

School Performance Plan

School Name
Odyssey Charter Schools ES

Address (City, State, Zip Code, Telephone):
2291 S Jones Blvd
Las Vegas, NV 89146, 7022570578

Superintendent/Assistant Chief: Tim Lorenz / Shelli Guthrie
2018-2019

For Implementation During The Following Years:

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 2 Star

NCCAT-S: Not Required

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request

Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Sara Sparks	Parent	Jennie Rico	Parent
Gerald Born	Principal	Catherine Friedman	TOSA for Curriculum, Instruction, and Professional Development
Diane Kelly	Literacy Strategist	Karen Crossan	Parent Advocate/Social Worker
Debra Hodler	Math Strategist	Lea Wright	Teacher
Tonya Burkhardt	Teacher	Marla Lafasto	Teacher
Samantha Ferguson	Support Staff		

COMPONENT III: Budget Plan

Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

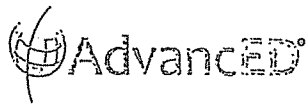
COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:

Source of Funds applicable to Priority Need/Goal	Amount Received for this School		Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
	Year			
Title I	38,180.00		Professional Services in Curriculum Design	Goals 1, 2 and 3
Title I Parent Involvement	381.80		Translation Services	Goals 1, 2 and 3
Title III	1,984.00		Online Curriculum (Imagine Learning, Achieve 3000); Extra Duty for Tutoring	Goal 3
SB 178	92,400.00		Professional Educational Services; Math Strategists	Goals 1, 2 and 3

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

- **Describe the school's strategies to attract effective, highly-qualified teachers to your school.** Odyssey employees are highly qualified in the subject areas and grade levels they teach. Teachers submit resumes when positions are available and on a regular basis. OCS reviews all resumes and qualified candidates' submissions and is able to proceed to interviews from a group of highly qualified and sought after teachers in the area. Most teachers find and apply to OCS based on referrals from current employees who enjoy their positions and the culture at the school.
- **Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.** A literacy strategist is employed in Elementary School for the 2018 - 2019 school year. The translation services are available for meetings and documents are sent home in English and Spanish. A literacy strategist instructs struggling, targeted students. The Literacy Strategist provides targeted small group instruction and monitors data from and participation in school literacy programs. The Literacy Strategist, Teachers, and Administration collaborate during regular meetings, utilizing an online reading course and face to face interactions.
- **Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).** Transition measures for students between preschool and elementary school are embedded in the OCS elementary school program. Preschool students participate in a Summer Kindergarten reparatory program called Kindergarten Roundup. Strategists, teachers, and administration collaborate throughout the year. School administrators and transitions/counselor positions provide information sessions to students during the school day and to both students and parents in evening programs. Vertical collaborative work is demonstrated across three programs within the three Odyssey schools on a consistent basis.
- **Identify the measures that include teachers in decisions regarding the use of academic assessments.** Assessments for school wide use include benchmark testing, interim testing, standardized testing practice, and teacher made tests. At all levels, staff are invited to preview materials, hold mock accounts, view reports, and discuss assessments in advance of their use. OCS shares a common belief that assessments are utilized as tools to measure and address areas of student strengths and concern.
- **Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.** The Director of Federal Programs works in collaboration with school principals, assistant principals, central office, the local district, and state personnel to coordinate school improvement efforts. Audits by federal, state and local agencies are frequent and outcomes are positive with minimal recommendations.



School Improvement Plan 2018-2019

Name of School: Odyssey Charter Elementary School

Introduction

Odyssey Elementary Charter School (OCES) earned 2 STARS and 47.5 points on the 2018 NSPF Ratings. This is an increase from 46.5 points on the 2017 NSPF Ratings. It is Odyssey Elementary Charter School's goal to be a 4 STAR school in 3 years. Odyssey must earn 67 points to have a 4 STAR rating, which is an increase of 19.5 points. In addition, Odyssey Elementary Charter School earned two bonus points on the 2018 NSPF ratings that will no longer be available in future years. Therefore, the school must earn an additional 21.5 points over the next 3 years to reach the 4 STAR goal.

On the 2019 NSPF ratings, Odyssey Elementary Charter School will earn 53.5 points (47.5 points on the 2018 NSPF - 2 bonus points + 8 additional points = 53.5 points on the 2019 NSPF) Fifty-three and one half (53.5) points will earn OCES a 3 STAR Rating in the 2019 School Year and is more than one third (1/3) of the points needed to be a four (4) STAR school in three (3) years.

OCES will achieve the following goals in the 2018-2019 School Year to earn an additional 8 points resulting in a total of 53.5 points on the 2019 NSPF School Ratings.

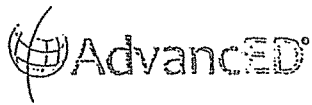
School Improvement Goals: (Aligned to findings from Self-Study/Diagnostics)

Goals:

1. Odyssey Charter Elementary School students will demonstrate growth in the area of *Reading, Mathematics, and Science* as measured by the Spring 2019 SBAC and CRT exams. The Pooled Average (Science, Math, and ELA) will increase from 42.8% to 46.0% proficient, earning two additional points on the NSPF on the indicator of Student Achievement.

2. Odyssey Charter Elementary School students will demonstrate growth in the area of *Mathematics* as measured by the spring 2019 SBAC exams. The Mathematics Median Growth Percentile (MGP) will increase from 38.0 to 40.0, resulting in an increase of 1 point on the 2019 NSPF. The percent of students meeting the Mathematics Adequate Growth Percentile (AGP) will increase from 28.3 to 29.0, resulting in an increase of .5 points on the 2019 NSPF.

OCES students will increase the Reading Median Growth Percentile (MGP) from 53.0 to 54.0, resulting in an increase of 1 point on the 2019 NSPF. OCES will increase the percent of students meeting the Reading Adequate Growth Percentile (AGP) from 51.8 to 53.0, resulting in an increase of .5 points on the 2019 NSPF.



3. OCES will increase the percent of EL students meeting the Adequate Growth Percentile as measured by the WIDA given in February of 2019 from 40% to 42%, resulting in an increase of 1 point on the 2019 NSPF.

4. OECS will increase the percent of non-proficient students meeting the Mathematics Adequate Growth Percentile (AGP) from 17.5% to 20.0%, resulting in an increase of 1 point. OECS will increase the percent of non-proficient students meeting the Reading Adequate Growth Percentile (AGP) from 31.0% to 34.0%, resulting in an increase of 1 point.

5. In the 2018-2019 school year, OECS will reduce the percent of students chronically absent from 6.8% to 6.0%, earning the maximum of ten (10) out of ten (10) points in this category (nine (9) points for the chronic absentee rate plus one (1) bonus point for reducing the rate of chronically absent students by 10%).

Action Plan: (Strategies aligned to findings from Self-Study/Standards/SQF)

Student Achievement Goal: Odyssey Charter Elementary School (OCES) students will demonstrate growth in the area of *Reading, Mathematics, and Science* as measured by the Spring 2019 SBAC and CRT exams. The Pooled Average (Science, Math, and ELA) will increase from 42.8% to 46.0% proficient, earning two additional points on the NSPF on the indicator of Student Achievement.

Rational:

In the 2018 School Year, OCES increased the proficiency rate of its 3rd, 4th, and 5th Grade students in Mathematics from 27.3% to 39.5%. This is an increase of 12.2%! The Mathematics proficiency rate for CCSD is 41.6%. OCES will increase its Mathematics proficiency rate to 42%.

In the 2018 School Year, OCES increased the proficiency rate of its 3rd, 4th, and 5th Grade students in Reading from 51.4% to 55.9%. This is an increase of 4.5%. The Reading proficiency rate for CCSD is 49.0%. OCES will increase its Mathematics proficiency rate to 58.4%.

In the 2018 School Year, OCES increased the proficiency rate of its 5th Grade students in Science from 10% to 13.3%. This is an increase of 3.3%! The proficiency rate for CCSD is 21.8%. OCES will increase its Science proficiency rate to 22%.

OCES' Pooled Proficiency rate for the 2018 ratings is 42.8%. CCSD's Pooled Proficiency Rate is 41.9%. The meeting of these proficiency rate goals will give Odyssey an approximate Pooled Proficiency rate of 46% $[(41.6\%)(3/7) + (58.4\%)(3/7) + (21.8\%)(1/7) = 45.9\%]$, which is an increase of 2 points.

Odyssey's Read by Grade 3 proficiency rate (3rd Grade Reading Proficiency) is 54.7%, earning Odyssey 4 out of 5 available points. To earn 5 points, Odyssey's RBG3 proficiency will need to increase to 63%.

Strategies: Increase the amount of time students have to work with teachers in mathematics.			
Activities <i>What will be done?</i>	Person Responsible	Resources <i>Time/Support/Finances</i>	Timeline <i>By when?</i>
1. Tier 1 Mathematics Instruction will be revised and enhanced to include concrete, representational, and abstract strategies leading to a conceptual understanding of mathematical standards.	Principal, Teachers, Math Strategists	Math Strategists (funded by SB 178), Weekly grade level collaboration time with Strategists	August to May.
2. Tier 1 Science Instruction will be enhanced and will include scientific concepts, science vocabulary, reading and interpreting non-fiction text, and analyzing information in tables, charts, and graphs to draw conclusions.	Principal, Teachers, TOSA for Curriculum and Instruction	Weekly collaboration time with Grade Levels and TOSA, Materials purchased by Junior League of Las Vegas Grant	September to May.
3. Tier 2 and Tier 3 Interventions in ELA and Mathematics	Principal, Teachers, Literacy Strategist, Math Strategists	Weekly collaboration time, Benchmark Assessments (MAPs, I-Ready), additional Diagnostic Tools (Core-phonics survey, Assessing Math Concepts), Progress Monitoring Tools (AIMs, Easy CBM), RBG3 Documents, Intervention Plan Template, Weekly Intervention Logs, Professional Development on Benchmark Tools, Tier 2 Instruction Programs (I-Ready, Lexia, Developing Number Concepts Activities)	August to May.
<p>Evidence of Success (How will you know you're making progress?): The MAPs Benchmark will be given in the Fall, Winter, and Spring. The I-Ready Benchmark will be given four (4) times during the year (August, November, February, and May). Proficiency rates and academic growth will both be monitored using these assessments. Students in which Intervention Plans have been implemented, will be progress monitored at least every two weeks. Academic progress for these students will be discussed in weekly grade level collaboration meetings, in Grade Level RTI Meetings every 6 weeks, in one-on-one meetings with Administration, and as a whole group after each Benchmark Assessment.</p>			



Evaluation Process (*How will you know your goal has been reached?*):
 SBAC Spring exams will show individual student improvement and school-wide gains. NSPF will show an increase in the Pooled Average of 46% or higher, up 3.2% from 2017 - 2018.

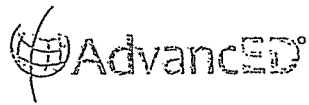
Student Growth Goal: Odyssey Charter Elementary School students will demonstrate growth in the area of *Mathematics* as measured by the spring 2019 SBAC exams. The Mathematics Median Growth Percentile (MGP) will increase from 38.0 to 40.0, resulting in an increase of 1 point on the 2019 NSPF. The percent of students meeting the Mathematics Adequate Growth Percentile (AGP) will increase from 28.3 to 29.0, resulting in an increase of .5 points on the 2019 NSPF.

OCES students will increase the Reading Median Growth Percentile (MGP) from 53.0 to 54.0, resulting in an increase of 1 point on the 2019 NSPF. OCES will increase the percent of students meeting the Reading Adequate Growth Percentile (AGP) from 51.8 to 53.0, resulting in an increase of .5 points on the 2019 NSPF.

Achieving these student growth goals will result in an increase of 3 points on the 2019 NSPF.

Strategies:

Activities <i>What will be done?</i>	Person Responsible	Resources <i>Time/Support/Finances</i>	Timeline <i>By when?</i>
1. Tier 1 Mathematics Instruction will be revised and enhanced to include concrete, representational, and abstract strategies leading to a conceptual understanding of mathematical standards.	Principal, Teachers, Math Strategists	Math Strategists (funded by SB 178), Weekly grade level collaboration time with Strategists	August to May.
2. Tier 2 and Tier 3 Interventions in ELA and Mathematics	Principal, Teachers, Literacy Strategist, Math Strategists	Weekly collaboration time, Benchmark Assessments (MAPs, I-Ready), additional Diagnostic Tools (Core-phonics survey, Assessing Math Concepts), Progress Monitoring Tools (AIMs, Easy CBM), RBG3 Documents, Intervention Plan Template, Weekly Intervention Logs, Professional Development on Benchmark Tools, Tier 2	August to May.



	Instruction Programs (I-Ready, Lexia, Developing Number Concepts Activities)	
<p>Evidence of Success (How will you know you're making progress?): The MAPs Benchmark will be given in the Fall, Winter, and Spring. The I-Ready Benchmark will be given four (4) times during the year (August, November, February, and May). Proficiency rates and academic growth will both be monitored using these assessments. Students in which Intervention Plans have been implemented, will be progress monitored at least every two weeks. Academic progress for these students will be discussed in weekly grade level collaboration meetings, in Grade Level RTI Meetings every 6 weeks, in one-on-one meetings with Administration, and as a whole group after each Benchmark Assessment.</p>		
<p>Evaluation Process (How will you know your goal has been reached?): The growth Median Growth Percentile (MGP) and Adequate Growth Percentile (AGP) goals will be met by the 4th and 5th Grade students on the Spring 2019 SBAC tests resulting in an increase of 3 points on the 2019 NSPF. In addition, MAPs will provide a measure of the MGP and AGP for Kindergarten through 3rd grade students that completed benchmark assessments in the Fall and Spring windows so that the progress made by Grades K-3 can also be recorded.</p>		

<p>English Language Learners Goal: OCES will increase the percent of EL students meeting the Adequate Growth Percentile as measured by the WIDA given in February of 2019 from 40% to 42%, resulting in an increase of 1 point on the 2019 NSPF.</p>			
<p>Strategies:</p>			
Activities <i>What will be done?</i>	Person Responsible	Resources <i>Time/Support/Finances</i>	Timeline <i>By when?</i>
<p>1. Professional Development for staff on effective teaching and test taking strategies targeted specifically to the WIDA and implementation of those strategies into the Tier 1 and Tier 2 programs.</p>	<p>Principal, EL Coordinator, EL Student Success Advocate, Teachers</p>	<p>Professional Development Session, Support from the CCSD's EL Department</p>	<p>November</p>
<p>2. The use of computer programs designed specifically for students learning English as a Second Language: Imagine Learning and Achieve 3000.</p>	<p>Principal, EL Coordinator, EL Student Success Advocate, Teachers</p>	<p>Student Accounts (Title III), CCSD's Charter School Office, CCSD's EL Department, Imagine Learning Support Team, Achieve 3000 Support Team</p>	<p>October to May.</p>
<p>3. Individual family conferences and tutoring/support sessions</p>	<p>Principal, EL Coordinator, EL Student Success Advocate</p>	<p>Translators, Tutors, Hourly Tutoring Funds (Title III)</p>	<p>October to May</p>

Evidence of Success (*How will you know you're making progress?*): The students' progress in the computer programs will be monitored. Students' performance on the Benchmark Assessments and Tier 2 Interventions will be recorded along with Parent and Teacher feedback.

Evaluation Process (*How will you know your goal has been reached?*): 42% of Odyssey English Language Learner students will demonstrate adequate progress on the 2019 WIDA.

Closing Opportunity Gaps Goal: OECS will increase the percent of non-proficient students meeting the Mathematics Adequate Growth Percentile (AGP) from 17.5% to 20.0%, resulting in an increase of 1 point. OECS will increase the percent of non-proficient students meeting the Reading Adequate Growth Percentile (AGP) from 31.0% to 34.0%, resulting in an increase of 1 point. Achieving these student growth goals will result in an increase of 2 points on the 2019 NSPF.

Strategies:

Activities <i>What will be done?</i>	Person Responsible	Resources <i>Time/Support/Finances</i>	Timeline <i>By when?</i>
1. Tier 1 Mathematics Instruction will be revised and enhanced to include concrete, representational, and abstract strategies leading to a conceptual understanding of mathematical standards.	Principal, Teachers, Math Strategists	Math Strategists (funded by SB 178), Weekly grade level collaboration time with Strategists	August to May.
2. Tier 2 and Tier 3 Interventions in ELA and Mathematics	Principal, Teachers, Literacy Strategist, Math Strategists	Weekly collaboration time, Benchmark Assessments (MAPs, I-Ready), additional Diagnostic Tools (Core-phonics survey, Assessing Math Concepts), Progress Monitoring Tools (AIMs, Easy CBM), RBG3 Documents, Intervention Plan Template, Weekly Intervention Logs, Professional Development on Benchmark Tools, Tier 2 Instruction Programs (I-Ready, Lexia, Developing Number Concepts Activities)	August to May.

Evidence of Success (How will you know you're making progress?): The MAPs Benchmark will be given in the Fall, Winter, and Spring. The I-Ready Benchmark will be given four (4) times during the year (August, November, February, and May). Proficiency rates and academic growth will both be monitored using these assessments. Students in which Intervention Plans have been implemented, will be progress monitored at least every two weeks. Academic progress for these students will be discussed in weekly grade level collaboration meetings, in Grade Level RTI Meetings every 6 weeks, in one-on-one meetings with Administration, and as a whole group after each Benchmark Assessment.

The subgroup of Opportunity Gap students will be identified using Data Lab. The academic progress of the subgroup will be compared to the whole population to ensure that the subgroup is keeping up.

Evaluation Process (How will you know your goal has been reached?): The Adequate Growth Percentile (AGP) goals will be met by the 4th and 5th Grade Opportunity Gap subgroup of students on the Spring 2019 SBAC tests resulting in an increase of 2 points on the 2019 NSPF. In addition, MAPs will provide a measure of the AGP for Kindergarten through 3rd grade students that completed benchmark assessments in the Fall and Spring windows so that the progress made by Grades K-3 can also be recorded. Although there will not be an official Opportunity Gap subgroup in K-3 because these students have not yet taken the SBAC, the progress made by the students that scored below the 40th percentile in the Fall window will be compared to the progress made by the whole group.

Student Engagement Goal: OECS reduced the percent of students that were chronically absent in the 2017-2018 school year from 14.2% to 6.8%! In the 2018-2019 school year, OECS will reduce the percent of students chronically absent from 6.8% to 6.0%, earning the maximum of ten (10) out of ten (10) points in this category (nine (9) points for the chronic absentee rate plus one (1) bonus point for reducing the rate of chronically absent students by 10%).

Strategies:

Activities <i>What will be done?</i>	Person Responsible	Resources <i>Time/Support/Finances</i>	Timeline <i>By when?</i>
1. Attendance will be monitored weekly. Odyssey's intervention procedures, called The Pathways to Success, will be implemented for those families demonstrating the need for support.	Principal, Attendance Clerk, Parent Advocate/Social Worker, Teachers	Pathways to Success procedures, Parent Advocate/Social Worker	August to May.

Evidence of Success (How will you know you're making progress?):

Attendance will be monitored weekly by the Attendance Clerk and Parent Advocate/Social Worker. The Parent Advocate/Social Worker will keep a running tab of students with absences and will review the list with Administration on a weekly basis.

Evaluation Process (How will you know your goal has been reached?): The percent of students that will be chronically absent during the 2018-2019 School Year will be 6.0% or less.