ODEN MADDOX ELEMENTARY SCHOOL
PO BOX 150,ODEN, AR 71961

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of Ode Maddox Elementary School is that of cooperating with home and community to pı

Grade Span: K-6

Table of Contents

Priority 1: Math
Goal: To increase student achievement in the area of Math, concentrating on Measurement Open R
Priority 2: Literacy
Goal: To provide enrichment opportunities through school related activities for all interested parent
Goal: To improve students' level of proficiency in the areas of Language (vocabulary), Reading (oper
Priority 3: Wellness
Goal: Students will improve their BMI and nutritional food choices.

Priority 1:
Supporting Data:

Goal
Benchmark
Intervention: Implement a Standards Based Mathematics Instruction Program.
Scientific Based Research: Thompson, C. J. (2009). Preparation, practice, and performance An empirica
Actions
20. Teachers will incorporate the use of math manipulatives in their classes in order to teach the skills
Action Type: Alignment

21. At faculty meetings held periodically, faculty members will do the following: 1. Collect and analyze
Action Type: Collaboration
Action Type: Professional Development

2. Process evaluation of the Standards Based Math program for the school year 2013-2014 will consis
Action Type: Alignment
Action Type: Collaboration
Action Type: Professional Development
Action Type: Program Evaluation
3. Train all new teachers, including special education, on the various uses of assessments including ST
Action Type: Equity
Action Type: Professional Development
Action Type: Special Education

22. Teachers will plan learning experiences for each unit based on core concepts that they identify. Th
Action Type: Alignment
Action Type: Collaboration
Action Type: Program Evaluation

17. Utilize the computer lab by using computers, software, and equipment that would provide suppler
Action Type: Alignment
Action Type: Collaboration
Action Type: Equity
Action Type: Special Education
Action Type: Technology Inclusion

4. All math teachers, including special education teachers, will be trained on the traits of standards-ba
Action Type: Alignment
Action Type: Professional Development
Action Type: Special Education
Action Type: Title I Schoolwide

18. Math teachers will implement a standards-based mathematics curriculum appropriate for grades I
Action Type: Alignment
Action Type: Professional Development
5. Purchase instructional materials and supplies for use in the Math program to ensure that all studen
Action Type: Alignment

Action Type: Equity

19. A public meeting will be held in the fall to inform all parents and citizens in the school community
Action Type: Alignment
Action Type: Title I Schoolwide

6. Staff members have observed the requirements of the provision in the NCLB regulations in regard t
Action Type: Equity

11.A Technology Coordinator will work closely with teachers in the classrooms in grades K-12 at all scl
Action Type: Collaboration
Action Type: Technology Inclusion

12.Funds will be used to update the technology in each of the district schools to include the purchase
Action Type: Alignment
Action Type: Technology Inclusion

10. Staff members will analyze data from the required Augmented Benchmark Exams, ITBS, attendanc
Action Type: Alignment
Action Type: Equity
Action Type: Title I Schoolwide

8. All teachers will be certified in the field they are teaching and highly qualified. Steps will be taken tc
Action Type: Alignment
Action Type: Title I Schoolwide

9. All teachers, to include Special Education will be provided professional development which is of hig

Action Type: Professional Development
Action Type: Special Education
Action Type: Title I Schoolwide

7. Funds will be used to provide activities that will enhance the effort to attract, recruit, and retain hig
Action Type: Alignment
Action Type: Title I Schoolwide

13. Parents of students enrolled in the school will be involved in developing and implementing the sch
Action Type: Parental Engagement
Action Type: Title I Schoolwide

1. Parents and students enrolled in grade 6 will attend a seminar designed to ensure that students ent
Action Type: Parental Engagement
Action Type: Title I Schoolwide

14. In order to ensure that teachers and other support staff members are involved in the decision-ma
Action Type: Alignment
Action Type: Title I Schoolwide

15. Funds will be used to coordinate and integrate services to improve instruction and increase studer
Action Type: Alignment
Action Type: Collaboration
Action Type: Title I Schoolwide
16. Title I budgeted to employ a full-time (1.00) Math Coach to work closely with teachers and studen
Action Type: Equity
Action Type: Professional Development

Total Budget:
Intervention: Implement Curriculum Alignment Program in Math
Scientific Based Research: Center for Comprehensive School Reform and, I. (2009). Vertical Alignment
Actions
3. Teachers will meet and participate in a training meeting prior to the opening of school in the fall. Ea
Action Type: Alignment
Action Type: Collaboration
Action Type: Equity
Action Type: Professional Development
2. Teachers will be provided training related to aligning the school curriculum in Math. All math teach
Action Type: Alignment
Action Type: Collaboration
Action Type: Professional Development
Action Type: Program Evaluation

4. Process evaluation of the curriculum Alignment component for the school year 2013-2014 will inclu
Action Type: Alignment
Action Type: Collaboration
Action Type: Equity
Action Type: Program Evaluation
1. Implement program to align the curriculum in all areas to the CCSS/Arkansas Frameworks. The strat
Action Type: Alignment
Action Type: Professional Development
Action Type: Title I Schoolwide

Total Budget:
Intervention: Implement Academic Improvement Plan (AIP) Program to Address Needs of Students wi
Scientific Based Research: Friedman, E. (2010). Secondary Prevention in an RTI Model: A Step toward
Actions
4. Students with difficulties will be provided point-in-time remediation consisting of both individual ar
Action Type: AIP/IRI
Action Type: Equity
Action Type: Special Education
6. Process evaluation of the Academic Improvement Plan (AIP) for the school year 2013-2014 will con
Action Type: AIP/IRI
Action Type: Alignment
Action Type: Program Evaluation
Action Type: Technology Inclusion

3. Provide a teacher, books, teaching aids, and computer software for elementary students who are a
Action Type: Equity
Action Type: Technology Inclusion

2. Inform parents about math manipulatives and create a display for teacher-parent meetings and ope
Action Type: Collaboration
Action Type: Parental Engagement

5. Math information meetings will be held in conjunction with the Annual Report to the Public, Open I
Action Type: Collaboration
Action Type: Parental Engagement

1. Implement program to provide students who are not achieving proficiency or at risk of failing to acl
Action Type: AIP/IRI
Action Type: Equity

Total Budget:
Priority 2:
Supporting Data:

Goal
Benchmark
Intervention: Implement and continue Parent Involvement Program
Scientific Based Research: Adams, M. B., Womack, S. A., Shatzer, R. H., & Caldarella, P. (2010). PARENT
Actions
19. An outline of activities and the purpose of those activities to be presented on Family or Open Hou
Action Type: Collaboration
Action Type: Equity
Action Type: Parental Engagement

22. Process evaluation of the Parent Involvement program for the 2013-2014 school year will be dete
Action Type: Collaboration
Action Type: Parental Engagement
Action Type: Program Evaluation

1. A minimum of four meetings with parents will be scheduled during the school year. The purpose of

Action Type: Collaboration
Action Type: Parental Engagement

20. Ode Maddox Elementary has a Parent Center located in the entry of the upper and lower element
Action Type: Equity
Action Type: Parental Engagement

21. Ode Maddox Elementary will acknowledge parents who attend parent-teacher conferences sched
Action Type: Collaboration
Action Type: Parental Engagement
Action Type: Program Evaluation

2. Funds will be used to provide the required two and three hours training in parent involvement to te
Action Type: Professional Development

3. Administrators, teachers, and parents will develop a parental involvement plan addressing the dive
Action Type: Collaboration
Action Type: Parental Engagement

5. The school will develop hand-outs that include: the school's commitment to parental involvement,
Action Type: Parental Engagement

4. The school will create an alumni advisory board to provide advice and guidance for school improve
Action Type: Collaboration
Action Type: Parental Engagement

7. Teachers and staff members will work with parents to refine the School-Parent-Compact. The comp
Action Type: Collaboration
Action Type: Parental Engagement

17. Informational packets will be developed, printed and distributed to parents at the beginning of the
Action Type: Collaboration
Action Type: Parental Engagement

18. A public meeting will be held in the fall to inform all parents and citizens of the school community
Action Type: Alignment
Action Type: Parental Engagement
Action Type: Title I Schoolwide

6. Staff members have observed the requirements of the provision in the NCLB regulations in regard t
Action Type: Equity

23. Activities to be conducted to ensure that all children (to include preschoolers) have a smooth tran
Action Type: Alignment
Action Type: Parental Engagement
Action Type: Title I Schoolwide

15. Staff members will implement a parent involvement program designed to utilize successful progra
Action Type: Collaboration
Action Type: Equity
Action Type: Parental Engagement

14. Volunteer resource books will be developed, printed and made available to all parents, the resour
Action Type: Collaboration
Action Type: Parental Engagement

12. The process for parents to follow to resolve concerns will be placed in the Student/Parent Handbc

Action Type: Collaboration
Action Type: Parental Engagement

13. Parents of students enrolled in the school will be informed through two meetings as to how they c
Action Type: Parental Engagement

11. Parents will be encouraged to organize and take part in a PTA/PTO program at the school, a copy c
Action Type: Collaboration
Action Type: Parental Engagement

10. Title I funds will be made available to provide materials and supplies for use at parent nights. A tea
Action Type: Parental Engagement

9. Parents of students enrolled in the school will be involved in developing and implementing the scho
Action Type: Parental Engagement
Action Type: Title I Schoolwide

16. The Principal at the school will designate two parent-teacher conferences to be conducted during
Action Type: Parental Engagement

Total Budget:
Goal

Benchmark
Intervention: Implement Comprehensive Standards Based Literacy Program.
Scientific Based Research: Solley, K. (2011). Accelerated Reader Can Be an Effective Tool to Encourage
Actions
5. Students identified as IDEA eligible will have an individual educational program developed that lists
Action Type: Equity
Action Type: Special Education

2. Special Education Teachers will investigate referrals that are made for students who continue to sh
Action Type: Equity
Action Type: Special Education

8. Title II-A funds to be used to provide teachers with training in the management and operation of Lit
Action Type: Alignment
Action Type: Equity
Action Type: Professional Development
Action Type: Technology Inclusion

9. Title I funds budgeted to provide teachers in grades K-6 with professional development related to t
Action Type: Equity
Action Type: Professional Development
Action Type: Title I Schoolwide

12. Provide eligible Homeless children with items needed to remain in school and participate in schoo
Action Type: Collaboration
Action Type: Equity

18. Employ a (.50) paraprofessional to work in a classroom under the direction of highly qualified teac
Action Type: Equity
Action Type: Technology Inclusion

14.NSLA funds budgeted to employ a full-time (.40) counselor to work with students at the Ode Madd

Action Type: Equity

15. PD funds set aside to provide teachers and staff members with training related to the requiremen
Action Type: AIP/IRI
Action Type: Professional Development
Action Type: Technology Inclusion

13. PD funds budgeted to provide training to teachers and staff members in grades K-12 to include Sp
Action Type: Professional Development
Action Type: Title I Schoolwide

11. Title I funds will be used to employ a full-time (1.00) Literacy Coach to work with teachers in grade
Action Type: Alignment
Action Type: Equity
Action Type: Title I Schoolwide

16. Title I funds set aside to purchase instructional material and supplies to be used in the activities to
Action Type: Alignment
Action Type: Equity

10. Provide eligible students with an Alternative Learning Environment program housed on the Acorn
Action Type: Collaboration
Action Type: Equity

17. Funds will be used to provide training to selected teachers and staff members related to the preve
Action Type: Alignment
Action Type: Professional Development
Action Type: Wellness

7. District staff members will conduct well planned activities designed to attract, recruit, and retain hi
Action Type: Alignment
Action Type: Title I Schoolwide

19. Staff members will analyze data from the required Augmented Benchmark Exams, ITBS, attendanc
Action Type: Alignment
Action Type: Equity
Action Type: Title I Schoolwide

23. All teachers will be certified in the field they are teaching and highly qualified. Steps will be taken t
Action Type: Alignment
Action Type: Title I Schoolwide

22. All teachers, to include Special Education will be provided professional development which is of hi
Action Type: Professional Development
Action Type: Special Education
Action Type: Title I Schoolwide

21. Funds will be used to provide activities that will enhance the effort to attract, recruit, and retain h
Action Type: Alignment
Action Type: Title I Schoolwide

1. Parents and students enrolled in grade 6 will attend a seminar designed to ensure that students ent
Action Type: Parental Engagement
Action Type: Title I Schoolwide

3. In order to ensure that teachers and other support staff members are involved in the decision-maki
Action Type: Alignment
Action Type: Title I Schoolwide

20. Funds will be used to coordinate and integrate services to improve instruction and increase studer
Action Type: Alignment
Action Type: Collaboration
Action Type: Title I Schoolwide
6. Funds will be available to purchase books for use with the Accelerated Reader Program, to impleme
Action Type: Equity
Action Type: Technology Inclusion

4.Process evaluation of the Standards Based Literacy program for the school year 2013-2014 will cons
Action Type: Alignment
Action Type: Collaboration
Action Type: Equity
Action Type: Program Evaluation
Action Type: Special Education
Action Type: Technology Inclusion

NSLA funds will be used to purchase the Renaissance School Improvement program for the Oden cam
Action Type: Alignment
Action Type: Collaboration
Action Type: Equity
Action Type: Professional Development

Total Budget:
Intervention: Implement Curriculum Alignment and Mapping Program in the Area of Literacy.

Scientific Based Research: Fulmer, G. W. (2010). Estimating Critical Values for Strength of Alignment a
Actions
8. All teachers to include Special Education will be provided training related to aligning and mapping t
Action Type: Alignment
Action Type: Professional Development
Action Type: Special Education
7. Teachers will be provided training to prepare them to align and map the curriculum in literacy both
Action Type: Alignment
Action Type: Professional Development

2. Schedule and conduct grade level and/or subject area teacher meetings monthly or sooner, if need
Action Type: Alignment

6.Process evaluation of the curriculum Alignment component for the school year 2013-2014 will inclu
Action Type: Alignment
Action Type: Equity
Action Type: Program Evaluation
1. Teachers meet to review textbooks and instructional materials to address needs of students and ad
Action Type: Alignment
Action Type: Equity

5. Teachers will review instructional strategies/approaches, and course offerings and revise as needec
Action Type: Alignment

4. Teachers will review the technology infusion program and the program of professional developmer
Action Type: Alignment
Action Type: Special Education
Action Type: Technology Inclusion
3. Curriculum maps will be developed and implemented by teachers. The outcome of the process will
Action Type: Program Evaluation

9. Implement program to align the curriculum in all areas to the Common Core State Standards/Arkan
Action Type: Alignment
Action Type: Professional Development
Action Type: Title I Schoolwide

Total Budget:
Intervention: Implement Academic Improvement Plan (AIP)Program in Literacy.
Scientific Based Research: Friedman, E. (2010). Secondary Prevention in an RTI Model: A Step toward
Actions
1.Provide point-in-time remediation to students having difficulties in the Literacy classrooms designec
Action Type: AIP/IRI

Action Type: Equity

4. Teachers and other staff members, to include Special Education, will be provided training designed
Action Type: AIP/IRI
Action Type: Professional Development

2. Provide tutoring to students at risk in remediation classes and/or after-school to re-teach areas tha
Action Type: AIP/IRI
Action Type: Alignment
Action Type: Technology Inclusion

3. Process evaluation of the Academic Improvement Plan (AIP) for the school year 2013-2014 will con
Action Type: Program Evaluation

5.Implement program to provide students who are not achieving proficiency or at risk of failing to ach
Action Type: AIP/IRI
Action Type: Equity
Action Type: Title I Schoolwide

Total Budget:
Priority 3:
Supporting Data:

Goal
Benchmark
Intervention: Implement Wellness Program
Scientific Based Research: Fetro, J. V., Givens, C., & Carroll, K. (2009). Coordinated School Health: Gett
Actions

8. All students including Special Education will be provided a wellness program designed to improve a
Action Type: Alignment
Action Type: Collaboration
Action Type: Parental Engagement
Action Type: Special Education
Action Type: Wellness

9. All teachers and staff members to include Special Education will be provided training related to the
Action Type: Professional Development
Action Type: Special Education
Action Type: Wellness
7. Wellness policies of the district developed in collaboration with the Nutrition and Physical Activity C
Action Type: Collaboration
Action Type: Wellness

1. All students, including Special Education will receive health education to be taught during the schoo
Action Type: Alignment
Action Type: Collaboration
Action Type: Special Education
Action Type: Wellness

5. All students in each grade, including Special Education will be provided physical fitness activities for
Action Type: Alignment
Action Type: Collaboration
Action Type: Special Education
Action Type: Wellness

4. All students, including Special Education will be provided a comprehensive nutritional program to e
Action Type: Alignment
Action Type: Collaboration
Action Type: Special Education
Action Type: Wellness

3. All students enrolled in the school including Special Education will be provided a comprehensive pro

Action Type: Alignment
Action Type: Collaboration
Action Type: Special Education
Action Type: Wellness

10. Parents and community citizens will be involved in the Wellness program through: 1) serving as m
Action Type: Collaboration
Action Type: Parental Engagement
Action Type: Wellness

2. Both process and outcome procedures will be used to evaluate the program. Process activities will
Action Type: Program Evaluation
Action Type: Wellness

6. The school will employ a full-time nurse to serve the student body.
Action Type: Equity
Action Type: Wellness
Total Budget:

Planning Team

Classification
Business Representative
Classroom Teacher
Classroom Teacher
Classroom Teacher
Classroom Teacher
Classroom Teacher
Classroom Teacher
Classroom Teacher
Classroom Teacher
Classroom Teacher
Community Representative
Community Representative
District-Level Professional
District-Level Professional
District-Level Professional

District-Level Professional
Non-Classroom Professional Staff
Non-Classroom Professional Staff
Non-Classroom Professional Staff
Non-Classroom Professional Staff
Non-Classroom Professional Staff
Non-Classroom Professional Staff
Non-Classroom Professional Staff
Parent
Parent
Principal

rovide each student with engaging physical, mental, emotional and social learning experiences appro

Response, Geometry Open Response, Numbers and Operations.

ts and students in grades K-6 in order to improve student skill levels and achievement.
n response and practical reading) and Writing (open response, content and style).

al examination of the impact of Standards-based Instruction on secondary students' math and science
Person Responsible
Donna Reyer, Math Coach

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal, Kathy Medford, Instructional Facilitator

William Edwards, Principal, Donna Reyer, Math Coach

William Edwards, Principal

William Edwards, Principal

Kathy Medford, Federal Programs

Steve Crumpler, Superintendent

Steve Crumpler, Superintendent; Principals

William Edwards, Principal

Steve Crumpler, Superintendent

William Edwards, Principal

William Edwards, Principal

Elicia Morrison, Parent Involvement Facilitator, Kathy Medford, Instructional Facilitator

Elicia Morrison, Parent Facilitator, Apryl Philpot, Counselor

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

: Ensuring Opportunity to Learn in a Standards-Based System. Issue Brief. Center for Comprehensive S

Person Responsible

William Edwards, Principal, Donna Reyer, Math Coach

William Edwards, Principal, Donna Reyer, Math Coach

William Edwards, Principal

William Edwards, Principal

th Problems in Math.

Academic Recovery. Reading Teacher, 64(3), 207-210. Retrieved from EBSCOhost. Knoblock, K., & Ne

Person Responsible

William Edwards, Principal

William Edwards, Principal

Steve Crumpler, Superintendent

Elicia Morrison, Parent Involvement Facilitator

Elicia Morrison, Parent Involvement Facilitator

William Edwards, Principal

Person Responsible

Elicia Morrison, Parent Involvement Facilitator

Elicia Morrison, Parent Involvement Facilitator

William Edwards, Principal

Elicia Morrison, Parent Involvement Facilitator, Apryl Philpot, Counselor

William Edwards, Principal, Elicia Morrison, Parent Involvement Facilitator

Steve Crumpler, Superintendent

Elicia Morrison, Parent Involvement Facilitator, Apryl Philpot, Counselor

Elicia Morrison, Parent Involvement Facilitator

Elicia Morrison, Parent Involvement Facilitator

William Edwards, Principal, Kathy Medford, Federal Programs

Elicia Morrison, Parent Involvement Facilitator

William Edwards, Principal

Kathy Medford, Federal Programs

William Edwards, Principal

Elicia Morrison, Parent Facilitator, Kathy Medford, Instructional Facilitator

Elicia Morrison, Parent Facilitator

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal, Elicia Morrison, Parent Involvement Facilitator

William Edwards, Principal

Elicia Morrison, Parent Involvement Facilitator

William Edwards, Principal

and Bolster Student Reading. Knowledge Quest, 39(4), 46-49. Retrieved from EBSCOhost. Liu, K., Thu

Person Responsible

Lorri Carmack, teacher

Lorri Carmack, special ed teacher

Kathy Medford, Instructional Facilitator

Steve Crumpler, Superintendent; Kathy Medford, Instructional Facilitator

Linda Heath, District Homeless Liaison

Steve Crumpler, Superintendent; William Edwards, Principal

Steve Crumpler, Superintendent; William Edwards, Principal

Steve Crumpler, Superintendent; William Edwards , Principal

Kathy Medford, Instructional Facilitator

William Edwards, Principal

William Edwards, Principal

Steve Crumpler, Superintendent; Principals

Steve Crumpler, Superintendent

Steve Crumpler, Superintendent

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal, Apryl Philpot, Counselor

William Edwards, Principal

Kathy Medford, Federal Programs

Amanda Craver, Librarian, Kathy Medford, Federal Programs

William Edwards, Principal, Larrita Flatte, Lit Coach

Steve Crumpler, Superintendent, William Edwards, Principal

mong Curriculum, Assessments, and Instruction. Online Submission, Retrieved from EBSCOhost. Cent
Person Responsible
William Edwards, Principal, Larrita Flatte, Lit Coach

William Edwards, Principal

William Edwards, Principal, Larrita Flatte, Lit Coach

William Edwards, Principal

William Edwards , Principal

William Edwards, Principal

William Edwards, Principal, Larrita Flatte, Lit Coach

William Edwards, Principal

William Edwards, Principal, Larrita Flatte, Lit Coach

Academic Recovery. Reading Teacher, 64(3), 207-210. Retrieved from EBSCOhost. Knoblock, K., & Ne
Person Responsible
Larrita Flatte, Lit Coach

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

ing It All Together. Educational Leadership, 67(4), 32. Retrieved from EBSCOhost. Miller, D. N., Gilma
Person Responsible

Melilnda Wiles, Coordinated School Health

Melilnda Wiles, Coordinated School Health

William Edwards, Principal

William Edwards, Principal

Adam Brothers, PE teacher

Melinda Wiles, Coordinated School Health Coor

Samantha Stovall, Nurse, William Edwards, Principal

William Edwards, Principal, Melinda Wiles, Coor School Health

Samantha Stovall, Nurse

Steve Crumpler, Superintendent

priate for the child's assessed level of maturity. A well-rounded curriculum is planned

e achievement. Research in Education, (81), 53-62. Retrieved from EBSCOhost. ACT, I.

Timeline	Resources	Source of Funds
Start: 07/01/2013 End: 06/30/2014	District Staff	
	Teachers	ACTION BUDGET:
	Teaching Aids	
Start: 07/01/2013 End: 06/30/2014	Administrative Staff	
	District Staff	ACTION BUDGET:
	Performance Assessments	
	Teachers	

Start: 07/01/2013 Outside Consultants
End: 06/30/2014
Teachers ACTION BUDGET:

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
District Staff ACTION BUDGET:

Outside Consultants

Performance Assessments

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
District Staff ACTION BUDGET:

Performance Assessments

Teachers

Teaching Aids

Start: 07/01/2013 Computers
End: 06/30/2014
District Staff ACTION BUDGET:

Teachers

Teaching Aids

Start: 07/01/2013 District Staff
End: 06/30/2014
Outside Consultants ACTION BUDGET:

Teachers

Teaching Aids

Start: 07/01/2013 Teachers
End: 06/30/2014
ACTION BUDGET:

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

District Staff ACTION BUDGET:

Teachers

Teaching Aids

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

Community Leaders ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

Community Leaders ACTION BUDGET:

District Staff

Start: 07/01/2013 District Staff
End: 06/30/2014

Teachers ACTION BUDGET:

Teaching Aids

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

District Staff ACTION BUDGET:

Teachers

Teaching Aids

Start: 07/01/2013 District Staff
End: 06/30/2014

Performance Assessments ACTION BUDGET:

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

District Staff ACTION BUDGET:

Teachers

Start: 07/01/2013 Administrative Staff

End: 06/30/2014		
	District Staff	ACTION BUDGET:
	Outside Consultants	
	Performance Assessments	
	Teachers	
Start: 07/01/2013	Administrative Staff	
End: 06/30/2014		
	District Staff	ACTION BUDGET:
	Teachers	
Start: 07/01/2013	Administrative Staff	
End: 06/30/2014		
	Community Leaders	ACTION BUDGET:
	District Staff	
	Teachers	
Start: 07/01/2013	Community Leaders	
End: 06/30/2014		
	District Staff	ACTION BUDGET:
	Teachers	
Start: 07/01/2013	Administrative Staff	
End: 06/30/2014		
	District Staff	ACTION BUDGET:
	Performance Assessments	
	Teachers	
Start: 07/01/2013	Administrative Staff	
End: 06/30/2014		
	District Staff	ACTION BUDGET:
Start: 07/01/2013	Administrative Staff	Title I - Employee Salaries:
End: 06/30/2014		Title I - Employee Benefits:
	District Staff	
	Teachers	ACTION BUDGET:

$62,686

School Reform and Improvement, Retrieved from EBSCOhost. Fulmer, G. W. (2010). E

Timeline	Resources	Source of Funds
Start: 07/01/2013 End: 06/30/2014	District Staff	
	Teachers	ACTION BUDGET:
Start: 07/01/2013 End: 06/30/2014	District Staff	
	Outside Consultants	ACTION BUDGET:
	Teachers	
Start: 07/01/2013 End: 06/30/2014	Teachers	
	Teaching Aids	ACTION BUDGET:
Start: 07/01/2013 End: 06/30/2014	Administrative Staff	
	District Staff	ACTION BUDGET:
	Outside Consultants	
	Teachers	

$0

w Mexico State Dept. of Education, S. e. (2007). Student Assistance Team (SAT) and tl

Timeline	Resources	Source of Funds
Start: 07/01/2013 End: 06/30/2014	Teachers	
	Teaching Aids	ACTION BUDGET:
Start: 07/01/2013 End: 06/30/2014	Computers	
	Performance Assessments	ACTION BUDGET:
	Teachers	
	Teaching Aids	
Start: 07/01/2013 End: 06/30/2014	Computers	
	Teaching Aids	ACTION BUDGET:

	Title Teachers	
Start: 07/01/2013 End: 06/30/2014	District Staff	
	Teachers	ACTION BUDGET:
	Teaching Aids	
Start: 07/01/2013 End: 06/30/2014	Administrative Staff	
	District Staff	ACTION BUDGET:
	Teachers	
Start: 07/01/2013 End: 06/30/2014	Administrative Staff	
	District Staff	ACTION BUDGET:
	Teachers	
	Teaching Aids	
		$0

)GRAM. Education, 130(3), 513-528. Retrieved from EBSCOhost. Herrold, K., O'Donne

Timeline	Resources	Source of Funds
Start: 07/01/2013 End: 06/30/2014	Community Leaders	
	District Staff	ACTION BUDGET:
	Teachers	
Start: 07/01/2013 End: 06/30/2014	Community Leaders	
	District Staff	ACTION BUDGET:
	Teachers	
Start: 07/01/2013	Community Leaders	

End: 06/30/2014

District Staff ACTION BUDGET:

Teachers

Start: 07/01/2013 District Staff
End: 06/30/2014

Teaching Aids ACTION BUDGET:

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

Community Leaders ACTION BUDGET:

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

District Staff ACTION BUDGET:

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

Community Leaders ACTION BUDGET:

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

District Staff ACTION BUDGET:

Teachers

Teaching Aids

Start: 07/01/2013 Community Leaders
End: 06/30/2014

District Staff ACTION BUDGET:

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

Community Leaders ACTION BUDGET:

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
Community Leaders ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
Community Leaders ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
Community Leaders ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
Community Leaders ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
Community Leaders ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2013 Community Leaders
End: 06/30/2014
District Staff ACTION BUDGET:

Teachers

Start: 07/01/2013 Administrative Staff

End: 06/30/2014

Community Leaders ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

Community Leaders ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

Community Leaders ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2013 Community Leaders Title I - Materials & Supplies:
End: 06/30/2014

District Staff

ACTION BUDGET:

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

Community Leaders ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

Community Leaders ACTION BUDGET:

District Staff

Teachers

$750

ırlow, M., Koo, H., Barrera, M., National Center on Educational, O., Council of Chief St

Timeline	Resources	Source of Funds
Start: 07/01/2013 End: 06/30/2014	Performance Assessments	
	Teachers	ACTION BUDGET:
Start: 07/01/2013 End: 06/30/2014	District Staff	
	Performance Assessments	ACTION BUDGET:
	Teachers	
Start: 07/01/2013 End: 06/30/2014	Administrative Staff	
	Computers	ACTION BUDGET:
	District Staff	
	Outside Consultants	
	Teachers	
Start: 07/01/2013 End: 06/30/2014	Administrative Staff	
	District Staff	ACTION BUDGET:
	Outside Consultants	
	Teachers	
Start: 07/01/2013 End: 06/30/2014	Administrative Staff	
	District Staff	ACTION BUDGET:
	Teachers	
Start: 07/01/2013 End: 06/30/2014	Computers	
	District Staff	ACTION BUDGET:
	Teachers	
	Teaching Aids	
Start: 07/01/2013	Community Leaders	

End: 06/30/2014		
	District Staff	ACTION BUDGET:
	Performance Assessments	
	Teachers	
Start: 07/01/2013	Administrative Staff	
End: 06/30/2014		
	District Staff	ACTION BUDGET:
	Outside Consultants	
	Teachers	
Start: 07/01/2013	Administrative Staff	
End: 06/30/2014		
	District Staff	ACTION BUDGET:
	Outside Consultants	
	Teachers	
Start: 07/01/2013	District Staff	Title I - Employee Benefits:
End: 06/30/2014		Title I - Employee Salaries:
	Teachers	
	Teaching Aids	ACTION BUDGET:
Start: 07/01/2013	District Staff	Title I - Materials & Supplies:
End: 06/30/2014		
	Teachers	
		ACTION BUDGET:
	Teaching Aids	
Start: 07/01/2013	Administrative Staff	
End: 06/30/2014		
	District Staff	ACTION BUDGET:
	Outside Consultants	
	Performance Assessments	
	Teachers	
	Teaching Aids	

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
District Staff ACTION BUDGET:

Outside Consultants

Teachers

Teaching Aids

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
District Staff ACTION BUDGET:

Start: 07/01/2013 District Staff
End: 06/30/2014
Performance Assessments ACTION BUDGET:

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
District Staff ACTION BUDGET:

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
District Staff ACTION BUDGET:

Outside Consultants

Performance Assessments

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
District Staff ACTION BUDGET:

Teachers

Start: 07/01/2013 Community Leaders
End: 06/30/2014
District Staff ACTION BUDGET:

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
District Staff ACTION BUDGET:

Performance Assessments

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
District Staff ACTION BUDGET:

Start: 07/01/2013 Computers
End: 06/30/2014
District Staff ACTION BUDGET:

Performance Assessments

School Library

Teachers

Start: 07/01/2013 Computers
End: 06/30/2014
District Staff ACTION BUDGET:

School Library

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
Computers ACTION BUDGET:

District Staff

Outside Consultants

Performance Assessments

School Library

Teachers

$60,372

:er for Comprehensive School Reform and, I. (2009). Vertical Alignment: Ensuring Opp

Timeline	Resources	Source of Funds
Start: 07/01/2013 End: 06/30/2014	Outside Consultants	
	Teachers	ACTION BUDGET:
Start: 07/01/2013 End: 06/30/2014	Outside Consultants	
	Teachers	ACTION BUDGET:
Start: 07/01/2013 End: 06/30/2014	Administrative Staff	
	Teachers	ACTION BUDGET:
Start: 07/01/2013 End: 06/30/2014	Performance Assessments	
	Teachers	ACTION BUDGET:
Start: 07/01/2013 End: 06/30/2014	Teachers	
	Teaching Aids	ACTION BUDGET:
Start: 07/01/2013 End: 06/30/2014	Teachers	
		ACTION BUDGET:
Start: 07/01/2013 End: 06/30/2014	Administrative Staff	
	Teachers	ACTION BUDGET:
Start: 07/01/2013 End: 06/30/2014	Administrative Staff	
	Teachers	ACTION BUDGET:
Start: 07/01/2013 End: 06/30/2014	Administrative Staff	
	District Staff	ACTION BUDGET:
	Outside Consultants	
	Teachers	

$0

w Mexico State Dept. of Education, S. e. (2007). Student Assistance Team (SAT) and tl

Timeline	Resources	Source of Funds
Start: 07/01/2013 End: 06/30/2014	District Staff	

	Performance Assessments	ACTION BUDGET:
	Teachers	
	Teaching Aids	
Start: 07/01/2013 End: 06/30/2014	District Staff	
	Outside Consultants	ACTION BUDGET:
	Performance Assessments	
	Teachers	
Start: 07/01/2013 End: 06/30/2014	Computers	
	District Staff	ACTION BUDGET:
	Teachers	
	Teaching Aids	
Start: 07/01/2013 End: 06/30/2014	District Staff	
	Performance Assessments	ACTION BUDGET:
	Teachers	
Start: 07/01/2013 End: 06/30/2014	Administrative Staff	
	District Staff	ACTION BUDGET:
	Teachers	
	Teaching Aids	

$0

n, R., & Martens, M. P. (2008). Wellness promotion in the schools: Enhancing student

Timeline	Resources	Source of Funds

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
Community Leaders ACTION BUDGET:

District Staff

Outside Consultants

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
District Staff ACTION BUDGET:

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
Community Leaders ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
District Staff ACTION BUDGET:

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
District Staff ACTION BUDGET:

Teachers

Teaching Aids

Start: 07/01/2013 Administrative Staff
End: 06/30/2014
Community Leaders ACTION BUDGET:

District Staff

Outside Consultants

Teachers

Start: 07/01/2013 Administrative Staff

End: 06/30/2014

District Staff ACTION BUDGET:

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

Community Leaders ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2013 Administrative Staff
End: 06/30/2014

Community Leaders ACTION BUDGET:

District Staff

Performance Assessments

Teachers

Start: 07/01/2013 District Staff
End: 06/30/2014

ACTION BUDGET:

$0

l in order for students to be career and college ready as they become well-adjusted, independent, and

Title I: Title I Schoolwide

To improve math skills
1. Math Status: Achieving Math Growth Performance: The subgroups not meeting 2013 AMO Growth
2. Math 3 Year Trend Statement The 2011-2013 3 Year Trend analysis by grade(areas of weaknesses):
3. In 2009, the attendance rate for the school was 95.1%, in 2010, the attendance rate was 91.9%, in 2

To increase student achievement in the area of Math, concentrating on Measurement Open Response
Math Benchmark: Ode Maddox Elementary School was an achieving school in Math for 2012-13. It is e

. c. (2011). Affirming the Goal: Is College and Career Readiness an Internationally Competitive Standarc

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$50,207.00
$12,479.00

$62,686

:stimating Critical Values for Strength of Alignment among Curriculum, Assessments, and Instruction. C

$

$

$

$

he Three Tier Model of Student Intervention. New Mexico Public Education Department. Retrieved fro

$

$

$

$

$

$

To improve achievement in reading and literacy across the curriculum.
1. Literacy Status: Needs Improvement Literacy Growth Performance: The subgroups not meeting 201
2. Literacy 3 Year Trend Statement: The 2011-2013 3 Year Trend Analysis by grade (areas of weakness
3. In 2009, the attendance rate for the school was 95.1%, in 2010, the attendance rate was 91.9%, in 2

To provide enrichment opportunities through school related activities for all interested parents and st
Literacy Benchmark: Ode Maddox Elementary school was a Needs Improvement school in literacy for

ll, K., & National Center for Education Statistics, (. (2008). Parent and Family Involvement in Education,

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$

$750.00

$750

$

$

To improve students' level of proficiency in the areas of Language (vocabulary), Reading (open respon

By spring 2014 the All Students populations,TAGG populations and all ESEA subgroups will meet or exc

:ate School, O., & National Association of State Directors of Special Education, (. (2008). Middle School

$

$

$

$

$

$

$

$

$

$11,869.00
$46,803.00

$58,672

$1,700.00

$1,700

$

$

$

$

$

$

$

$

$

$

$

$

$

ortunity to Learn in a Standards-Based System. Issue Brief. Center for Comprehensive School Reform a

$

$

$

$

$

$

$

$

$

he Three Tier Model of Student Intervention. New Mexico Public Education Department. Retrieved fro

$

$

$

$

$

Wellness

1. Body Mass Index (BMI): Data for 2011/2012 and 2012/2013: in 2012, 22% of all children measured
2. School Health Index Evaluation (SHI): In 2008-2009, the survey showed that in module 1: School He
3. The attendance rate for the school in 2009 was 93.9%, in 2010 94.7%, in 2011 93.6%, in 2012 94.05

Students will improve their BMI and nutritional food choices.

Annually, the students enrolled in the school will improve their BMI and nutritional food choices by a

s' mental and physical health. Psychology in the Schools, 45(1), 5-15. doi:10.1002/pits.20274 Ericsson,

$

$

$

$

$

$

$

$

$

$

Name
Eric Goss
Elicia Morrison
Elicia Morrison
Jessica Young
Karen Miller
Kay Banta
Lorri Carmack
Pam Hackworth
Savannah Todd
Tina Thomas
Mary Monk
Shelton Ledbetter, JR
John Hawkins
Kathy Medford
Steve Crumpler

Susan Howard
Amanda Craver
Donna Reyer
Larrita Flatte
Melinda Wiles
Ruth Norman
Samantha Stovall
Tonya Bayne
Brenda Jones
Mary Kay Pearce
William Edwards

cooperative decision-makers in the global community.

School Improvement: MS

Targets in Math were Students with Disabilities. Math Status Performance: the All Students group was 92.45%, r
K-NRT: Number Properties, Operations, and Problem solving 1st-NRT: Algebraic concepts, Data Interpretation R
2011/12, the attendance rate was 94.05% and in 2013 95.22%. The four year average was 94.07%.

e, Geometry Open Response, Numbers and Operations.
expected that All Students, the Targeted Achievement Gap Group and the ESEA subgroups will meet or exceed th

d? Advance Brief for State Policymakers. ACT, Inc, Retrieved from EBSCOhost. Liu, K., Thurlow, M., Koo, H., Barre

Online Submission, Retrieved from EBSCOhost. Imbimbo, J., Knopf, N., & New Visions for Public, S. (2009). Curricu

m EBSCOhost. Birdsell, B. S., Ream, S. M., Seyller, A. M., & Zobott, P. L. (2009, May 1). Motivating Students by In

.3 AMO were All Students, Targeted Achievement Gap Group, White, Students with Disabilities, and Economicall
): K NRT - Picture Cues, Work Attack, and Listening Skills 1st NRT/ITBS Usage and Expression, Punctuation in Co
2011/2012, the rate was 94.05%, and 2013 95.22%. The four year attendance rate was 94.07%.

udents in grades K-6 in order to improve student skill levels and achievement.
2012-13 school year. It is expected that ALL Students, the Targeted Achievement Gap Group and all ESEA subgro

, 2006-07 School Year, From the National Household Education Surveys Program of 2007. First Look. NCES 2008-

se and practical reading) and Writing (open response, content and style).

ceed their individual 2014 AMO's.

Principals' Perspectives on Academic Standards-Based Instruction and Programming for English Language Learne

and Improvement, Retrieved from EBSCOhost. Imbimbo, J., Knopf, N., & New Visions for Public, S. (2009). Curricu

m EBSCOhost. Birdsell, B. S., Ream, S. M., Seyller, A. M., & Zobott, P. L. (2009, May 1). Motivating Students by In

were in the OVERWEIGHT category, in 2013 18.9%, in 2012, 22% of all children were identified as OBESE, in 201:
alth Policies and Environment, 85%; module 2: Health Education 96%; Module 3: Physical Education/ Prepared A
% and 2013 95.22%. The five year attendance average was 94.29%.

minimum of one percent (1%) as reflected by the data in the annual assessment.

I. (2008). Motor skills, attention and academic achievements. An intervention study in school years 1-3. British E

Position	Committee
community representative	District ACSIP
5th/6th Grade	Literacy
5th/6th Grade	Parent Facilitator
Music	Literacy
Second Grade	Math
Fourth Grade	Literacy
Resource	Literacy
5th/6th Grade	Math
Kindergarten	Math
First Grade	Literacy
Grandparent	Literacy
community representative	District ACSIP
ALE Director	District ACSIP Chair
Instructional Facilitator	District ACSIP
Superintendent	District ACSIP

GT	Math
Library Media Specialist	Literacy
Math Specialist	Math Chair
Literacy Specialist	Literacy Chair
Coor School Health	District ACSIP
Secretary	Literacy
Nurse	Literacy
Tech Coor	math
Parent	District ACSIP
Parent	District ACSIP
Principal	Literacy

meeting the 2013 AMO of 90.20%, TAGG was 91.30% meeting the 2013 AMO of 87.88%. The All Student
elationships and Trends, Critical Thinking 2nd-NRT: Problem Solving-Single step, Problem solving approa

heir individual 2014 AMO81 Status Performance All Students of 91.18%, TAGG of 89.09% and Growth Per

ra, M., National Center on Educational, O., Council of Chief State School, O., & National Association of St

ılum Integration. Center for School Success Promising Practices Series. New Visions for Public Schools, R

creasing Student Choice. Online Submission, Retrieved from EBSCOhost..

y Disadvantaged. Literacy Status Performance: The subgroups not meeting the 2013 AMO were ALL Stu
ntext, Vowel Consonant Combinations, and Affixes 2nd NRT/ITBS Capitalization in Context and Vocabula

ups will meet or exceed their individual 2014 AMO 1 Status Performance, All Students of 83.46%, TAGG

050. National Center for Education Statistics, Retrieved from EBSCOhost. Jinnah, H., & Walters, L. (2008

ers with Disabilities. ELLs with Disabilities Report 22. National Center on Educational Outcomes, Universi

ılum Integration. Center for School Success Promising Practices Series. New Visions for Public Schools, R

creasing Student Choice. Online Submission, Retrieved from EBSCOhost.. Bolt, D. M., Ysseldyke, J., & Pat

3 23%. Data for 2008-2009 showed that a total of 44 of the 138 enrolled (31.8%) were assessed. Results
ıctivity, 94% Module 4: Nutrition Services, 96%, and Module 8: Family and community Involvement, 90%

Educational Research Journal, 34(3), 301-313. doi:10.1080/01411920701609299

:s group in Growth Performance was 71.43%, not meeting the 2013 AMO of 72.23%, TAGG was 70.27%
ches and procedures, critical thinking. 3rd- CRT/Benchmark: Number & Operations, Geometry & Measu

formance for math All Students 75.00% and TAGG of 71.43% in the 2013-14 school year.

:ate Directors of Special Education, (. (2008). Middle School Principals' Perspectives on Academic Standa

etrieved from EBSCOhost.

dents, Targeted Achievement Gap Group, White, and Students with Disabilities. Literacy Status Performa
ıry 3rd CRT/Benchmark Practical Reading Open Response, Writing Content, and Writing Style 4th CRT/B

79.55% and Growth Performance for Literacy All Students of 80.88%, TAGG of 78.57% in the 2013-14 scl

). Including Parents in Evaluation of a Child Development Program: Relevance of Parental Involvement. I

ity of Minnesota, Retrieved from EBSCOhost. Center for Comprehensive School Reform and, I. (2009). Ve

etrieved from EBSCOhost.

tterson, M. J. (2010). Students, Teachers, and Schools as Sources of Variability, Integrity, and Sustainabili

showed that 47.4% of the males in grades K-6 and 44% of the females were overweight or obese. Data
6. The results of the SHI Evaluation for the school year 2012-2013 revealed the percentage score for eac

meeting the 2013 AMO of 68.25% Math Benchmark: Ode Maddox Elementary School was an achieving s
rement 4th: CRT/Benchmark Data: Measurement, Data Analysis and Probability, Geometry 5th: CRT/Benc

rds-Based Instruction and Programming for English Language Learners with Disabilities. ELLs with Disabi

ance 2013: All Students 79.25%, not meeting the AMO of 81.62, TAGG 76.09%, not meeting the AMO of
Benchmark Practical Reading Open response, Literacy Open Response, and Writing Content 5th CRT/Ben

hool year.

Early Childhood Research & Practice, 10(1), Retrieved from EBSCOhost.

ertical Alignment: Ensuring Opportunity to Learn in a Standards-Based System. Issue Brief. Center for Co

ity in Implementing Progress Monitoring. School Psychology Review, 39(4), 612-630. Retrieved from EBS

for 2010-2011 showed that a total of 61 students were assessed. Results showed that 41.9% of the male
h of the modules evaluated as follows: Module 1: School Health Policies and Environment, 92.6%; Modu

school in Math for 2012-13. It is expected that All Students, the Targeted Achievement Gap Group and tl
chmark Data: Data analysis and Probability, Number & Operations, and Measurement AIPs have been wri

lities Report 22. National Center on Education.

77.28%. Growth Performance 2013: All Students 61.90%, not meeting the AMO of 78.76%, TAGG 56.76
ıchmark - Writing Multiple Choice, Reading Practice Open Response, Reading Practice Multiple Choice 6t

mprehensive School Reform and Improvement, Retrieved from EBSCOhost. Fulmer, G. W. (2010). Estim

SCOhost.

es in grades K-6 and 43.3% of the females were overweight or obese. In 2007-2008, the data indicated tl
ule 2: Health Education, 92.95%; Module 3: Physical Education and other Physical Activity Programs, 93.7

he ESEA subgroups will meet or exceed their individual 2014 AMO 81 Status Performance All Students of
itten to address the low scoring students in an attempt to increase their skills in the low areas and increa

%, not meeting the AMO of 76.19%. Literacy Benchmark: Ode Maddox Elementary school was a Needs I
h CRT/Benchmark Writing Multiple Choice, Writing Content, Writing Style, and Reading Content Open R

ating Critical Values for Strength of Alignment among Curriculum, Assessments, and Instruction. Online S

hat a total of 46 of 125 (36.8%)students were assessed. The results revealed that 23.8% of the females a
76%; Module 4: Nutrition Services, 89.67%. The result of the school in the area of Family and Communit

91.18%, TAGG of 89.09% and Growth Performance for math All Students 75.00% and TAGG of 71.43% in
ase scores on the Benchmark test. Activities stressed in the AIPs are use of open-ended questions in class

Improvement school in literacy for 2012-13 school year. It is expected that ALL Students, the Targeted A
Response AIPs have been written to address the low scoring students in an attempt to increase scores on

Submission, Retr

and 32.0% of the males were overweight or at risk of being overweight. During the three year period, an
y Involvement (Module 8) was 84.2267%.

ı the 2013-14 school year.
s assignments, hands-on work, and repetition for skills that have not been mastered.

chievement Gap Group and all ESEA subgroups will meet or exceed their individual 2014 AMO 8 Status
the ITBS and Benchmark Test. Activities stressed in these AIPs include the use of open-ended questions

average of 40.3% of the males and 37.0% of the females fell in those categories.

Performance, All Students of 83.46%, TAGG 79.55% and Growth Performance for Literacy All Students of
in class assignments, hands-on work, and repetition for skills that have not been mastere

f 80.88%, TAGG of 78.57% in the