



# Odyssey Charter Elementary

## School Performance Plan: A Roadmap to Success

*Odyssey Charter Elementary has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Mr. Gerald Born  
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**Phone:** 702-257-0578

**School Designations:** ☐ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

*Our SPP was last updated on 10/20/2023.*



## School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at [http://nevadareportcard.nv.gov/DI/nv/clark/odyssey\\_charter\\_elementary\\_school/2023/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/odyssey_charter_elementary_school/2023/nspf/).

## School Continuous Improvement (CI) Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.*

Name	Role
Mr. Gerald Born (Principal)	<b>Principal(s)</b> <i>(required)</i>
Mr. Tim Lorenz (Superintendent)	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Mrs. Melyssa Ritzo (Kinder), Ms. Paula Hensey (1 <sup>st</sup> ), Ms. Maria LaFasto (2 <sup>nd</sup> ), Ms. Tara Kono (3 <sup>rd</sup> ), Mrs. Shannon Rapp (4 <sup>th</sup> ), Mr. James Benesh (5 <sup>th</sup> ), Mrs. Tracey Schmiesing (SPED)	<b>Teacher(s)</b> <i>(required)</i>
Ms. Samantha Ferguson (Administrative Assistant)	<b>Paraprofessional(s)</b> <i>(required)</i>
Mrs. Melissa Kim	<b>Parent(s)</b> <i>(required)</i>
Ms. Lea Wright (Social Worker), Dr. Tracy Edwards (Literacy Strategist), Ms. Joanna Battista (Math Strategist), Ms. Catherine Friedman (Curriculum and Instruction)	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>



## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
Parent/Community Engagement Meetings (2)	09/08/2022	Parents are very happy with the culture and communication of the school. Some parents struggle with managing their student's time and with keeping track of the amount of academic work and the various programs that are involved. Some parents are not checking their student's "@odysseyk12.org" email address.
Staff Discussion of SPP Goals and Actions for SY 2023-2024	5/5/2023, 9/29/2023, 10/20/2023	The parents/families need support in providing intervention services to their students. In this meeting, the staff discussed strategies to improve the communication between the teachers and parents/families. The staff believes that the communication needs to be face-to-face, ongoing, and with the child present so the teachers can demonstrate, model, explain, and coach the parents/families as they work with their students.
Parents/Families Presentation	5/19/23-5/23/23	A short presentation was delivered to the parents/families about next year's SPP Goals and Action Steps at the end of year award ceremonies.



# School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experiences and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	Reviewed CRT Data (SBAC)	Zero behavior incidents in the 1 <sup>st</sup> Quarter	Tier I curriculum is organized into Project Based Learning units that emphasize application and real-world connections.
	Reviewed Benchmark Data (MAPs)	School Climate Data: Odyssey Elementary / State Average Cult & Ling Comp: 421 / 377 Relationships: 400 / 363 Physical Safety: 500 / 367 Emotional Safety: 395 / 354	Savaas enVISIONs Math is the backbone of the Math curriculum.  All subjects are aligned to the current State Standards and are validated by State and CCSD auditors every year.  Supplemental Programs (i.e. Reading Plus, Lexia Core 5) provide intervention, enrichment, and spiral review.
	<p><i>Areas of Strength:</i> Odyssey Elementary School Climate data is extremely good. Odyssey students feel safe and connected to their peers and their teachers. Odyssey Elementary's English Learning students demonstrate remarkable progress in meeting their annual goals, year after year. Odyssey Elementary's students demonstrated better achievement scores on the SBAC than their peers in the CCSD. Odyssey Elementary students demonstrated significant growth in Mathematics. Odyssey Elementary is a 3-STAR school.</p> <p><i>Areas for Growth:</i> Odyssey Elementary's students can demonstrate better achievement and growth on the SBAC assessment in Math. Currently, 47% of Odyssey Elementary's students need intervention in Mathematics and 34% of current students need intervention in Reading.</p>		
Problem Statement	The academic proficiency in Math (30.6%) needs to increase significantly. More than one-third (1/3) of current students require intervention in Reading and Math.		



<b>Critical Root Causes</b>	<p>The abnormalities that occurred in education over the past few years resulted in many students having gaps in their learning. The students are ready and willing to learn but they require the assistance of a professional educator to discern the content and concepts that are missing from their skillset. Tier I instruction must continue to rigorously address grade-level standards because the students are ready to receive grade-level instruction in many areas. These students also need individualized Tier II intervention to remediate their lack of understanding in certain areas.</p> <p>Delivering rigorous Tier I instruction with support for students that may need it while providing accurate and effective Tier II intervention is the challenge that lies ahead.</p>
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## Part B

Student Success	
<p><b>School Goal:</b> Odyssey Charter Elementary students will demonstrate increased achievement and growth in Mathematics as measured by the Spring 2024 SBAC assessment:</p> <ol style="list-style-type: none"><li>1) 34% of students will be proficient in Math which is an increase of 10%</li><li>2) 45% of students will meet their annual growth target (AGP), an increase of 10%</li><li>3) 33% of Opportunity Gap students will meet their annual growth target (AGP), an increase of 10%</li></ol>	<p><b>Aligned to Nevada's STIP Goal:</b> Goals 2, 3, 4, and 5</p>
<p><b>Improvement Strategy:</b> Utilize Math Strategists to provide Tier II direct instruction for the students and instructional coaching for the teachers.</p> <p><b>Evidence Level:</b> According to What Works Clearinghouse, the evidence level for direct instruction is 3–Promising. In this case, the instruction will be targeted to the student's individual needs and will be delivered in small groups. Therefore, it is reasonable to assume that the intervention will approach level 2-Moderate.</p>	
<p><b>Intended Outcomes:</b> Students working with a Math Strategist will receive an extra hour of targeted instruction in a small group format every week. These students will show larger than avg. growth on progress monitoring measures.</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● Identify specific students needing support. (Achieved and ongoing)</li><li>● Work with teachers of record to set up weekly intervention schedule/tracker. (Achieved and ongoing)</li></ul>	



- Have teachers identify what success looks like for students working with a resource teacher. (Ongoing)
- Provide face-to-face support and communication to parents working with their children in need of Tier II intervention. (Ongoing)

**Resources Needed:**

- Budget for teacher (Achieved and Ongoing)
- Tool and process for identifying students (Achieved and Ongoing)
- Differentiated math curriculum materials, pacing guide (Ongoing)
- Face-to-face time with students and parents (Ongoing)

**Challenges to Tackle:**

- Teacher working relationship (Ongoing); Potential Solution: Strategist push into classrooms to collaborate with gen ed teachers during both Tier I instruction and Tier II intervention
- Scheduling face-to-face intervention time for families/parents
- Attendance of families/parents at face-to-face interventions

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: Use of home language in curriculum documents and instruction, translation services, provide cultural or background knowledge as needed to complete critical thinking task, extended day program (tutoring, translation services, English acquisition classes)

Foster/Homeless: accommodations as needed, referral to Counselors/Social Workers if needed to offer school-based and community-based support

Free and Reduced Lunch: accommodations as needed, bus passes

Migrant: provide cultural or background knowledge as needed to complete the critical thinking task

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist during intervention, provide cultural or background knowledge as needed to make instruction more relevant

Students with IEPs: Coordinate targeted services with the Special Education teachers to ensure that all the students' lessons reinforce one another, include accommodations and modifications as needed



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<p>Odyssey Charter School Teachers create the online curriculum in Moodle specifically for Odyssey's model and Odyssey's students. The teachers monitor student progress through the curriculum closely.</p> <p>Odyssey's Teachers and Families work together to deliver the curriculum to the students. Students receive approximately 15% of their weekly instruction while face-to-face with their teacher. Approximately 85% of the weekly instruction is completed under the direction and supervision of the family.</p>	<p>Odyssey Elementary Charter School is working to improve the resources and support it provides to its families to increase the quality and effectiveness of the instruction that occurs in the home environment.</p> <p>Odyssey Elementary is creating instructional tools to assist families in delivering instruction, such as how-to videos and intervention materials.</p> <p>Odyssey is dedicating face-to-face time on Monday mornings to meet with families (students and parents together) to instruct, coach, model, monitor-progress, and support both Tier I and Tier II instruction.</p>	<p>Odyssey's Professional Development department provides training for the staff. The most meaningful growth demonstrated by adults is a result of individualized coaching provided by peers and administration through a lesson review process.</p> <p>Monday Morning Interventions are reserved to meet with families (students and parents together) to instruct, coach, model, monitor-progress, and support both Tier I and Tier II instruction.</p>
	<p><i>Areas of Strength:</i> Parents and staff are overwhelmingly satisfied with the curriculum, culture, communication, and environment provided by Odyssey Elementary School. Students love to come to school. Teacher/Family relationships are strong.</p>		
	<p><i>Areas for Growth:</i> More opportunities are needed for teachers and families to engage in meaningful interactions centered around teaching and learning involving both Tier I and Tier II instruction. Staff need training on how to best communicate with families about instructional practices. Staff need the tools and resources to effectively navigate critical conversations to help solve a variety of issues that can occur involving the delivery of instruction with family members serving in the role of "teacher" in the home.</p>		
Problem Statement	<p>Teachers need the tools, resources, and communication skills to support family members as they serve in the role of "teacher" in the home environment.</p>		



<b>Critical Root Causes</b>	<ol style="list-style-type: none"><li>1) There is a limited amount of face-to-face time available each week to meet with students and families.</li><li>2) Communicating honestly and openly about the effectiveness of the instruction occurring in the home environment requires trust, sensitivity, confidentiality, and a non-judgemental mindset that requires practice and experience to implement on the part of both the staff and the families.</li><li>3) Tools and resources are needed to address a variety of challenges that may be interfering with student learning.</li><li>4) The staff need confidence that they can successfully support the families through this process.</li><li>5) The families need confidence in the staff and in themselves that they can successfully support their students' instructional needs.</li></ol>
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## Part B

Adult Learning Culture	
<b>School Goal:</b> By the end of the school year, 95% of teachers will complete professional development opportunities focused on communication skills, empathetic instructional strategies, and relationship building.	<b>Aligned to Nevada's STIP Goal:</b> Goals 2, 3, 4, 5 and 6
<b>Improvement Strategy:</b> Create and facilitate targeted adult learning opportunities centered on communication skills, empathetic instructional strategies, and relationship building.	
<b>Evidence Level:</b> Level 2: Coaching; Build a committed staff through professional development - level 1	
<b>Intended Outcomes:</b> Staff will be able to negotiate critical conversations with adults and students using a variety of techniques while aligned with Odyssey's Core Values of Students First, Unlimited Potential, Nurturing Community, and Readiness for Life.	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>• Staff will engage in professional development opportunities including but not limited to crisis intervention training, autism training, and critical conversation skills.</li><li>• Staff and Families will meet on a weekly basis to discuss both Tier I and Tier II instruction</li><li>• Students' participation, engagement, and academic progress will be monitored throughout the year</li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>• Professional development courses and facilitators</li><li>• Staff and Family meeting time</li><li>• Methods of monitoring participation, engagement, and academic progress</li></ul>	



**Challenges to Tackle:**

- Finding the “right” training for staff
- Providing opportunities for staff to practice communicating
- Ensuring that families participate in weekly meetings

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: translation services, provide cultural or background knowledge as needed to complete instructional tasks, extended day program (tutoring, translation services, English acquisition classes)

Foster/Homeless: accommodations as needed, referral to Counselors/Social Workers if needed

Free and Reduced Lunch: accommodations as needed, bus passes

Migrant: provide cultural or background knowledge as needed to complete instructional tasks

Racial/Ethnic Minorities: provide cultural or background knowledge as needed to complete instructional tasks

Students with IEPs: engage Special Education teachers in the design and implementation of instructional activities, include accommodations and modifications to the activity as needed, include Special Education teachers in the communication with families



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<p>Data from the Nevada School Climate Survey taken in the Fall of 2021. This survey is taken by 5<sup>th</sup> Graders only. The students choose “Strongly Agree,” “Agree,” “Disagree,” or “Strongly Disagree” to each of the prompts. The percentage of responses to each prompt is listed below.</p> <ol style="list-style-type: none"> <li>Teachers understand my problems. 29% 64% 6% 1%</li> <li>Teachers are available when I need to talk with them. 33% 66% 1% 0%</li> <li>It is easy to talk with teachers at this school. 36% 59% 6% 0%</li> <li>My teachers care about me. 45% 54% 0% 1%</li> <li>My teachers make me feel good about myself. 29% 67% 4% 0%</li> <li>Students respect one another. 39% 57% 3% 1%</li> <li>Students like one another. 29% 70% 1% 0%</li> <li>If I am absent, there is a teacher or some other adult at school that will notice my absence. 37% 60% 3% 0%</li> </ol> <p>These responses are significantly more positive than they were before COVID. Although these results are excellent, every response that disagrees is an opportunity for Odyssey to do better.</p>	<p>The staff is excited to be meeting with students and families in our newly constructed classrooms.</p> <p>Since approximately 90% of the learning activities the students engage in each week take place at home and only approximately 10% of the time is spent on campus meeting face-to-face with teachers, the staff believe that family engagement is the biggest opportunity for our students to demonstrate academic growth. Many families need support completing the weekly Tier I curriculum. They also need Tier II Intervention tools and strategies that they can use at home. Constructive communication and time management are also important topics to address.</p>	<p>On the parent survey issued in October 2021, the parents indicated that they are overwhelmingly happy with the school and the services the school provides. Excluding respondents that replied, “Does not apply or no opinion,” the results are:</p> <p>99% are happy with their teachers</p> <p>99% are satisfied with the school</p> <p>99% feel like they belong to a community</p> <p>100% feel supported at Odyssey</p>
	<p><i>Areas of Strength:</i> Odyssey is truly a family engagement school since our families are critical to the success of everything that we do.</p>		



	<i>Areas for Growth:</i> Improve the effectiveness of the online curriculum by providing the families with more support and/or resources in the areas of: tier I instruction, tier II intervention, computer program competency, time management, and communication.
<b>Problem Statement</b>	Increase student engagement in the online curriculum by ensuring that EVERY parent has the knowledge, tools, and resources to support their child in the home learning environment.
<b>Critical Root Causes</b>	<ol style="list-style-type: none"> <li>1) Approximately 90% of the learning activities the students engage in each week take place at home. Approximately 10% of the students' time is spent on campus meeting face-to-face with teachers.</li> <li>2) Families need support completing the weekly Tier I curriculum in a variety of areas, including understanding the intent of the lesson/program, effectively delivering instruction, time management, and communicating with the teacher.</li> <li>3) Families need the resources, tools, and strategies to support their student in Tier II intervention, including an understanding of how and when to scaffold the Tier I lessons so their student can access the curriculum at an appropriate level.</li> <li>4) Staff members need training and practice to develop their ability to diagnose the needs of the students/families and means of communicating with the families in a productive and supportive way.</li> </ol>

## Part B

Connectedness	
<b>School Goal:</b> The average of the final grades of the students enrolled in Odyssey Elementary School's grade-level courses will increase by 10% from the Spring of 2023 to the Spring of 2024.	<b>Aligned to Nevada's STIP Goal:</b> Goals 1, 2, 3, 4, 5, and 6
<b>Improvement Strategy:</b> All staff (Teachers, Strategists, Social Workers, Counselors, Administrators, and Support Staff) will work to improve the effectiveness of the online curriculum by providing the families with more support and/or resources in the areas of: tier I instruction, tier II intervention, computer program competency, time management, and communication.	
<b>Evidence Level:</b> Creating a positive school climate and culture - level 3	
<b>Intended Outcomes:</b> Student engagement in the academic curriculum will increase as evidenced by a 10% increase in the average of the final grades of the students enrolled in Odyssey Elementary School's grade-level courses from the Spring of 2023 to the Spring of 2024.	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>● Create a weekly "Ready. Set. Go!" assignment in Moodle to encourage students to begin the weekly work early in the week.</li> <li>● Reserve face-to-face time to provide support to families on a weekly basis</li> </ul>	



- Hold weekly live meetings online to support parents in Math instruction.
- Instructional videos for the parents that address various math topics and accessing programs will be included in the online curriculum.
- Intervention plans will include a weekly parent participation activity to support the face-to-face intervention instruction.
- Families are provided with Math Manipulative Kits and directions for using the materials are included in the weekly lessons online.
- Monitor the GPA of students 8 times per year: at progress report time and at the end of the quarter

**Resources Needed:**

- Weekly face-to-face time to meet with families
- Instructional videos from a variety of sources including from purchased curriculum and teacher generated
- Intervention plans generated by teachers and strategists that include weekly activities to be completed at home
- Math manipulative kits
- GPA progress monitoring tool

**Challenges to Tackle:**

- Motivating the families to attend face-to-face meetings with the staff; Potential Solutions - excellent communication, support from Administration, providing alternatives to meeting on campus

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: translation services, provide cultural or background knowledge as needed to make communication and feedback more relevant, extended day program (tutoring, translation services, English acquisition classes)

Foster/Homeless: accommodations as needed, referral to Counselors/Social Workers if needed

Free and Reduced Lunch: accommodations as needed, bus passes

Migrant: provide cultural or background knowledge as needed to make communication and feedback more relevant

Racial/Ethnic Minorities: provide cultural or background knowledge as needed to make communication and feedback more relevant

Students with IEPs: include the Special Education teachers in the communication and feedback action steps, include accommodations and modifications as needed



## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
ESSER II/ESSER III	\$150,000.00	Math and Reading Strategist	Goals 1, 2, and 3
General Funds	\$270,000.00	Professional Development Staff	Goals 1, 2, and 3
General Funds	\$45,000	Math Manipulative Kits	Goals 1 and 3
Title III - EL Funds	\$1760 (projected amount)	EL Strategist	Goals 1, 2, and 3