

**School Performance Plan**

School Name	
Odyssey Charter Schools HS	
Address (City, State, Zip Code, Telephone):	
2251 S Jones Blvd Las Vegas, NV 89146, 7022570578	
Superintendent/Assistant Chief:	Tim Lorenz / Dan Tafoya
For Implementation During The Following Years:	2018-2019

**The Following MUST Be Completed:**

<b>Title I Status:</b>	Served
<b>Designation:</b>	CSI
<b>Grade Level Served:</b>	High School
<b>Classification:</b>	2 Star
<b>NCCAT-S:</b>	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
Claudia Galvan	Parent	Mario Gatto	Principal
Jayceine Gilmour	Assistant Principal	Nancy Herrod	Director of Federal Programs
Glenn Moses	Director of Professional Development	Mary Weiser	Special Education Facilitator
Sharyn Koszer	Literacy Specialist	Rebecca Fitzgerald	Teacher
Rob Carter	Teacher	Melanie Dunlop	EL & Assessment Coordinator
Kim McClain	Coordinator II		

**HIGH SCHOOL GRADUATION RATES**

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> AM In/Ak Native	
<input checked="" type="checkbox"/> Asian	92.3
<input checked="" type="checkbox"/> Black	78.1
<input checked="" type="checkbox"/> Hispanic	78.5
<input checked="" type="checkbox"/> Two or More Races	83.8
<input type="checkbox"/> Pacific Islander	
<input checked="" type="checkbox"/> White	79.4
<input checked="" type="checkbox"/> FRL	77.8
<input checked="" type="checkbox"/> IEP	80.2
<input checked="" type="checkbox"/> ELL	79.5

**NOTES:**

Graduation rate fields that are blank indicate a student population too small for reporting.



## 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 Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
SB 178	\$214,800	EL teacher, two EL instructional aides, translation services, staff extra duty pay, transportation and admission expenses for field trips, & extended day pay for teachers	Goals 1, 2 and 3
Title I	\$134,090.00	Learning Strategist, Pass that Class Tutoring, Pre Act test, ACT Aspire Test, and translation services	Goals 1, 2 and 3
Title I Set-Aside	\$79,833	A portion of the salary and benefits for the Director of Professional Development, Curriculum and Instruction, and Innovation.	Goals 1, 2 and 3
General Funds	\$448,754.75	Curriculum TOSA, Coordinator II, EL Coordinator, the balance of the salary and benefits for the Director of Professional Development, Curriculum and Instruction, and Innovation, CSN Dual Credit Classes, & the ACT Online Prep Program	Goals 1, 2 and 3
1003(a)	\$82,707.13	CTAC will conduct its school improvement model with school-based staff during the 2018-2019 school year. This work will include on-site planning, professional learning and support, virtual collaboration and support, and off-site quantitative and qualitative data analysis. Site visits will center on non-evaluative classroom observations, instructional support including emphasis on quality teaching practices and professional learning that brings together the identified priorities with evidence-based practices.	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.

**1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.**

Odyssey's philosophy, mission statement and core values attract strong, energetic, experienced teachers who have a passion for teaching and education. Our hybrid model of delivering instruction both on-line and in a direct instruction environment allows teachers to meet the needs of a diverse student population. Odyssey High School's attrition among its employees is very low resulting in little teacher turnover every year.

**2. 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.**

Odyssey High School's hybrid model of education requires students, parents and teachers to have frequent contact on a weekly basis either through Moodle or by telephone. Translation services are available on campus and school written communications are translated into Spanish. We have a full-time Learning Strategist to assist families with literacy support.

**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.).**

To facilitate the transition from 8th grade to high school, Odyssey utilizes the same hybrid model of instruction in 8th grade as is used in high school. The 9th and 10th grade students are assigned to school within academies to facilitate their success.

**4. Identify the measures that include teachers in decisions regarding the use of academic assessments.**

Specific staff meet in weekly Crisis Team meetings facilitated by the school social worker and Coordinator II. Our Coordinator II monitors the academic progress and attendance of every student. This position meets with teacher teams weekly to review student progress and discuss concerns. Junior studies teachers are working the Administrative team in the analysis of ACT Aspire and Pre ACT results to determine areas of focus for each student. Students are then launched into an ACT Online Prep course to address their deficiencies.

**5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts**

The Odyssey School Performance plan is aligned with our Title I plan. Various audits occur throughout the year by local and state agencies to ensure that these services are integrated into our school improvement efforts.





## School Improvement Plan 2018-2019

**Name of School:** Odyssey Charter High School

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

<b>Goals:</b>
1. Odyssey Charter High School students will increase proficiency in the area of mathematics as measured by the ACT. Increase the percentage of all students proficient in Mathematics from 16 % to 23% proficient by Spring 2019 measured by the ACT, which will result in an increase of 1.5 points on the NSPF in the area of Academic Achievement. The following subgroups will show improvement: African American students from 6.2% to 12%; Hispanic students from 7.9% to 15%; Two or more races from 15% to 20%; Caucasian students from 26.5% to 34%; Special Education students from 2.5% to 5%; and English Learners from 0% to 5%.
2. Odyssey Charter High School students will increase proficiency in the area of English Language Arts (ELA), as measured by the ACT. Increase the percentage of students proficient in ELA from 48.8% to 52% proficient by Spring 2019 as measured by the ACT, which will result in an increase of 1.5 points on the NSPF in the area of Academic Achievement. To meet the Measure of Interim Progress, the following subgroups will show improvement: Two or more races will improve from 50% to 55.86% ; Caucasian 54.8% to 60.26%; and English Learners from 4.1% to 13.18%.
3. Odyssey Charter High School will increase proficiency in the area of Science as measured by the Nevada High School Science Assessment (CRT). Increase the percentage of all students proficient in Science from 27.5% to 35% testing proficient as measured by the Nevada High School Science Assessment(CRT), which will result in an increase of 1.0 points on the NSPF in the area of Academic Achievement. (Subgroup data was not available for the 2018 administration.)
4. Odyssey Charter High School students need additional support to demonstrate college and career readiness upon graduation by increasing the percent of students participating in post-secondary preparation courses from 27.1% to 35% by 2019 as measured by Infinite Campus and reported on the Nevada School Performance Framework.
5. Odyssey Charter High School students need additional support to demonstrate college and career readiness upon graduation by increasing the percent of students earning a diploma in 4 years from 79.7% to 85.7% by Spring of 2019 as measured by Infinite Campus and reported on the Nevada School Performance Framework. This increase will result in an eight-point gain on the NSPF. To meet the Measure of Interim Progress, the following subgroups will show improvement: Hispanic students from 78.5% to 81.5%; Caucasian students from 79.4% to 85.5%; and English Learners from 79.5% to 83.4%. Moreover, the percent of students that earn a diploma as part of the 5-year cohort <u>will</u> increase from 76.9% to 80%. This increase will result in a one-point gain on the NSPF.
6. Odyssey Charter High School students need additional support to demonstrate college and career readiness upon graduation by increasing the percent of students earning an Advanced Diploma from

22.3% to 26% as measured by Infinite Campus and reported on the Nevada School Performance Framework. This increase will result in a one-point gain on the NSPF.

7. Odyssey Charter High School students will decrease their chronic absenteeism by reducing the percent of chronically absent students from 21.3 % to 14.5% by 2019 as measured by Infinite Campus and reported on the Nevada School Performance Framework. This decrease will result in two additional points on the NSPF.

8. Odyssey Charter High School ninth grade students will increase their credit sufficiency by increasing the percent of ninth grade students who are credit sufficient from 90.4% to 95% by 2019 as measured by Infinite Campus and reported on the Nevada School Performance Framework. This increase will result in one additional point on the NSPF.

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

**Goal:** 1. Odyssey Charter High School students will increase proficiency in the area of mathematics as measured by the ACT. Increase the percentage of all students proficient in Mathematics from 16 % to 23% proficient by Spring 2019 measured by the ACT, which will result in an increase of 1.5 points on the NSPF in the area of Academic Achievement. The following subgroups will show improvement: African American students from 6.2% to 12%; Hispanic students from 7.9% to 15%; Two or more races from 15% to 20%; Caucasian students from 26.5% to 34%; Special Education students from 2.5% to 5%; and English Learners from 0% to 5%.

#### **Strategies:**

<b>Activities</b> <i>What will be done?</i>	<b>Person Responsible</b>	<b>Resources</b> <i>Time/Support/Finances</i>	<b>Timeline</b> <i>By when?</i>
1. Teachers will develop lessons and assessments that directly align to the NVACS and that increase rigor to prepare students for the ACT.	Classroom teachers, Principal, Director of Professional Development, Curriculum & Instruction and Innovation, Curriculum TOSA.	Individual teacher professional development meetings with PD staff. Curriculum and alignment discussions in department meetings.	September to May.
2. Implement weekly interdisciplinary PLC's.	Coordinator II, Director of Professional Development, Curriculum & Instruction and Innovation, Curriculum TOSA.	Meeting space for team meetings facilitated by the Coordinator II, Director of Professional Development, Curriculum & Instruction and Innovation, and Curriculum TOSA.	September to May.



3. Implement an extended-day tutoring program that focuses on English Language acquisition and additional support for students needing extra assistance.	Principal, EL Coordinator, EL teacher, and two EL classroom aides.	Classroom for two – hour sessions, three nights per week. SB 178 funds EL teacher, two classroom aides, and additional teacher support.	September to May
4. Provide a required weekly face-to-face Junior Studies class that focuses on preparation for the ACT to help build math skills and develop test-taking strategies.	Junior studies teachers	Classroom space. ACT Online Prep program licenses for all 11 <sup>th</sup> graders. (\$7980.00) Funded through General Funds. Pre ACT test for 11 <sup>th</sup> graders. (\$5200.00) Funded through Title I and General Funds.	September to May.
5. Maintain partnership with CSN to provide Dual Credit Math classes.	Principal, classroom teachers.	Classroom space. Dual credit teachers, books, and tuition. (\$6000.00) Funded through General Funds.	September to May.
Evidence of Success ( <i>How will you know you're making progress?</i> ): Focused interventions in Junior studies classes based upon Pre ACT results and targeted remediation in the ACT Online Prep program. Student growth as reflected in sample tests prior to the March ACT test administration.			
Evaluation Process ( <i>How will you know your goal has been reached?</i> ): Increase in math proficiency to 23% on the March 2019 test administration.			

**Goal: 2.** Odyssey Charter High School students will increase proficiency in the area of English Language Arts (ELA), as measured by the ACT. Increase the percentage of students proficient in ELA from 48.8% to 52% proficient by Spring 2019 as measured by the ACT, which will result in an increase of 1.5 points on the NSPF in the area of Academic Achievement. To meet the Measure of Interim Progress, the following subgroups will show improvement: Two or more races will improve from 50% to 55.86% ; Caucasian 54.8% to 60.26%; and English Learners from 4.1% to 13.18%.

**Strategies:**

<b>Activities</b> <i>What will be done?</i>	<b>Person Responsible</b>	<b>Resources</b> <i>Time/Support/Finances</i>	<b>Timeline</b> <i>By when?</i>
1. Teachers will develop lessons and assessments that directly align to the NVACS and that increase rigor to prepare students for the ACT.	Classroom teachers, Principal, Director of Professional Development, Curriculum &	Individual teacher professional development meetings with PD staff. Curriculum and alignment discussions	September to May.

	Instruction and Innovation, Curriculum TOSA.	in department meetings.	
2. Implement weekly interdisciplinary PLC's.	Coordinator II, Director of Professional Development, Curriculum & Instruction and Innovation, Curriculum TOSA.	Meeting space for team meetings facilitated by the Coordinator II, Director of Professional Development, Curriculum & Instruction and Innovation, and Curriculum TOSA.	September to May.
3. Implement an extended-day tutoring program that focuses on English Language acquisition and additional support for students needing extra assistance.	Principal, EL Coordinator, EL teacher, and two EL classroom aides.	Classroom for two – hour sessions, three nights per week. SB 178 funds EL teacher, two classroom aides, and additional teacher support.	September to May
4. Provide a required weekly face-to-face Junior Studies class that focuses on preparation for the ACT to help build ELA skills and develop test-taking strategies.	Junior studies teachers	Classroom space. ACT Online Prep program licenses for all 11 <sup>th</sup> graders. (\$7980.00) Funded through General Funds. Pre ACT test for 11 <sup>th</sup> graders. (\$5200.00) Funded through Title I and General Funds.	September to May.
5. Maintain partnership with CSN to provide Dual Credit English classes.	Principal, classroom teachers.	Classroom space. Dual credit teachers, books, and tuition. (\$6000.00) Funded through General Funds.	September to May.
6. Learning Strategist will work with struggling students utilizing "Reading Plus," to increase their reading and writing skills.	Learning Strategist	ELA classroom. Learning Strategist (\$75,000.00) funded through Title I.	September to May.
Evidence of Success ( <i>How will you know you're making progress?</i> ): Focused interventions in Junior studies classes based upon Pre ACT results and targeted remediation in the ACT Online Prep program. Student growth as reflected in sample tests prior to the March ACT test administration.			
Evaluation Process ( <i>How will you know your goal has been reached?</i> ): Increase in ELA proficiency to 52% on the March 2019 test administration.			



**Goal:** 3. Odyssey Charter High School will increase proficiency in the area of Science as measured by the Nevada High School Science Assessment (CRT). Increase the percentage of all students proficient in Science from 27.5% to 35% testing proficient as measured by the Nevada High School Science Assessment(CRT), which will result in an increase of 1.0 points on the NSPF in the area of Academic Achievement. (Subgroup data was not available for the 2018 administration.)

**Strategies:**

<b>Activities</b> <i>What will be done?</i>	<b>Person Responsible</b>	<b>Resources</b> <i>Time/Support/Finances</i>	<b>Timeline</b> <i>By when?</i>
1. Teachers will develop lessons and assessments that directly align to the NVACS and that increase rigor to prepare students for the Nevada High School Science Assessment.	Classroom teachers, Principal, Director of Professional Development, Curriculum & Instruction and Innovation, Curriculum TOSA.	Individual teacher professional development meetings with PD staff. Curriculum and alignment discussions in department meetings.	September to May.
2. Implement weekly interdisciplinary PLC's.	Coordinator II, Director of Professional Development, Curriculum & Instruction and Innovation, Curriculum TOSA.	Meeting space for team meetings facilitated by the Coordinator II, Director of Professional Development, Curriculum & Instruction and Innovation, and Curriculum TOSA.	September to May.
3. Implement an extended-day tutoring program that focuses on English Language acquisition and additional support for students needing extra assistance.	Principal, EL Coordinator, EL teacher, and two EL classroom aides.	Classroom for two – hour sessions, three nights per week. SB 178 funds EL teacher, two classroom aides, and additional teacher support.	September to May

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

Review of Biology course online instruction and student grades at semester.

**Evaluation Process (How will you know your goal has been reached?):**

Increase in science proficiency to 35% on the April 2019 Nevada High School Science Assessment.

**Goal:** 4. Odyssey Charter High School students need additional support to demonstrate college and career readiness upon graduation by increasing the percent of students participating in post-secondary preparation courses from 27.1% to 35% by 2019 as measured by Infinite Campus and reported on the Nevada School Performance Framework.

**Strategies:**

<b>Activities</b> <i>What will be done?</i>	<b>Person Responsible</b>	<b>Resources</b> <i>Time/Support/Finances</i>	<b>Timeline</b> <i>By when?</i>
1. At our 8 <sup>th</sup> grade transition night, emphasize the value of AP classes and encourage students to try an AP Class.	Principal, Counselors	Off-site location for 8 <sup>th</sup> grade parent/student transition night.	March 31, 2019
2. Increase student participation in CSN Dual Credit classes through counselor/student meetings.	Counselors	Classroom space. Dual credit teachers, books, and tuition. (\$6000.00) Funded through General Funds.	September to May.
3. Provide additional group instruction for all AP and Dual Credit classes on Wednesday afternoons.	AP & Dual Credit teachers	Classroom space.	September to May.
4. Expand CTE course offerings that meet the designated criteria.	Principal, Assistant Principal, Director of Professional Development, Curriculum & Instruction and Innovation, Curriculum TOSA.	Meet with the Administrative team to consider current CTE offerings, student interest, and possible future CTE offerings.	September to May.
Evidence of Success ( <i>How will you know you're making progress?</i> ): Review AP and Dual Credit classroom enrollment at the end of the first semester.			
Evaluation Process ( <i>How will you know your goal has been reached?</i> ): 35% of our students participated in post-secondary courses.			

**Goal:** 5. Odyssey Charter High School students need additional support to demonstrate college and career readiness upon graduation by increasing the percent of students earning a diploma in 4 years from 79.7% to 85.7% by Spring of 2019 as measured by Infinite Campus and reported on the Nevada School Performance Framework. This increase will result in an eight-point gain on the NSPF. To meet the Measure of Interim Progress, the following subgroups will show improvement: Hispanic students from 78.5% to 81.5%; Caucasian students from 79.4% to 85.5%; and English Learners from 79.5% to 83.4%. Moreover, the percent of students that earn a diploma as part of the 5-year cohort will increase from 76.9% to 80%. This increase will result in a one-point gain on the NSPF.

**Strategies:**



<b>Activities</b> <i>What will be done?</i>	<b>Person Responsible</b>	<b>Resources</b> <i>Time/Support/Finances</i>	<b>Timeline</b> <i>By when?</i>
1. Implement an extended-day tutoring program that focuses on English Language acquisition and additional support for students needing extra assistance.	Principal, EL Coordinator, EL teacher, and two EL classroom aides.	Classroom for two – hour sessions, three nights per week. SB 178 funds EL teacher, two classroom aides, and additional teacher support.	September to May
2. Learning Strategist will work with struggling students utilizing “Reading Plus,” to increase their reading and writing skills.	Learning Strategist	ELA classroom. Learning Strategist (\$75,000.00) funded through Title I.	September to May.
3. Organize Senior Night Event that focuses on preparation for the senior year and a program on experiencing academic success.	Principal, Counselors, Community Events Coordinator, Accountability Specialist	Rent The Orleans Arena for the Senior Night program.	September to October.
4. Provide daily walk-in lab for students to receive additional support from their classroom teachers.	Principal, Classroom teachers	Lab is open from 8:00 – 4:00 daily.	August to May.
5. Establish a credit recovery program for students needing to recover credits in English and math.	Coordinator II, English and math teachers	Class meets for two hours every Wednesday afternoon from 12:00 – 2:00.	September to May.
Evidence of Success ( <i>How will you know you’re making progress?</i> ): Counselors will monitor senior student progress and make schedule adjustments as needed to keep each student on-track to graduate.			
Evaluation Process ( <i>How will you know your goal has been reached?</i> ): 85.7 % of the Class of 2019 cohort graduate on May 21, 2019.			

**Goal:** 6. Odyssey Charter High School students need additional support to demonstrate college and career readiness upon graduation by increasing the percent of students earning an Advanced Diploma from 22.3% to 26% as measured by Infinite Campus and reported on the Nevada School Performance Framework. This increase will result in a one-point gain on the NSPF.

**Strategies:**

<b>Activities</b> <i>What will be done?</i>	<b>Person Responsible</b>	<b>Resources</b> <i>Time/Support/Finances</i>	<b>Timeline</b> <i>By when?</i>
1. Implement an extended-day tutoring program that focuses on English Language acquisition and additional support for students needing extra assistance.	Principal, EL Coordinator, EL teacher, and two EL classroom aides.	Classroom for two – hour sessions, three nights per week. SB 178 funds EL teacher, two classroom aides, and additional teacher support.	September to May
2. Learning Strategist will work with struggling students utilizing “Reading Plus,” to increase their reading and writing skills.	Learning Strategist	ELA classroom. Learning Strategist (\$75,000.00) funded through Title I.	September to May.
3. Provide daily walk-in lab for students to receive additional support from their classroom teachers.	Principal, Classroom teachers	Lab is open from 8:00 – 4:00 daily.	August to May.
4. Provide a focused math/science open lab for students every Wednesday afternoon.	Math and science teachers	Math/Science open lab is available to students every Wednesday from 12:00 – 4:00.	September to May.
5. Counselors meet with every student to discuss advantages of the Advanced Diploma.	Counselors	Student meetings throughout the school year.	August to May.
6. At our 8 <sup>th</sup> grade transition night, emphasize the value of the Advanced Diploma, as counseling staff review all possible diploma types with parents and students.	Principal, Counselors	Off-site location for 8 <sup>th</sup> grade parent/student transition night.	March 31, 2019

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

During regular counselor meetings, discuss the progress of the individual student meetings and the increase of students choosing the Advanced Diploma track.

**Evaluation Process** (*How will you know your goal has been reached?*):

At least 26% of the Class of 2019 earn an Advanced Diploma.



**Goal: 7.** Odyssey Charter High School students will decrease their chronic absenteeism by reducing the percent of chronically absent students from 21.3 % to 14.5% by 2019 as measured by Infinite Campus and reported on the Nevada School Performance Framework. This decrease will result in two additional points on the NSPF.

**Strategies:**

<b>Activities</b> <i>What will be done?</i>	<b>Person Responsible</b>	<b>Resources</b> <i>Time/Support/Finances</i>	<b>Timeline</b> <i>By when?</i>
1.Daily phone calls home by classroom teachers to students absent that day.	Classroom teachers	Classroom teachers will complete these calls during their un-assigned time.	August to May.
2.Autocall sent home daily to all absent students.	Attendance Monitor	Utilize the One-Call automated system to contact parents.	August to May.
3.Phone call home by the Coordinator II for students on their 2 <sup>nd</sup> absence.	Coordinator II	Coordinator II makes these phone calls throughout the school day.	August to May.
4.Students required to complete Mandatory Monday Quizzes in every class for attendance purposes.	Coordinator II, Classroom Teachers	Mandatory Monday Quizzes placed in Moodle and monitored by each classroom teacher and the Coordinator II.	August to May.

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

Review school-created weekly excel spreadsheet that identifies chronically absent students. Report is reviewed with the attendance monitor to see if absences can be cleared. A crisis list of students is developed that provides additional school interventions.

**Evaluation Process** (*How will you know your goal has been reached?*):

State of Nevada provides the overall chronic absenteeism rate at the end of the school year. Based upon the above interventions, we expect that Chronic Absentee rate to drop to at least 14.5%.

**Goal:** 8. Odyssey Charter High School ninth grade students will increase their credit sufficiency by increasing the percent of ninth grade students who are credit sufficient from 90.4% to 95% by 2019 as measured by Infinite Campus and reported on the Nevada School Performance Framework. This increase will result in one additional point on the NSPF.

**Strategies:**

<b>Activities</b> <i>What will be done?</i>	<b>Person Responsible</b>	<b>Resources</b> <i>Time/Support/Finances</i>	<b>Timeline</b> <i>By when?</i>
1.Ninth grade students are assigned to a 9 <sup>th</sup> Grade Academy, monitored by five teachers and an instructional assistant.	Assistant Principal, Classroom teachers, Instructional Assistants	The 9 <sup>th</sup> Grade Academies meet weekly for one hour of their four hour block.	August to May
2.Learning Strategist will work with struggling students utilizing "Reading Plus," to increase their reading and writing skills.	Learning Strategist	ELA classroom. Learning Strategist (\$75,000.00) funded through Title I.	September to May.
3. Implement an extended-day tutoring program that focuses on English Language acquisition and additional support for students needing extra assistance.	Principal, EL Coordinator, EL teacher, and two EL classroom aides.	Classroom for two – hour sessions, three nights per week. SB 178 funds EL teacher, two classroom aides, and additional teacher support.	September to May
4.Counselors monitor student progress closely and at semester will require students to repeat failed core courses second semester or in summer school.	Counselors	Counselors will meet individually with students to develop a plan for failed courses.	August to May.
Evidence of Success ( <i>How will you know you're making progress?</i> ): A decline in the number of 9 <sup>th</sup> grade credit deficient students at the end of the 1 <sup>st</sup> semester.			
Evaluation Process ( <i>How will you know your goal has been reached?</i> ): Credit sufficiency for 9 <sup>th</sup> grade students will increase to 95% based upon the 2018-19 semester grades.			