

School Performance Plan

School Name
Odyssey Charter Schools MS

Address (City, State, Zip Code, Telephone):
2251 S Jones Blvd
Las Vegas, NV 89146, 7022570578

Superintendent/Assistant Chief: Timothy Lorenz / Michelle Guthrie

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Middle School

Classification: 5 Star

NCCAT-S: Not Required

***1 and 2 Star Schools Only:** Use of Core Instructional Materials Scheduling Model School Visits

Please ensure that the following documents will be available upon request

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
Mrs. Sabrina Roybal	Parent	Nancy Herron	Federal Programs
Sheryl Heise	Math Instructor	Marge Cunningham	English Instructor
Doreen Walters	School Counselor	Jillie Charles	Principal
Vicki Daily	Literacy		

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: 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.

Source of Funds applicable to Priority	Amount Received for this School		Purposes for which funds are used (Include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
	Need/Goal	Year		
Title 1		\$76,891.30	Strategist position, translation and refreshments.	None
Title 111		\$2,045.	After school tutoring, teacher PD and parent training.	None
General Budget		\$44,000	Instructional assistant salary and benefits to support both literacy and mathematics in classrooms.	None

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

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

- 1. 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.
- 2. Describe the school's strategies to increase family engagement in accordance with Section 111.8 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.**
Translation services are available for meetings and documents are sent home in English and Spanish. A literacy strategist has been employed in middle school for the 2018 - 2019 school year. Strategist provides targeted small group instruction and monitors data from and participation in school literacy programs. Strategist instructs struggling, targeted students utilizing an online reading course and face to face interactions. Strategist, teachers, and admin collaborate during regular meetings.
- 3. 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 the elementary school and middle school are embedded in the OCS school programs. Counselors, 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 two schools on a consistent basis.
- 4. 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.
- 5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts**
All school administration review procedures, resources, services and policy. 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 Middle School

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

Goals:
1. Odyssey Charter Middle School students will demonstrate growth in the area of <i>mathematics</i> as measured by the spring 2019 SBAC exams. The Pooled Average (science, math, ELA) will increase from 44% to 48% proficient, earning two additional points on the NSPF on the indicator of Student Achievement.
2. Odyssey Charter Middle School students will demonstrate growth in the area of <i>mathematics</i> as measured by the spring 2019 SBAC exams. The subgroup <i>English Learner Current</i> will demonstrate an increase in AGP from the 13th percentile to the 15th percentile. This will move the EL Current subgroup to meet the Measure of Interim Progress (MIP) on the NSPF on the indicator of Student Growth.
3. Odyssey Charter Middle School students will demonstrate growth in the area of <i>English/Language Arts</i> as measured by the spring 2019 SBAC exams. The <i>special education</i> subgroup will demonstrate an increase in growth from the 31st percentile to the 32nd percentile. This will move the special education subgroup to meet the Measure of Interim Progress (MIP) on the NSPF on the indicator of Student Growth.
4. Odyssey Charter Middle School students in the <i>special education</i> subgroup will increase the percentage of students meeting <i>English/Language Arts</i> AGP by .4% from 15.6% to 16%. This will move the special education subgroup to meet the Measure of Interim Progress (MIP) on the NSPF on the indicator of <i>Closing Opportunity Gaps</i>

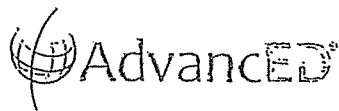
Action Plan: (Strategies aligned to findings from Self-Study/Standards/SQF)

Goal: Odyssey Charter Middle School students will demonstrate growth in the area of <i>mathematics</i> as measured by the spring 2019 SBAC exams. The Pooled Average (science, math, ELA) will increase from 44% to 48% proficient, earning two additional points on the NSPF on the indicator of Student Achievement.
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. Increase number of students coming to Ready 4 Math to increase skills	Principal, Teaching staff	Additional classroom reserved. i-Ready program. Math instructional assistant.	September to May.
2. Implement monthly CERs (Claim, Evidence, Reasoning) in all grades in science.	Science teachers, PD coordinator	Collaboration time for science staff. Collaboration with PD coordinator.	September to May.
3. Increase use of RACE strategy to improve (Restate, Answer, Cite Explain)	English teachers, Reading teachers	Books for staff. Collaboration for ELA and Reading staff	September to May.
Evidence of Success (<i>How will you know you're making progress?</i>): Reading Plus benchmark exam, increase in level for students working in i-Ready, improved quarter and semester grades in English and reading, and raised scores on spring benchmark exam in Reading Plus.			
Evaluation Process (<i>How will you know your goal has been reached?</i>): SBAC spring exams will show individual student improvement and school-wide gains. NSPF will show an increase in the Pooled Average of 48% or higher, up 4% from 2017 - 2018.			

Goal: Odyssey Charter Middle School students will demonstrate growth in the area of <i>mathematics</i> as measured by the spring 2019 SBAC exams. The subgroup <i>EL Current</i> will demonstrate an increase in AGP from the 13th percentile to the 15th percentile. This will move the EL Current subgroup to meet the Measure of Interim Progress (MIP) on the NSPF on the indicator of <i>Student Growth</i> .			
Strategies:			
Activities <i>What will be done?</i>	Person Responsible	Resources <i>Time/Support/Finances</i>	Timeline <i>By when?</i>
1. Increase number of all students coming to Ready 4 Math to increase skills.	Principal, Teaching staff, Instructional assistant.	Additional classroom reserved. i-Ready program. Instructional assistant support.	September to May.
2. Analyze subgroup data and identify individual students in the EL group for progress monitoring.	Teaching staff EL admin.	Testing coordinator support. Friday staff meetings to work collaboratively. Instructional assistant support to assign to targeted groups. Translation services for parent meetings.	September to May.



3. Increase number of identified EL students attending Ready 4 Math and Midday Math.	Teaching staff, Principal, Instructional assistant	Classroom space to expand group size. Added assistant for instructional supports. Translation services for parent meetings.	September to May.
Evidence of Success (How will you know you're making progress?): i-Ready math levels will increase for students in the EL Current subgroup. Midday Math attendance and interim teacher made tests will be administered for progress.			
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 AGP math in the EL Current subgroup from the 13th to the 16th percentile.			

Goal: Odyssey Charter Middle School students will demonstrate growth in the area of <i>ELA English/Language Arts</i> as measured by the spring 2019 SBAC exams. The <i>special education</i> subgroup will demonstrate an increase in growth from the <i>31st percentile to the 32nd percentile</i> . This will move the special education subgroup to meet the Measure of Interim Progress (MIP) on the NSPF on the indicator of Student Growth.			
Strategies:			
Activities <i>What will be done?</i>	Person Responsible	Resources <i>Time/Support/Finances</i>	Timeline <i>Bywhen?</i>
1. Analysis of special ed students attending Literacy Lab for classes and increase attendance to include additional students.	Strategist, special education staff, ELA instructors	Classroom space	October - May
2. Special education staff will collaborate regularly and review ELA progress with gen ed teachers	Special ed staff, ELA/Reading teachers	Regular collaboration time in schedule.	October to May.
3. Small group instruction in classrooms will take place at each grade level to include instruction in comprehension, skills practice, and progress monitoring	Special ed staff, ELA/Reading teachers	Collaboration time.	September to May
Evidence of Success (How will you know you're making progress?): Weekly targeted and collaborative instructional practice will allow progress monitoring to occur, and improved grades on assignments will be a determinant.			
Evaluation Process (How will you know your goal has been reached?): Spring English/Reading SBAC exams. The special education subgroup will demonstrate an increase in growth from the 31st percentile to the 34th percentile.			

Goal: Odyssey Charter Middle School students in the *special education* subgroup will increase the percentage of students meeting ELA AGP by .4% from 15.6% to 16%. This will move the special education subgroup to meet the Measure of Interim Progress (MIP) in the *Closing Opportunity Gaps* indicator on the NSPF.

Strategies:

Activities <i>What will be done?</i>	Person Responsible	Resources <i>Time/Support/Finances</i>	Timeline <i>By when?</i>
1. Students will be invited to Literacy Lab and attend 1-2 labs per week to work in the i-Ready reading program or Reading Plus.	Strategist	Classroom space Strategist collaboration time with Special Ed team.	October - May
2. Student SBAC data will be analyzed to create a target group for ELA small group skills practice during class time with instruction from both special ed and ELA instructors..	Teachers, Special ed instructors	Collaboration time.	October - May
3. Existing students already enrolled in Literacy Lab will be monitored for progress and growth goals	Strategist	Data analysis time in schedule	October - May
Evidence of Success (<i>How will you know you're making progress?</i>): Continued i-Ready and Ready Plus data will show student increases in levels of reading comprehension.			
Evaluation Process (<i>How will you know your goal has been reached?</i>): Spring English/Reading SBAC exams. The special education subgroup will increase the percentage of students meeting ELA AGP by .4%.			