

**Senate Bill 178 Summary  
Form A**

During the 79<sup>th</sup> Legislative Session, Senate Bill (SB) 178 was passed to prioritize additional per-pupil allocations to provide support for students performing in the bottom quartile of student achievement who may also be Free and Reduced Lunch (FRL) and/or English Language Learners (ELL). Funding was prioritized; beginning with 1 and 2-star schools, and then to 3-star schools until the funds allocated to the Clark County School District were exhausted. The information provided below includes information which focuses on the components of the plan. A final version of this form will be posted on your website.

**School Information**

Name of School	Name of Principal	Name of SAS
Odyssey Charter School - ES	Gerry Born	Daniel Tafoya

**Student Demographic Information for Bottom Quartile Performing Students**

Ethnicity	Student Number	Percent
Asian	0	0
Black	3	21.4
Caucasian	3	21.4
Hispanic	7	50.0
Alaskan Native/Native American	0	0.0
Multiracial	4	19.0
Pacific Islander	0	0.0
English Learners	5	35.7
FRL	10	71.4

**Allocation and Coordinated Funding**

Allocation Amount	\$92,400
Coordinated Funding	<p>General Funds provides for the following supports:</p> <ol style="list-style-type: none"> <li>1. Learning Strategist to monitor Tier II and Tier III Literacy Intervention and provide Tier II and III Targeted Literacy instruction to students in small groups and one-on-one. (This resource was originally funded by the Read by Grade 3 Grant, but is now supported by General Funds.)</li> <li>2. Curriculum, Instruction, and Professional Development Mentor for Tier I lesson design support. The teachers meet with the Curriculum Mentor as a Grade level team to make long-range lesson plans using benchmark data, analyze the student achievement results from recently taught lessons, and ensure that the Components of an Effective Lesson are built into their online instruction.</li> <li>3. Parent Advocate/Social Worker ensures that the families are engaged in the student's learning and that they have the academic and community support that they need.</li> <li>4. Lexia Core 5, Reading Plus, and I-Ready provide supplemental instruction and practice in Literacy and Math.</li> </ol>

	<ol style="list-style-type: none"> <li>5. NWEA’s MAP Assessment and Curriculum Associates’ I-Ready Assessments provide Benchmarking Data three times per year in Literacy and Math.</li> <li>6. I-Ready and AIMS Web monitor the progress of students with Academic Intervention Plans.</li> <li>7. Professional Development time and collaboration time are built into the teachers’ schedules every week.</li> <li>8. Teacher/Parent/Student conferences occur face-to-face every week.</li> <li>9. EL Coordinator (K-12)</li> <li>10. Bus passes to provide transportation to and from instructional visits for families in need.</li> </ol> <p>Title I provides professional consultation services in writing online lessons.</p> <p>Title III provides extra-duty hours each month for EL support and Professional Development for the teachers.</p> <p>The Regional Professional Development Program (RPDP) provides the assistance of a K-2 Math Strategist to deliver professional development to the teachers and to model instructional strategies for the teachers with the students.</p>
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**Plan**

The Academic Unit worked collaboratively with the Research Department to identify students in the bottom quartile at each school. Schools refined the initial list taking into account any specific factors that affected each student, inherent transiency and instructional practice.

Consultation meetings were held with parents, legal guardians, and/or School Organizational Teams to determine the needs of pupils and preferred services.

Date(s) of Meeting(s)	April 18, 2018; September 17, 2018; November 14, 2018
Audience	<p>Tim Lorenz, Superintendent  Gerald Born: Elementary School Principal  Mario Gatto, High School Principal  Nancy Herrod, Director of Federal Programs  Stephanie Han, Human Resources Specialist  Sarah Sparks, Parent  Jennie Rico, Parent</p>
Feedback	<ol style="list-style-type: none"> <li>1. Reviewed the purpose of SB 178 and how Odyssey Charter Elementary School received funding.</li> <li>2. Reviewed the data from the previous two school years as reported on the NSPF.</li> <li>3. Discussed the goals, measurable objectives, and proposed action plans. Answered questions and recorded feedback for further consideration.</li> <li>4. Informed the team of the timeline for steps to be taken and how to follow up with questions and/or additional thoughts.</li> <li>5. The team agreed with the need for targeted academic interventions for EL students and math interventions.</li> </ol>

**Measurable Goals**

Measurable goals for the 2018-2019 school year was developed and aligned with the Every Student Succeeds Act (ESSA).

School Year	Goal(s)
2018-2019	<p>1. Odyssey Charter Elementary School students will demonstrate growth in the area of <i>Reading, Mathematics, and Science</i> 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.</p> <p>2. Odyssey Charter Elementary School students will demonstrate growth in the area of <i>Mathematics</i> as measured by the spring 2019 SBAC exams. The Mathematics Median Growth Percentile (MGP) will increase from 38.0 to 40.0. The percent of students meeting the Mathematics Adequate Growth Percentile (AGP) will increase from 28.3 to 29.0.</p> <p>OCES students will increase the Reading Median Growth Percentile (MGP) from 53.0 to 54.0. OCES will increase the percent of students meeting the Reading Adequate Growth Percentile (AGP) from 51.8 to 53.0.</p> <p>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%.</p> <p>4. OECS will increase the percent of non-proficient students meeting the Mathematics Adequate Growth Percentile (AGP) from 17.5% to 20.0%. OECS will increase the percent of non-proficient students meeting the Reading Adequate Growth Percentile (AGP) from 31.0% to 34.0%.</p> <p>5. In the 2018-2019 school year, OECS will reduce the percent of students chronically absent from 6.8% to 6.0%.</p>

**Action Steps**

The following actions steps were developed and implemented, which include programs and services and supports that meet the Every Student Succeeds Act research tiers, Evidence-based Initiative (EBI).

Action Step	Description																
<p><b>Action Step 1:</b> Academic Intervention targeting EL students: Provide students with additional instruction 1 or 2 days per week for 2 hours per day. The identified students will attend a face-to-face session with the EL Strategist in a one-on-one, small group, or intervention lab setting each week and will receive targeted instruction in Reading, Language Acquisition, Math, and Speaking and Listening domains. The parents will join the students and will be encouraged to</p>	<p><u>Action Step 1:</u></p> <table border="1"> <thead> <tr> <th colspan="4">Action Step 1: Progress Monitoring Summary</th> </tr> <tr> <th>Number of Students Targeted in this Action Step</th> <th>Number of Students Making Progress Towards ESSA Targets</th> <th>Success Rate (%)</th> <th>Assessment(s) and/or Metric(s) Used to Monitor Student Progress</th> </tr> </thead> <tbody> <tr> <td>(12/3/18) 25</td> <td>15*</td> <td>60%</td> <td>I-Ready Reading</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>* Students that demonstrated at least 40% of growth toward annual target on the November benchmark.</p>	Action Step 1: Progress Monitoring Summary				Number of Students Targeted in this Action Step	Number of Students Making Progress Towards ESSA Targets	Success Rate (%)	Assessment(s) and/or Metric(s) Used to Monitor Student Progress	(12/3/18) 25	15*	60%	I-Ready Reading				
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fully-participate in the language acquisition strategies and academic activities. Spanish speaking translators will facilitate communication between teachers, students, and parents if necessary

**Action Step 2:** Academic Intervention targeting Mathematics: Provide students with explicit Tier 1 Mathematical instruction that is evidence-based. Identify students in need of additional support in Mathematics. Use evidence-based strategies to provide RTI to the identified students. Students in need of intervention will receive additional instruction 1 or 2 days per week for 2 hours per day. The identified students will attend a face-to-face session with the Math Strategist in a one-on-one, small group, or intervention lab setting each week and will receive targeted Mathematics instruction in all four Math domains using concrete, representational, and abstract instructional strategies that are evidence-based. The parents will join the students and will be encouraged to fully-participate in the academic activities.

Mid-course Adjustment(s): Professional Development was provided to the teachers on highly effective instructional strategies to assist English Learning students with language acquisition.

Action Step 2:

**Action Step 2: Progress Monitoring Summary**

Number of Students Targeted in this Action Step	Number of Students Making Progress Towards ESSA Targets	Success Rate (%)	Assessment(s) and/or Metric(s) Used to Monitor Student Progress
(12/3/18) 233	135*	58%	I-Ready Math

\* Students that demonstrated at least 40% of growth toward annual target on the November benchmark.

Mid-course Adjustment(s):