendance was achieved.	June 11, 2014	Michelle Battle
Completed	Math night was huge success with fantastic attendance and great reviews by the attendees.	January 21, 2014	Michelle Battle

(shared) Strategy 3:

Curriculum, Instruction, Assessment - Revise the curriculum map for 4th and 5th grade Math to more accurately reflect the CCSS. Teachers will design lessons that set measurable learning objectives and engage and empower the parent to actively guide the student towards achieving the weekly learning objectives. Employ the ST Math Program as supplemental Mathematics Instruction and for practice with problem solving and higher order thinking skills.

Research Cited: A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Elementary Schools

Authors: Yvonne L. Goddard, Roger D. Goddard, Megan Tschannen-Moran Teachers College Record

ST Math research was cited under Strategy #1

Status	Progress Notes	Created On	Created By
N/A	ST Math instruction, curriculum mapping, and effective lesson planning were implemented to support the goal. These activities will continue in the 2014-15 school year.	June 11, 2014	Michelle Battle

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise the curriculum map for 4th and 5th grade Mathematics to more accurately reflect the CCSS. Cite Compass Learning lessons that address each of the CCSS objectives.	Direct Instruction	11/01/2013	05/30/2014	\$0	No Funding Required	Curriculum Specialist, Literacy Strategist, Instructors, Administration

Status	Progress Notes	Created On	Created By
In Progress	Teachers continue to discuss curriculum maps as they partake in common lesson planning.	November 03, 2015	Michelle Battle
In Progress	Curriculum mapping is ongoing for all grade levels. The curriculum maps that were drafted last year have been extrapolated to the other grade levels as appropriate. The teachers meet weekly to discuss the standards and ensure that the curriculum map "makes sense."	October 24, 2014	Michelle Battle
In Progress	Curriculum mapping for the fourth and fifth grades in Math were completed for the year. Specific weekly learning objectives and the activities prescribed in Compass Learning were aligned to the Common Core standards and the lessons in Compass Learning. Additional grade levels will be aligned and mapped during the 2014-2015 school year.	June 11, 2014	Michelle Battle
In Progress	A cohort of instructors has mapped the 4th grade Mathematics curriculum. However, the state of NV has since informed the schools that the CRT will be 70% aligned to the old NV State Standards and only 30% aligned to CCSS. They have also stated that next year the state is adopting new state standards that are based on the CCSS. Therefore, the importance and urgency of revising Odyssey's curriculum map is under review.	January 21, 2014	Michelle Battle

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design lessons that set measurable learning objectives and engage and empower the parent to actively guide the student towards achieving the weekly learning objectives. At the weekly visit, the teachers will review the lesson and objectives with the parents and students, model appropriate teaching strategies, and anticipate pitfalls and provide interventions should they be needed.	Direct Instruction	10/01/2013	05/30/2014	\$0	No Funding Required	Teachers, Administration, Curriculum Specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers identify weekly standards to teach and subsequently assess using an Emergent, Approaches, Meets, Exceeds rubric.	November 03, 2015	Michelle Battle
In Progress	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 24, 2014	Michelle Battle
In Progress	Lessons were based upon collaborative meeting discussions and analysis of data and were monitored by cohort groups and administration. Lesson planning included use of engagement activities for students and parents, and required teachers to leave assignments for follow up by parent and student. Lesson planning incorporated the use of measurable objectives, data driven interventions, and modeled teaching strategies for parents.	June 11, 2014	Michelle Battle
In Progress	One group of teachers in the Northwest is empowering their parents and modifying the logs to focus on weekly learning objectives. These teachers will begin to lead other teacher collaboration groups with the assistance of administration.	January 21, 2014	Michelle Battle

Activity - ST Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employ the ST Math program for supplemental Mathematics instruction and to provide practice for problem solving and higher order thinking skills.	Direct Instruction	10/18/2013	06/03/2014	\$12500	General Fund	Administration , Instructors, Curriculum Specialist

Status	Progress Notes	Created On	Created By
In Progress	Odyssey Elementary School now uses Dreambox Math as its math supplement. Dreambox provides more direct instruction and links the abstract concepts to concrete practice better than ST Math did. Odyssey students needed more assistance in this matter than ST Math was providing. Dreambox also offers a dynamic curriculum that is customized to each student.	November 03, 2015	Michelle Battle
In Progress	ST Math is an integral part of the Elementary School curriculum. The teachers use the program and the data that it provides on a weekly basis to monitor student progress, to make instructional decisions and to provide feedback to the parents.	October 24, 2014	Michelle Battle
In Progress	The program was well utilized and completion rates per class were measured by administration. CRT data is unavailable but a correlation between ST Math usage and strong CRT scores is expected. Average progress was 75.9% which is the 5th highest in the county. The grade level with the highest progress was first grade with 89.6% completion of program. 162 students showed 75% progress, or more, through the program	June 11, 2014	Michelle Battle
In Progress	Teachers have attended the initial the ST Math training and are implementing the program in their curriculum.	January 21, 2014	Michelle Battle

Measurable Objective 2:

A 10% increase of Fourth and Fifth grade Economically Disadvantaged students will demonstrate a behavior (move from 18.8% to 28.8% of FRL students) meeting AGP (Adequate Growth Percentile) in Mathematics by 09/30/2014 as measured by the 2014 Nevada School Performance Framework which is based on the April 2014 administration of the CRT.

Status	Progress Notes	Created On	Created By
Not Met	The percent of FRL students that achieved an Adequate Growth Percentile (AGP) increased from 18.8% in SY 2012-2013 to 25.0% in SY 2013-2014. This is an increase of 6.2%.	October 24, 2014	Michelle Battle

(shared) Strategy 1:

Professional Development - Instructors will meet with administration individually and in small groups to individualize and target instruction to demonstrated student needs, provide intervention (RTI) to struggling students, and actively engage the parents in the instruction throughout the week. Teachers will be trained on the ST Math program.

Research Cited: Website of Research Driven Interventions: <http://www.interventioncentral.org/response-to-intervention>

Implementing RTI: <http://thertisite.learningtodayonline.com/>

Parental School Involvement and Children's Academic Achievement Pragmatics and Issues Nancy E. Hill and Lorraine C. Taylor Current Directions in Psychological Science

The Effects of ST Math on Standardized Test Scores: A Randomized Field Study

Melissa Kibrick, Teomara Rutherford, Lindsey E. Richland, AnneMarie Conley, Jennifer J. Long, Natalie Tran, Fran Antenore, Abby Daniels, Andrew R. Coulson, Stephanie H. Schneider, Lauren Duran & Michael Martinez
University of California, Irvine MIND Research Institute, Orange County Department of Education

New WestEd Study Confirms Significant Test Score Increases in 45 Los Angeles Schools Using ST Math,

<http://www.prweb.com/releases/wested/stmath/prweb10694198.htm>

Status	Progress Notes	Created On	Created By
N/A	Teacher observations during student visits by the assistant principal occurred a minimum of five times throughout the school year, followed by professional feedback. ST Math training took place with 100% staff attendance in grades K-5.	June 11, 2014	Michelle Battle

Activity - Weekly teacher collaboration meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss learning objectives, expectations for student work, and teaching strategies.	Professional Learning	09/30/2013	05/30/2014	\$0	No Funding Required	Instructors, Administration

Status	Progress Notes	Created On	Created By
In Progress	Teachers meet 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	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 24, 2014	Michelle Battle
In Progress	Teachers successfully met in collaborative cohorts on a weekly basis. Student RTI, lesson objectives and teaching strategies were discussed at each grade level. The cohort groups will continue during fall of the 2014-2015.	June 11, 2014	Michelle Battle

Odyssey Charter Elementary School

Odyssey Charter School

In Progress	Teachers have been meeting weekly to discuss lesson planning and instruction. Teachers have begun to set individualized learning goals for some of their students.	January 21, 2014	Michelle Battle
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Activity - ST Math Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend one initial ST Math Training and one follow-up ST Math training.	Professional Learning	10/18/2013	03/03/2014	\$2000	General Fund	Administration

Status	Progress Notes	Created On	Created By
Completed	ST Math is an integral part of the Elementary School curriculum. The teachers use the program and the data that it provides on a weekly basis to monitor student progress, to make instructional decisions and to provide feedback to the parents.	October 24, 2014	Michelle Battle
Completed	The program training took place with 100% staff attendance in grades K-5. The trainings were held on September 27 and October 18. The program was well utilized and completion rates per class were measured by administration. CRT data is unavailable but a correlation between ST Math usage and strong CRT scores is expected. Average progress was 75.9% which is the 5th highest in the county. The grade level with the highest progress was first grade with 89.6% completion of program. 162 students showed 75% progress, or more, through the program.	June 11, 2014	Michelle Battle
In Progress	Teachers have attended the initial the ST Math training and are implementing the program in their curriculum.	January 21, 2014	Michelle Battle

(shared) Strategy 2:

Family Engagement - Teachers will communicate weekly with parents at the weekly visits and via email and telephone. Teachers will develop lesson plans that engage the parents more fully in the weekly instruction of the students. PAT (Parents as Teachers) classes will be offered throughout the year. The PAT instructor is available to make home visits. A Math Night event will occur in the fall.

Research Cited: Parental School Involvement and Children's Academic Achievement Pragmatics and Issues Nancy E. Hill and Lorraine C. Taylor Current Directions in Psychological Science

Status	Progress Notes	Created On	Created By
N/A	Parent orientations, parent communication, Math Night, inclusion of parents in lesson implementation, Parent as Teacher classes (PAT), and weekly in-the-home visits with students and parents were all activities supporting family engagement. These activities will continue to the 2014-15 school year.	June 11, 2014	Michelle Battle

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Odyssey Charter Elementary School

Odyssey Charter School

Teachers will design lessons that (and/or modify the weekly logs to) engage and empower the parent to actively guide the student towards achieving the weekly learning objectives.	Parent Involvement	09/30/2013	05/30/2014	\$0	No Funding Required	Administration , Instructors, Curriculum Specialist
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Status	Progress Notes	Created On	Created By
In Progress	Teachers identify weekly standards to teach and subsequently assess using an Emergent, Approaches, Meets, Exceeds rubric.	November 03, 2015	Michelle Battle
In Progress	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 24, 2014	Michelle Battle
In Progress	Lessons were based upon collaborative meeting discussions and analysis of data and were monitored by cohort groups and administration. Lesson planning included use of engagement activities for students and parents, and required teachers to leave assignments for follow up by parent and student. Lesson planning incorporated the use of measurable objectives, data driven interventions, and modeled teaching strategies for parents.	June 11, 2014	Michelle Battle
In Progress	One group of teachers in the Northwest is empowering their parents and modifying the logs to focus on weekly learning objectives. These teachers will begin to lead other teacher collaboration groups with the assistance of administration	January 21, 2014	Michelle Battle

Activity - PAT Classes (On campus and in-home)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents as Teachers (PAT) classes are being offered throughout the year. These classes address various topics in the disciplines of mathematics, reading, writing, science, social studies, and test taking strategies. In addition to on-campus classes, the PAT instructor makes home visits to families that are struggling with organization, time management, goal setting, and poor productivity. Teachers refer families that are in need of intervention to the PAT instructor, counselor, and social worker.	Parent Involvement	09/23/2013	05/30/2014	\$75000	General Fund	PAT Instructor, Counselor, Social Worker, Administration

Status	Progress Notes	Created On	Created By
In Progress	PAT classes continue to be offered and are very popular.	November 03, 2015	Michelle Battle
In Progress	PAT classes are scheduled for the current semester. The number of PAT classes being offered has been reduced somewhat due to limited classroom space. PAT classes have been offered in the evening to accommodate the schedule of some parents that cannot make it during the day and to resolve the classroom space issue. The evening classes were attended at 80% capacity. Also, a new parent program called Moms and Dads, Kinder to Grads was implemented to provide an opportunity for parents and educational professionals to discuss various topics throughout the year. The topic of the first presentation of the year was Internet Safety.	October 24, 2014	Michelle Battle

Odyssey Charter Elementary School

Odyssey Charter School

In Progress	Classes were calendared and held on campus during most school weeks. The attendance was approximately ten to twenty families at each class. Classes were offered at grades levels K-2, 3-5 and middle school. PAT classes maintained a focus on core subject areas including number literacy, multiplication and division concepts and geometry and with data from the 2012-2013 CRTs to support choices for class content. PAT at home began with targeted populations and will be expanded further during the 2014-2015 school year.	June 11, 2014	Michelle Battle
In Progress	The PAT instructor has conducted classes on campus and in the homes of needy families.	January 21, 2014	Michelle Battle

Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students will attend the event in the evening and participate in numerous activities that promote mathematics.	Parent Involvement	10/08/2013	10/08/2013	\$500	General Fund	PAT (Parents as Teachers) Teacher, Administration

Status	Progress Notes	Created On	Created By
In Progress	Literacy Night and Math Night are now called Family Academic Nights. The students present their learning (mostly from their PBL's) in a public forum as well as compete in academic contests and participate in fun academic activities with their parents.	November 03, 2015	Michelle Battle
In Progress	Math Night is scheduled for Wednesday, November 5, 2014.	October 24, 2014	Michelle Battle
In Progress	Math night was held during the first semester of the 2013-14 school year. Planning for Math Night 2014-2015 will take place beginning this summer with calendaring the event. In early fall, the math night team will consider improvements for the upcoming event. Math night is a school favorite and high attendance was achieved.	June 11, 2014	Michelle Battle
Completed	Math night was huge success with fantastic attendance and great reviews by the attendees.	January 21, 2014	Michelle Battle

(shared) Strategy 3:

Curriculum, Instruction, Assessment - Revise the curriculum map for 4th and 5th grade Math to more accurately reflect the CCSS. Teachers will design lessons that set measurable learning objectives and engage and empower the parent to actively guide the student towards achieving the weekly learning objectives. Employ the ST Math Program as supplemental Mathematics Instruction and for practice with problem solving and higher order thinking skills.

Research Cited: A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Elementary Schools

Authors: Yvonne L. Goddard, Roger D. Goddard, Megan Tschannen-Moran Teachers College Record

ST Math research was cited under Strategy #1

Status	Progress Notes	Created On	Created By
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Odyssey Charter Elementary School

Odyssey Charter School

N/A	ST Math instruction, curriculum mapping, and effective lesson planning were implemented to support the goal. These activities will continue in the 2014-15 school year.	June 11, 2014	Michelle Battle
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Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise the curriculum map for 4th and 5th grade Mathematics to more accurately reflect the CCSS. Cite Compass Learning lessons that address each of the CCSS objectives.	Direct Instruction	11/01/2013	05/30/2014	\$0	No Funding Required	Curriculum Specialist, Literacy Strategist, Instructors, Administration

Status	Progress Notes	Created On	Created By
In Progress	Teachers continue to discuss curriculum maps as they partake in common lesson planning.	November 03, 2015	Michelle Battle
In Progress	Curriculum mapping is ongoing for all grade levels. The curriculum maps that were drafted last year have been extrapolated to the other grade levels as appropriate. The teachers meet weekly to discuss the standards and ensure that the curriculum map "makes sense."	October 24, 2014	Michelle Battle
In Progress	Curriculum mapping for the fourth and fifth grades in Math were completed for the year. Specific weekly learning objectives and the activities prescribed in Compass Learning were aligned to the Common Core standards and the lessons in Compass Learning. Additional grade levels will be aligned and mapped during the 2014-2015 school year.	June 11, 2014	Michelle Battle
In Progress	A cohort of instructors has mapped the 4th grade Mathematics curriculum. However, the state of NV has since informed the schools that the CRT will be 70% aligned to the old NV State Standards and only 30% aligned to CCSS. They have also stated that next year the state is adopting new state standards that are based on the CCSS. Therefore, the importance and urgency of revising Odyssey's curriculum map is under review.	January 21, 2014	Michelle Battle

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design lessons that set measurable learning objectives and engage and empower the parent to actively guide the student towards achieving the weekly learning objectives. At the weekly visit, the teachers will review the lesson and objectives with the parents and students, model appropriate teaching strategies, and anticipate pitfalls and provide interventions should they be needed.	Direct Instruction	10/01/2013	05/30/2014	\$0	No Funding Required	Teachers, Administration, Curriculum Specialist

Status	Progress Notes	Created On	Created By
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Odyssey Charter Elementary School

Odyssey Charter School

In Progress	Teachers identify weekly standards to teach and subsequently assess using an Emergent, Approaches, Meets, Exceeds rubric.	November 03, 2015	Michelle Battle
In Progress	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 24, 2014	Michelle Battle
In Progress	Lessons were based upon collaborative meeting discussions and analysis of data and were monitored by cohort groups and administration. Lesson planning included use of engagement activities for students and parents, and required teachers to leave assignments for follow up by parent and student. Lesson planning incorporated the use of measurable objectives, data driven interventions, and modeled teaching strategies for parents.	June 11, 2014	Michelle Battle
In Progress	One group of teachers in the Northwest is empowering their parents and modifying the logs to focus on weekly learning objectives. These teachers will begin to lead other teacher collaboration groups with the assistance of administration.	January 21, 2014	Michelle Battle

Activity - ST Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employ the ST Math program for supplemental Mathematics instruction and to provide practice for problem solving and higher order thinking skills.	Direct Instruction	10/18/2013	06/03/2014	\$12500	General Fund	Administration, Instructors, Curriculum Specialist

Status	Progress Notes	Created On	Created By
In Progress	Odyssey Elementary School now uses Dreambox Math as its math supplement. Dreambox provides more direct instruction and links the abstract concepts to concrete practice better than ST Math did. Odyssey students needed more assistance in this matter than ST Math was providing. Dreambox also offers a dynamic curriculum that is customized to each student.	November 03, 2015	Michelle Battle
In Progress	ST Math is an integral part of the Elementary School curriculum. The teachers use the program and the data that it provides on a weekly basis to monitor student progress, to make instructional decisions and to provide feedback to the parents.	October 24, 2014	Michelle Battle
In Progress	The program was well utilized and completion rates per class were measured by administration. CRT data is unavailable but a correlation between ST Math usage and strong CRT scores is expected. Average progress was 75.9% which is the 5th highest in the county. The grade level with the highest progress was first grade with 89.6% completion of program. 162 students showed 75% progress, or more, through the program	June 11, 2014	Michelle Battle
In Progress	Teachers have attended the initial the ST Math training and are implementing the program in their curriculum.	January 21, 2014	Michelle Battle

Measurable Objective 3:

A 10% increase of Fourth and Fifth grade students will demonstrate a behavior (move from 44% to 54% of students) labeled as "Keeping Up" in Mathematics by 09/30/2014 as measured by the 2014 Nevada School Performance Framework which is based on the April 2014 administration of the CRT.

Status	Progress Notes	Created On	Created By
Not Met	The percent of 4th and 5th grade students labeled as "Keeping Up" decreased from 44% in SY 2012-2013 to 42% in SY 2013-2014. This is an decrease of 2%.	October 24, 2014	Michelle Battle

(shared) Strategy 1:

Professional Development - Instructors will meet with administration individually and in small groups to individualize and target instruction to demonstrated student needs, provide intervention (RTI) to struggling students, and actively engage the parents in the instruction throughout the week. Teachers will be trained on the ST Math program.

Research Cited: Website of Research Driven Interventions: <http://www.interventioncentral.org/response-to-intervention>

Implementing RTI: <http://thertisite.learningtodayonline.com/>

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Melissa Kibrick, Teomara Rutherford, Lindsey E. Richland, AnneMarie Conley, Jennifer J. Long, Natalie Tran, Fran Antenore, Abby Daniels, Andrew R. Coulson, Stephanie H. Schneider, Lauren Duran & Michael Martinez
University of California, Irvine MIND Research Institute, Orange County Department of Education

New WestEd Study Confirms Significant Test Score Increases in 45 Los Angeles Schools Using ST Math,
<http://www.prweb.com/releases/wested/stmath/prweb10694198.htm>

Status	Progress Notes	Created On	Created By
N/A	Teacher observations during student visits by the assistant principal occurred a minimum of five times throughout the school year, followed by professional feedback. ST Math training took place with 100% staff attendance in grades K-5.	June 11, 2014	Michelle Battle

Activity - Weekly teacher collaboration meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss learning objectives, expectations for student work, and teaching strategies.	Professional Learning	09/30/2013	05/30/2014	\$0	No Funding Required	Instructors, Administration

Status	Progress Notes	Created On	Created By
In Progress	Teachers meet 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	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 24, 2014	Michelle Battle
In Progress	Teachers successfully met in collaborative cohorts on a weekly basis. Student RTI, lesson objectives and teaching strategies were discussed at each grade level. The cohort groups will continue during fall of the 2014-2015.	June 11, 2014	Michelle Battle
In Progress	Teachers have been meeting weekly to discuss lesson planning and instruction. Teachers have begun to set individualized learning goals for some of their students.	January 21, 2014	Michelle Battle

Activity - ST Math Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend one initial ST Math Training and one follow-up ST Math training.	Professional Learning	10/18/2013	03/03/2014	\$2000	General Fund	Administration

Status	Progress Notes	Created On	Created By
Completed	ST Math is an integral part of the Elementary School curriculum. The teachers use the program and the data that it provides on a weekly basis to monitor student progress, to make instructional decisions and to provide feedback to the parents.	October 24, 2014	Michelle Battle
Completed	The program training took place with 100% staff attendance in grades K-5. The trainings were held on September 27 and October 18. The program was well utilized and completion rates per class were measured by administration. CRT data is unavailable but a correlation between ST Math usage and strong CRT scores is expected. Average progress was 75.9% which is the 5th highest in the county. The grade level with the highest progress was first grade with 89.6% completion of program. 162 students showed 75% progress, or more, through the program.	June 11, 2014	Michelle Battle
In Progress	Teachers have attended the initial the ST Math training and are implementing the program in their curriculum.	January 21, 2014	Michelle Battle

(shared) Strategy 2:

Family Engagement - Teachers will communicate weekly with parents at the weekly visits and via email and telephone. Teachers will develop lesson plans that engage the parents more fully in the weekly instruction of the students. PAT (Parents as Teachers) classes will be offered throughout the year. The PAT instructor is available to make home visits. A Math Night event will occur in the fall.

Research Cited: Parental School Involvement and Children's Academic Achievement Pragmatics and Issues Nancy E. Hill and Lorraine C. Taylor Current Directions in Psychological Science

Status	Progress Notes	Created On	Created By
N/A	Parent orientations, parent communication, Math Night, inclusion of parents in lesson implementation, Parent as Teacher classes (PAT), and weekly in-the-home visits with students and parents were all activities supporting family engagement. These activities will continue to the 2014-15 school year.	June 11, 2014	Michelle Battle

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design lessons that (and/or modify the weekly logs to) engage and empower the parent to actively guide the student towards achieving the weekly learning objectives.	Parent Involvement	09/30/2013	05/30/2014	\$0	No Funding Required	Administration, Instructors, Curriculum Specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers identify weekly standards to teach and subsequently assess using an Emergent, Approaches, Meets, Exceeds rubric.	November 03, 2015	Michelle Battle
In Progress	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 24, 2014	Michelle Battle
In Progress	Lessons were based upon collaborative meeting discussions and analysis of data and were monitored by cohort groups and administration. Lesson planning included use of engagement activities for students and parents, and required teachers to leave assignments for follow up by parent and student. Lesson planning incorporated the use of measurable objectives, data driven interventions, and modeled teaching strategies for parents.	June 11, 2014	Michelle Battle
In Progress	One group of teachers in the Northwest is empowering their parents and modifying the logs to focus on weekly learning objectives. These teachers will begin to lead other teacher collaboration groups with the assistance of administration	January 21, 2014	Michelle Battle

Activity - PAT Classes (On campus and in-home)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents as Teachers (PAT) classes are being offered throughout the year. These classes address various topics in the disciplines of mathematics, reading, writing, science, social studies, and test taking strategies. In addition to on-campus classes, the PAT instructor makes home visits to families that are struggling with organization, time management, goal setting, and poor productivity. Teachers refer families that are in need of intervention to the PAT instructor, counselor, and social worker.	Parent Involvement	09/23/2013	05/30/2014	\$75000	General Fund	PAT Instructor, Counselor, Social Worker, Administration
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Status	Progress Notes	Created On	Created By
In Progress	PAT classes continue to be offered and are very popular.	November 03, 2015	Michelle Battle
In Progress	PAT classes are scheduled for the current semester. The number of PAT classes being offered has been reduced somewhat due to limited classroom space. PAT classes have been offered in the evening to accommodate the schedule of some parents that cannot make it during the day and to resolve the classroom space issue. The evening classes were attended at 80% capacity. Also, a new parent program called Moms and Dads, Kinder to Grads was implemented to provide an opportunity for parents and educational professionals to discuss various topics throughout the year. The topic of the first presentation of the year was Internet Safety.	October 24, 2014	Michelle Battle
In Progress	Classes were calendared and held on campus during most school weeks. The attendance was approximately ten to twenty families at each class. Classes were offered at grades levels K-2, 3-5 and middle school. PAT classes maintained a focus on core subject areas including number literacy, multiplication and division concepts and geometry and with data from the 2012-2013 CRTs to support choices for class content. PAT at home began with targeted populations and will be expanded further during the 2014-2015 school year.	June 11, 2014	Michelle Battle
In Progress	The PAT instructor has conducted classes on campus and in the homes of needy families.	January 21, 2014	Michelle Battle

Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students will attend the event in the evening and participate in numerous activities that promote mathematics.	Parent Involvement	10/08/2013	10/08/2013	\$500	General Fund	PAT (Parents as Teachers) Teacher, Administration

Status	Progress Notes	Created On	Created By
In Progress	Literacy Night and Math Night are now called Family Academic Nights. The students present their learning (mostly from their PBL's) in a public forum as well as compete in academic contests and participate in fun academic activities with their parents.	November 03, 2015	Michelle Battle
In Progress	Math Night is scheduled for Wednesday, November 5, 2014.	October 24, 2014	Michelle Battle

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In Progress	Math night was held during the first semester of the 2013-14 school year. Planning for Math Night 2014-2015 will take place beginning this summer with calendaring the event. In early fall, the math night team will consider improvements for the upcoming event. Math night is a school favorite and high attendance was achieved.	June 11, 2014	Michelle Battle
Completed	Math night was huge success with fantastic attendance and great reviews by the attendees.	January 21, 2014	Michelle Battle

(shared) Strategy 3:

Curriculum, Instruction, Assessment - Revise the curriculum map for 4th and 5th grade Math to more accurately reflect the CCSS. Teachers will design lessons that set measurable learning objectives and engage and empower the parent to actively guide the student towards achieving the weekly learning objectives. Employ the ST Math Program as supplemental Mathematics Instruction and for practice with problem solving and higher order thinking skills.

Research Cited: A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Elementary Schools

Authors: Yvonne L. Goddard, Roger D. Goddard, Megan Tschannen-Moran Teachers College Record

ST Math research was cited under Strategy #1

Status	Progress Notes	Created On	Created By
N/A	ST Math instruction, curriculum mapping, and effective lesson planning were implemented to support the goal. These activities will continue in the 2014-15 school year.	June 11, 2014	Michelle Battle

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise the curriculum map for 4th and 5th grade Mathematics to more accurately reflect the CCSS. Cite Compass Learning lessons that address each of the CCSS objectives.	Direct Instruction	11/01/2013	05/30/2014	\$0	No Funding Required	Curriculum Specialist, Literacy Strategist, Instructors, Administration

Status	Progress Notes	Created On	Created By
In Progress	Teachers continue to discuss curriculum maps as they partake in common lesson planning.	November 03, 2015	Michelle Battle
In Progress	Curriculum mapping is ongoing for all grade levels. The curriculum maps that were drafted last year have been extrapolated to the other grade levels as appropriate. The teachers meet weekly to discuss the standards and ensure that the curriculum map "makes sense."	October 24, 2014	Michelle Battle
In Progress	Curriculum mapping for the fourth and fifth grades in Math were completed for the year. Specific weekly learning objectives and the activities prescribed in Compass Learning were aligned to the Common Core standards and the lessons in Compass Learning. Additional grade levels will be aligned and mapped during the 2014-2015 school year.	June 11, 2014	Michelle Battle

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In Progress	A cohort of instructors has mapped the 4th grade Mathematics curriculum. However, the state of NV has since informed the schools that the CRT will be 70% aligned to the old NV State Standards and only 30% aligned to CCSS. They have also stated that next year the state is adopting new state standards that are based on the CCSS. Therefore, the importance and urgency of revising Odyssey's curriculum map is under review.	January 21, 2014	Michelle Battle
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Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design lessons that set measurable learning objectives and engage and empower the parent to actively guide the student towards achieving the weekly learning objectives. At the weekly visit, the teachers will review the lesson and objectives with the parents and students, model appropriate teaching strategies, and anticipate pitfalls and provide interventions should they be needed.	Direct Instruction	10/01/2013	05/30/2014	\$0	No Funding Required	Teachers, Administration, Curriculum Specialist

Status	Progress Notes	Created On	Created By
In Progress	Teachers identify weekly standards to teach and subsequently assess using an Emergent, Approaches, Meets, Exceeds rubric.	November 03, 2015	Michelle Battle
In Progress	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 24, 2014	Michelle Battle
In Progress	Lessons were based upon collaborative meeting discussions and analysis of data and were monitored by cohort groups and administration. Lesson planning included use of engagement activities for students and parents, and required teachers to leave assignments for follow up by parent and student. Lesson planning incorporated the use of measurable objectives, data driven interventions, and modeled teaching strategies for parents.	June 11, 2014	Michelle Battle
In Progress	One group of teachers in the Northwest is empowering their parents and modifying the logs to focus on weekly learning objectives. These teachers will begin to lead other teacher collaboration groups with the assistance of administration.	January 21, 2014	Michelle Battle

Activity - ST Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employ the ST Math program for supplemental Mathematics instruction and to provide practice for problem solving and higher order thinking skills.	Direct Instruction	10/18/2013	06/03/2014	\$12500	General Fund	Administration, Instructors, Curriculum Specialist

Status	Progress Notes	Created On	Created By
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In Progress	Odyssey Elementary School now uses Dreambox Math as its math supplement. Dreambox provides more direct instruction and links the abstract concepts to concrete practice better than ST Math did. Odyssey students needed more assistance in this matter than ST Math was providing. Dreambox also offers a dynamic curriculum that is customized to each student.	November 03, 2015	Michelle Battle
In Progress	ST Math is an integral part of the Elementary School curriculum. The teachers use the program and the data that it provides on a weekly basis to monitor student progress, to make instructional decisions and to provide feedback to the parents.	October 24, 2014	Michelle Battle
In Progress	The program was well utilized and completion rates per class were measured by administration. CRT data is unavailable but a correlation between ST Math usage and strong CRT scores is expected. Average progress was 75.9% which is the 5th highest in the county. The grade level with the highest progress was first grade with 89.6% completion of program. 162 students showed 75% progress, or more, through the program	June 11, 2014	Michelle Battle
In Progress	Teachers have attended the initial the ST Math training and are implementing the program in their curriculum.	January 21, 2014	Michelle Battle

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
PAT Classes (On campus and in-home)	Parents as Teachers (PAT) classes are being offered throughout the year. These classes address various topics in the disciplines of mathematics, reading, writing, science, social studies, and test taking strategies. In addition to on-campus classes, the PAT instructor makes home visits to families that are struggling with organization, time management, goal setting, and poor productivity. Teachers refer families that are in need of intervention to the PAT instructor, counselor, and social worker.	Parent Involvement	09/23/2013	05/30/2014	\$75000	PAT Instructor, Counselor, Social Worker, Administration
ST Math	Employ the ST Math program for supplemental Mathematics instruction and to provide practice for problem solving and higher order thinking skills.	Direct Instruction	10/18/2013	06/03/2014	\$12500	Administration, Instructors, Curriculum Specialist
ST Math Training	Teachers will attend one initial ST Math Training and one follow-up ST Math training.	Professional Learning	10/18/2013	03/03/2014	\$2000	Administration
PAT Classes (On campus and in-home)	Parents as Teachers (PAT) classes are being offered throughout the year. These classes address various topics in the disciplines of mathematics, reading, writing, science, social studies, and test taking strategies. In addition to on-campus classes, the PAT instructor makes home visits to families that are struggling with organization, time management, goal setting, and poor productivity. Teachers refer families that are in need of intervention to the PAT instructor, counselor, and social worker.	Parent Involvement	09/23/2013	05/30/2014	\$75000	PAT Instructor, Counselor, Social Worker, Administration
Math Night	Parents and students will attend the event in the evening and participate in numerous activities that promote mathematics.	Parent Involvement	10/08/2013	10/08/2013	\$500	PAT (Parents as Teachers) Teacher, Administration
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 Administration

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Offer professional development opportunities to board members	Odyssey administration will seek out and make available at least one board of directors training per school year.	Professional Learning	11/01/2013	05/30/2014	\$2500	Odyssey Superintendent and Executive Director
Literacy Night	Odyssey already holds a very successful Math night each fall. Now, a new Literacy Night will be added in the spring. Parents and students will attend the event in the evening and participate in numerous activities that promote literacy.	Parent Involvement	02/26/2014	02/26/2014	\$1000	Literacy Strategist, PAT (Parents as Teachers) coordinator, administration
Total					\$169000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Create list of foundational practices that support Odyssey's purpose	Create list of foundational practices Odyssey currently engages in that support our purpose, Mission Statement, and Core Values	Policy and Process	05/05/2014	08/29/2014	\$0	Odyssey Superintendent and Executive Director
Identify stakeholders who will be the representatives on the review team	Individual team members will be identified and a commitment will be secured from them.	Other	03/03/2014	03/28/2014	\$0	Odyssey Charter School Administration to include Superintendent, Executive Director, Principals, and Director of Federal Programs
Lesson Planning	Teachers will design lessons that (and/or modify the weekly logs to) engage and empower the parent to actively guide the student towards achieving the weekly learning objectives.	Parent Involvement	09/30/2013	05/30/2014	\$0	Administration, Instructors, Curriculum Specialist
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

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Support Staff Professional Development	Individualized professional development will be conducted at a minimum of four times per year. The dates and schedule of professional development will be placed on the master calendar and conducted as scheduled. Support staff will also be given opportunities for outside professional development as they come available.	Professional Learning	08/18/2014	05/29/2015	\$0	High School Administration, Middle School Administration, Elementary School Administration
Needs assessment for support staff professional development	A needs assessment will be created and conducted each school year to determine areas of support staff professional development for the year.	Professional Learning	08/18/2014	05/29/2015	\$0	High School Principal, Middle School Principal, and Elementary School Principal
Create End-of-Course Survey	An end-of-course survey will be created by Odyssey's curriculum specialists to be included as a concluding assignment for all online courses.	Other	02/03/2014	05/12/2014	\$0	Odyssey curriculum specialists
Review Survey Results	Review the data collected from all of the end-of-course surveys and use it during the annual resource review to drive decisions on educational materials, resources, programs, and technologies for the next school year.	Other	06/09/2014	07/14/2014	\$0	Odyssey curriculum specialists
Curriculum Mapping	Revise the curriculum map for 4th and 5th grade Mathematics to more accurately reflect the CCSS. Cite Compass Learning lessons that address each of the CCSS objectives.	Direct Instruction	11/01/2013	05/30/2014	\$0	Curriculum Specialist, Literacy Strategist, Instructors, Administration
Review existing written policies and procedures and write new if needed	Review all existing written policy and procedure to determine if all listed foundational practices are supported by written policy or procedure. Any that is not found to exist will be written and submitted to the Odyssey Charter School Board for adoption, as needed.	Policy and Process	05/05/2014	06/30/2015	\$0	Odyssey Superintendent and Executive Director
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
Assess Post-Secondary Education Enrollment Data	Survey Odyssey graduates each year and collect data on their enrollment in post-secondary education programs. Survey Odyssey graduates at the end of the first year of enrollment in post-secondary education programs to track successful completion of the first two semesters. Analyze this data to determine percentage of students successful at this "next level".	Other	06/02/2014	06/06/2016	\$0	Data Analysis personnel (Jamila Eddins)

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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
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
Hold Collaborative Meetings	Hold collaborative meetings to review and revise Odyssey Charter School's Mission Statement and Core Values statements.	Other	03/31/2014	06/06/2014	\$0	Odyssey Charter School Superintendent and Executive Director
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	09/08/2014	06/03/2016	\$0	High School, Middle School, Elementary School Administration, and teachers.
Weekly teacher collaboration meetings	Teachers will meet weekly to discuss learning objectives, expectations for student work, and teaching strategies.	Professional Learning	09/30/2013	05/30/2014	\$0	Instructors, Administration

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Identify membership of collaborative learning 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 Administration
Lesson Planning	Teachers will design lessons that (and/or modify the weekly logs to) engage and empower the parent to actively guide the student towards achieving the weekly learning objectives.	Parent Involvement	09/30/2013	05/30/2014	\$0	Administration, Instructors, Curriculum Specialist
Identify administrators and licensed personnel who will be the representatives on the team	Choose the administrators and licensed personnel who will serve on this team and secure their commitment to serve.	Other	03/31/2014	05/02/2014	\$0	Odyssey Superintendent and Executive Director
Curriculum Mapping	Revise the curriculum map for 4th and 5th grade ELA to more accurately reflect the CCSS. Cite Compass Learning lessons that address each of the CCSS objectives.	Direct Instruction	11/01/2013	05/30/2014	\$0	Curriculum Specialist, Literacy Strategist, Instructors, Administration
Identify areas that require further work	Identify areas that require further work to vertically align curriculum, teaching practices, and assessment to be consistent with support for student success at each 'next level'.	Other	08/25/2014	06/05/2015	\$0	High School, Middle School, and Elementary School Administration
Assess Data	Assess achievement data of sixth grade Odyssey students who were also Odyssey students in the fifth grade, and ninth grade Odyssey students who were also Odyssey students if eighth grade. Compare achievement to those students in the same grade level who were not Odyssey students the year prior.	Other	06/01/2015	07/31/2015	\$0	High School, Middle School, and Elementary School Administration
Lesson Planning	Teachers will design lessons that set measurable learning objectives and engage and empower the parent to actively guide the student towards achieving the weekly learning objectives. At the weekly visit, the teachers will review the lesson and objectives with the parents and students, model appropriate teaching strategies, and anticipate pitfalls and provide interventions should they be needed.	Direct Instruction	10/01/2013	05/30/2014	\$0	Teachers, Administration, Curriculum Specialist
Lesson Planning	Teachers will design lessons that set measurable learning objectives and engage and empower the parent to actively guide the student towards achieving the weekly learning objectives. At the weekly visit, the teachers will review the lesson and objectives with the parents and students, model appropriate teaching strategies, and anticipate pitfalls and provide interventions should they be needed.	Direct Instruction	10/01/2013	05/30/2014	\$0	Teachers, Administration, Curriculum Specialist
Weekly teacher collaboration meetings	Teachers will meet weekly to discuss learning objectives, expectations for student work, and teaching strategies.	Professional Learning	09/30/2013	05/30/2014	\$0	Instructors, Administration

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Hold Collaborative Vertical Alignment Meetings	Analyze what concepts, skills, and real-life practices will be taught and mastered to prepare students for success at each 'next level'. Teams will compare these defined concepts to real life practices in courses and instruction.	Other	08/25/2014	06/05/2015	\$0	High School, Middle School, and Elementary School Administration
Total					\$0	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lexia Core5 Training	Teachers will attend one initial Lexia Core5 Training and one follow-up Lexia Core5 training.	Professional Learning	11/18/2013	01/09/2014	\$1000	Literacy Strategist, Administration
Lexia Core5	Employ Lexia Core5 Reading Program as supplemental Reading Instruction and for intervention and progress monitoring.	Direct Instruction	11/18/2013	06/03/2014	\$8800	Literacy Strategist, Teachers, Curriculum Specialist, Administration
Total					\$9800	