

READ BY GRADE 3 LOCAL LITERACY PLAN FOR 2026-2027/2027-2028 SCHOOL YEARS

LOCAL PROGRAM CONTACT SECTION

School District or Charter Organization	Odyssey Charter Elementary School	Date:	4/10/26
Number of Sites Being Served:	1	Local Education Agency (LEA) Grade Spans:	K-5
Read by Grade 3 Program Lead Information			
Name:	Tracy Edwards & Joey Nish	Title:	Literacy Strategist
Phone Number:	02-257-0578 x8832	Email Address:	jnish@odysseyk12.org tedwards@odysseyk12.org

List the names and titles of the members of your Local Literacy Plan Team:

Name:	Title:
Gerald Born	Principal
Rebecca Fitzgerald	Director of Professional Development
Tracy Edwards	K-3 Literacy Strategist
Joey Nish	4-5 Literacy Strategist
Sharyn Koszer	High School Literacy Strategist
Lea Johnson	Parent Advocate, Social Worker
CHARTER ORGANIZATIONS ONLY: Who is your sponsor (SPCSA, District, etc.)?	
	SPCSA

I. Identification, Intervention, and Intensive Instruction

Statutory Requirement NRS 388.157.1 (a): The Local Literacy Plan must include a program to provide intervention and intensive instruction for pupils identified as deficient in reading.

Student Identification

How does the LEA identify elementary students who are deficient in reading?

Students in grades 4 and 5 who score at a Level 1 or 2 on the SBAC English Language Arts Assessments are considered to be performing below grade level. This data, along with teacher observation confirming below-grade-level performance in the classroom, qualify these students for RBG3 intervention services and intensive instruction. Odyssey also uses NWEA MAP scores as an indicator for students who may require additional support in grades K through 5. Students scoring at the 40th percentile or less on the NWEA MAP Assessment are identified as needing interventions. Once a student needing intervention is identified, the protocol of the intervention process is followed with ongoing collaboration between the teacher, interventionists, and other stakeholders. An intervention plan is then created in collaboration with parents, administration, strategists, and teachers before implementation begins.

Intervention Program Design & Delivery

How does the LEA provide targeted, evidence-based reading interventions aligned to student needs?
Frequency and duration of small-group or intensive instruction:

Students identified as needing RTI complete 150 additional minutes as part of their RTI plan, which is categorized by 50 minutes of instruction with a teacher, 50 minutes on an approved program(e.g., Lexia), and 50 minutes with a parent. For those meeting with a teacher, Odyssey provides weekly literacy instruction in a small-group format. Intervention plans are fluid, with regular assessment being integral to meeting student needs. Students are assessed in various areas of the 5 pillars of effective reading instruction as

outlined by the science of reading research, every 2-3 weeks. Instruction is adjusted based on ongoing data collection, which may be in the form of student work, progress in highly targeted, individualized reading programs, observations, and real-time data.

Describe how reading interventions are provided for the following: Phonological/Phonemic Awareness, Decoding and Word Reading, Reading Fluency, Vocabulary Development, Reading Comprehension.

All Odyssey teachers and strategists have completed both components of LETRS training, which includes foundational and application of effective Science of Reading instruction. Interventions occur in small groups with phonological/phonemic awareness, decoding, word reading, fluency, and comprehension at the core. In grades K-3, UFLI, which is based on the Science of Reading, is used to provide a direct, systematic approach that encompasses research-based interventions and is supplemented by novels and reading passages across genres. Phonics for Reading is used in grades 4-5 and is also an explicit phonics program that stresses decoding, encoding, fluency, and comprehension skills. Vocabulary instruction occurs at all grade levels and includes explicit, systemic instruction in high-frequency word meanings, synonyms, antonyms, multiple-meaning words, analyzing roots and affixes, and academic vocabulary needed to access texts. This is done in multiple ways, such as using student-friendly language, visuals, analyzing semantics, and incorporating mnemonic strategies.

Odyssey provides multiple sessions of targeted instruction to the students each week in large-group, small-group, online, and one-on-one formats to ensure the required 150 minutes are met for each student. A typical 50-minute intervention session may include:

- Warm up or review- 5 minutes
- Phonemic awareness- 10 minutes
- Visual or auditory drill- 5 minutes
- Decoding/Encoding (new concept)- 15-20 minutes
- Vocabulary- 5-10 minutes
- Connected Text- 10 minutes

II. Assessment Procedures

Statutory Requirement NRS 388.157.1(b): Procedures for assessing reading proficiency using valid, reliable, State Board–approved assessments.

Assessment training and administration procedures.

Odyssey uses valid and reliable standards-based assessments approved by NDE per AB (2019)Section 1 (b) and by State Board Regulations (NAC 388.660), including NWEA MAP Growth K-2 and 3-5, Brigance KEA, SBAC ELA assessment for grades 3-5, and WIDA assessment.

Odyssey staff reviews and follows all required protocols in administering NDE-approved assessments to ensure the validity of results, including viewing a training video for SBAC and NWEA MAP Growth testing, and a written acknowledgement of understanding of test administration, security, procedures, and expectations.

Grade Level	State Approved Assessment Tool(s)
Kindergarten	Brigance KEA
First Grade	NWEA MAP Growth
Second Grade	NWEA MAP Growth
Third Grade	NWEA MAP Growth, SBAC
Fourth Grade	NWEA MAP Growth, SBAC
Fifth Grade	NWEA MAP Growth, SBAC

III. English Learner (EL) Literacy Program

Statutory Requirement *NRS 388.157.1(c)*: A specific program to improve the reading proficiency of pupils who are English learners.

What is the LEA's plan to improve reading proficiency among students who are English learners?

English Learners are identified in the same manner as all other students needing interventions, with structured literacy at the core of interventions. In addition to completing 150 additional minutes as part of their RTI plan as outlined in section 1 of this document, EL students participate in 60 minutes of additional, research-based interventions specifically designed to meet the needs of students learning English, while heavily focusing on phonemic awareness, decoding, encoding, spelling, fluency, and comprehension to improve literacy outcomes.

IV. Literacy Specialists & Teacher Collaboration

Statutory Requirement *(NRS 388.157.1(d))*: Procedures to facilitate collaboration between licensed literacy specialists and classroom teachers.

What procedures does the LEA use to ensure collaboration between licensed literacy specialists and classroom teachers?

Odyssey has dedicated meeting times for strategists and classroom teachers to ensure ongoing collaboration based on student needs. Teachers meet weekly, by grade level, with strategists to write and adjust measurable literacy learning goals that align with the identified standards in planned lessons. Odyssey teachers track student achievement data towards literacy goals and use the data to make Tier I, II, and III instructional decisions. The Learning Strategist's responsibilities include ensuring that the Tier I curriculum includes explicit literacy instruction in phonological and phonemic awareness, decoding skills, reading fluency, and comprehension.