

Oden High School offers each student opportunities to exercise leadership and to achieve recognition

Grade Span: 7-12

## Table of Contents

### Priority 1: Literacy

Goal: All Students, with emphasis on ESEA subgroup Students with Disabilities, will improve literacy

### Priority 2: Math

Goal: All students with emphasis on ESEA subgroups White, Economically Disadvantaged, and Stude

### Priority 3: Wellness

Goal: Improve the school nutrition environment, promote student health, and reduce childhood ob

### Priority 1:

#### Supporting Data:

#### Goal

#### Benchmark

Intervention: Implement Comprehensive Standards Based Literary Program.

Scientific Based Research: ACT, I. c. (2011). Affirming the Goal: Is College and Career Readiness an Inte

#### Actions

2.Vocabulary instruction is aligned with best practices and Common Core State Standards. Each teach

Action Type: Alignment

Action Type: Equity

Action Type: Professional Development

Action Type: Program Evaluation

Action Type: Technology Inclusion

13. Progress of students in the literacy program will be monitored regularly through student assessme

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Program Evaluation

Action Type: Technology Inclusion

4. District will provide training and professional development for all teachers, to include Special Educa

Action Type: Professional Development

Action Type: Special Education

5. Computerized Star Reading Assessments will be given to each student in grades 7-12 including thos

Action Type: Equity

Action Type: Technology Inclusion

6. Review the technology plan at a school wide faculty meeting planned for that purpose at least annually

Action Type: Collaboration

Action Type: Professional Development

Action Type: Program Evaluation

Action Type: Technology Inclusion

20. PD funds set aside to provide teachers and staff members with training related to the requirements

Action Type: Alignment

Action Type: Professional Development

19. PD funds budgeted to provide training to teachers and staff members in grades K-12 to include Special Education

Action Type: Professional Development

Action Type: Special Education

Action Type: Technology Inclusion

21. Employ a part-time (.40) counselor to work with students in grades K-12 at Ode Maddox ES and Ode Maddox MS

Action Type: Equity

1. A public meeting will be held in the fall to inform all parents and citizens of the school community of the school's goals

Action Type: Alignment

Action Type: Parental Engagement

24. Staff members have observed the requirements in regard to the involvement of private schools. The school will continue to monitor the situation

Action Type: Equity

12. All students will participate in systematic and explicit word study/spelling instruction aligned to Cc  
Action Type: Alignment

11. Fluency instruction is aligned with Common Core State Standards. Each teacher in grades 7-12 will  
Action Type: Alignment  
Action Type: Collaboration

8. Faculty members will be trained in LDC, the Step Up to Writing curriculum, Writing to Learn, or Wri  
Action Type: Professional Development

7. Writing prompts and open-response questions will be used across content areas on a weekly basis  
Action Type: Alignment

10. Parents will be informed of student progress in writing. A list of suggested activities will be provide  
Action Type: Collaboration  
Action Type: Parental Engagement

14. Process evaluation of the Standards Based Literacy Program for the school year 2013-2014 will inc  
Action Type: Program Evaluation

22. ALE funds will be used to allow eligible students to obtain ALE services. The district staff will work  
Action Type: Collaboration  
Action Type: Equity

17. Principal will schedule a peer review of the completed school ACSIP plan prior to sending the plan  
Action Type: Alignment

Action Type: Program Evaluation

16. Title II-A funds to be used to provide teachers in grades 1-12 with training in the management and

Action Type: Alignment

Action Type: Equity

18. Technology will be updated in each of the district schools to include new technology software and

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Technology Inclusion

Title I funds set aside to provide eligible Homeless children with items needed to remain in school and

Action Type: Collaboration

Action Type: Equity

23. Title II-A funds to be used to provide professional development for teachers at all schools. Training

Action Type: Alignment

Action Type: Professional Development

Action Type: Technology Inclusion

Total Budget:

Intervention: Implement Parent Involvement Program.

Scientific Based Research: Adams, M. B., Womack, S. A., Shatzer, R. H., & Caldarella, P. (2010). PARENT Actions

2. Staff members will implement a parent involvement program designed to use successful programs

Action Type: Collaboration

Action Type: Parental Engagement

8. Process evaluation of the Parent Involvement program for the 2013-2014 school year will be determined.

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Program Evaluation

15. Informational packets will be developed, printed and distributed to parents at the beginning of the school year.

Action Type: Collaboration

Action Type: Parental Engagement

14. A minimum of four meetings with parents will be scheduled during the school year. The purpose of the meetings is to provide parents with information about the school and to provide an opportunity for parents to share their concerns and suggestions.

Action Type: Collaboration

Action Type: Parental Engagement

13. Volunteer resource books will be developed, printed and made available to all parents, the resource books will be updated annually.

Action Type: Collaboration

Action Type: Parental Engagement

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

Action Type: Collaboration

Action Type: Parental Engagement

12. Parents of students enrolled in the high school will be informed through seminars as to how they can become involved in their child's education.

Action Type: Parental Engagement

10. Parents will be encouraged to organize and take part in a PTA/PTO program at the school, a copy of the program will be made available to all parents.  
Action Type: Collaboration  
Action Type: Parental Engagement

18. A teacher at each school site has been selected to serve as a parent facilitator to help organize and coordinate parent involvement activities.  
Action Type: Parental Engagement

7. PD funds will be used to provide the required training in parent involvement for all faculty and staff.  
Action Type: Professional Development

6. The school will consider the creation of an alumni advisory board to provide advice and guidance for the school.  
Action Type: Collaboration  
Action Type: Parental Engagement

9. At parent/ teacher conferences in October, 2013, parents will meet with teachers and counselors to discuss student progress and needs.  
Action Type: Parental Engagement  
Action Type: Special Education

5. All parents will receive Informational Packets that include: A brochure outlining the Parental Involvement Program.  
Action Type: Parental Engagement

4. Teachers will develop and maintain web pages with schedules and contact information. Each teacher will be responsible for updating the web pages.  
Action Type: Collaboration  
Action Type: Equity  
Action Type: Parental Engagement  
Action Type: Technology Inclusion

17. Activities, to be conducted to ensure that students in grade 6 have a smooth transition into the high school.

Action Type: Alignment

Action Type: Parental Engagement

Action Type: Title I Schoolwide

16. The principals will designate two parent-teacher conferences to be conducted during the year. Ad

Action Type: Parental Engagement

Total Budget:

Intervention: Implement Program Based on Student AIP's to Address Needs of Students with Problem:  
Scientific Based Research: Friedman, E. (2010). Secondary Prevention in an RTI Model: A Step toward  
Actions

5. Training will be provided all teachers to include Special Education in the Disaggregation of Data and

Action Type: AIP/IRI

Action Type: Equity

Action Type: Professional Development

Action Type: Special Education

6. All teachers, to include Special Education, will use training designed to enhance their skills to provid

Action Type: AIP/IRI

Action Type: Professional Development

Action Type: Special Education

1. Continue implementation of a teacher mentoring program as part of professional development tha

Action Type: AIP/IRI

Action Type: Professional Development

7. Student Academic Improvement Plans (AIP) will be developed for all students by teachers in schedu

Action Type: AIP/IRI

Action Type: Equity

2. Teachers will identify individual student and group strengths and weaknesses and use this data to p

Action Type: Alignment

Action Type: Equity

8. Parents of students who are at risk of failing to achieve proficiency in the area of Literacy will be no

Action Type: AIP/IRI

Action Type: Parental Engagement

3. Remediation will be provided to students during the school day who are at risk of failing to achieve |

Action Type: AIP/IRI

Action Type: Equity

4. Process evaluation of the Academic Improvement Plan (AIP) for the school year 2013-2014 will con:

Action Type: AIP/IRI

Action Type: Program Evaluation

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: Parental Engagement

Action Type: Professional Development

Action Type: Technology Inclusion

Total Budget:

Intervention: Implement Program Alignment.

Scientific Based Research: Fulmer, G. W. (2010). Estimating Critical Values for Strength of Alignment at  
Actions

5. All teachers, to include Special Education, will be provided training designed to enhance their skills t

Action Type: Alignment

Action Type: Professional Development

Action Type: Special Education

1. All faculty members will meet to work collaboratively on curriculum alignment/mapping and annua

Action Type: Alignment

Action Type: Collaboration

Action Type: Parental Engagement

4. Process evaluation of the Curriculum Alignment component for the school year 2013-2014 will incl

Action Type: Program Evaluation

Total Budget:

Priority 2:

Supporting Data:



Goal

Benchmark

Intervention: Implement Standards Based Math Program.

Scientific Based Research: Thompson, C. J. (2009). Preparation, practice, and performance An empiric:  
Actions

6. Teachers will incorporate measurement tasks into all subjects taught. Teachers will attend meetings

Action Type: Alignment

Action Type: Collaboration

Action Type: Professional Development

Action Type: Technology Inclusion

21. Purchase instructional material and supplies to be used in the classroom instruction where new te

Action Type: Technology Inclusion

11. The Navigator System, used to instruct students about topics and how they relate to math and scie

Action Type: Professional Development

Action Type: Technology Inclusion

12. Individualized instruction will be implemented for each student using the Navigator System, Accele

Action Type: Alignment

Action Type: Technology Inclusion

10. All math teachers, including special education teachers, will be trained on the traits of standards-b

Action Type: Alignment

Action Type: Professional Development

Action Type: Special Education

15. Standards-based mathematics programs, to include STAR Math and Accelerated Math, new textbo

Action Type: Alignment

Action Type: Collaboration

Action Type: Professional Development

Action Type: Special Education

Action Type: Technology Inclusion

17. All teachers work together to map aligned curriculum for instructional and assessment purposes. (

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

19. All teachers, including special education, will receive training on the implementation of various for

Action Type: Equity

Action Type: Professional Development

Action Type: Special Education

14. Teachers will plan learning experiences for each unit based on core concepts that they identify. The

Action Type: Alignment

Action Type: Collaboration

16. Utilize the computer lab by using computers, software, and equipment that would provide supplier

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Special Education

Action Type: Technology Inclusion

8. Parent meetings will be held in conjunction with the Annual Report to the Public and Open House to

Action Type: Collaboration

Action Type: Parental Engagement

9. Students in remediation programs to gain academic improvement will be assessed through use of A

Action Type: Equity

Action Type: Program Evaluation

23. Provide training to selected teachers and administrators related to the effective use of research-b.

Action Type: Alignment

Action Type: Professional Development

13. After school meetings or evening sessions with parents will be conducted that are centered around

Action Type: Parental Engagement

22. Purchase additional materials to supplement the Mendez Foundation Drug and Violence Prevention  
Action Type: Alignment

7. Process evaluation of the Standards Based Math program for the school year 2013-2014 will consist of  
Action Type: Program Evaluation

Institute MDC formative assessment lessons to address the depth of thinking needed to increase operational  
Action Type: AIP/IRI

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Total Budget:

Intervention: Implement Program Based on Student AIP's to Address Needs of Students with Problem: Scientific Based Research: Friedman, E. (2010). Secondary Prevention in an RTI Model: A Step toward  
Actions

5. Teachers will be provided training on the process of developing a student Academic Improvement Plan  
Action Type: AIP/IRI

Action Type: Professional Development

Action Type: Special Education

3. Training will be provided for all teachers to include Special Education in the Disaggregation of Data and  
Action Type: AIP/IRI

Action Type: Equity

Action Type: Professional Development

Action Type: Special Education

8. All teachers, to include Special Education, will be provided training designed to enhance their skills in  
Action Type: AIP/IRI

Action Type: Professional Development

Action Type: Special Education

4. Develop and implement a teacher mentoring program as part of professional development that impacts  
Action Type: AIP/IRI

Action Type: Professional Development

7. Parents of students who are at risk of failing to achieve proficiency in the area of Math will be notified  
Action Type: AIP/IRI

Action Type: Parental Engagement

6. Faculty and staff will develop AIP/IAIP's for all students, including special education, scoring below p  
Action Type: AIP/IRI

Action Type: Alignment

Action Type: Program Evaluation

2. Remediation will be provided to students during the school day or after school who are at risk of failing

Action Type: AIP/IRI

Action Type: Equity

1. Process evaluation of the Academic Improvement Plan (AIP/IAIP) for the school year 2013-2014 will

Action Type: Program Evaluation

NSLA funds to employ a full-time (1.00) paraprofessional to work in a computer lab under the direction of

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Total Budget:

Intervention: Align Math to Common Core State Standards (CCSS)

Scientific Based Research: Center for Comprehensive School Reform and, I. (2009). Vertical Alignment Actions

4. All teachers, to include Special Education, will be provided training related to aligning the curriculum

Action Type: Alignment

Action Type: Collaboration

Action Type: Professional Development

Action Type: Special Education

Action Type: Technology Inclusion

5. Vertical and horizontal alignment meetings will be held to review, update and develop alignment documents

Action Type: Alignment

Action Type: Collaboration

Action Type: Technology Inclusion

Action Type: Title I Schoolwide

6. Teachers will identify individual student and group strengths and weaknesses in Math and use this d

Action Type: Alignment

Action Type: Equity

3. Alignment data from all teachers will be checked for completeness. Intervention folders will be mac

Action Type: Program Evaluation

7. TITLE I funds to employ a Math Coach to work closely with teachers in grades 5-6. This person will p

Action Type: Equity

1. Process evaluation of the Curriculum Alignment component for the school year 2013-2014 will incl

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Equity

Action Type: Program Evaluation

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

6. 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

8. 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

2. 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

9. Parents and community citizens will be involved in the Wellness program through: 1) serving as me

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Wellness

3. Both process and outcome procedures will be used to evaluate the program. Process activities will include:

Action Type: Program Evaluation

Action Type: Wellness

Total Budget:

Planning Team

Classification

Classroom Teacher

Classroom Teacher

Classroom Teacher

Classroom Teacher

Classroom Teacher

Classroom Teacher

Classroom Teacher

Classroom Teacher

Classroom Teacher

Classroom Teacher

Classroom Teacher

Classroom Teacher

Community Representative

Community Representative

Community Representative

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

Parent

Parent

Parent

Parent

Principal



in the areas of curriculum, extracurricular activities, and technology so that each student may live a persona

skills in the areas of reading vocabulary and comprehension (open response and multiple choice), writing co  
nts with Disabilities will improve mathematic problem solving skills in the areas of Measurement, Data Anal  
esity. Students will improve their BMI and nutritional food choices.

ernationally Competitive Standard? Advance Brief for State Policymakers. ACT, Inc, Retrieved from EBSCOhos	
Person Responsible	Timeline
William Edwards, Principal	Start: 07/01/2013
	End: 06/30/2014

William Edwards, Principal	Start: 07/01/2013
	End: 06/30/2014

Steve Crumpler, Superintendent	Start: 07/01/2013
	End: 06/30/2014

William Edwards, Principal	Start: 07/01/2013
	End: 06/30/2014

Tonya Bayne, Technology Coordinator

Start: 07/01/2013

End: 06/30/2014

Kathy Medford, Instructional Facilitator

Start: 07/01/2013

End: 06/30/2014

Kathy Medford, Federal Programs

Start: 07/01/2013

End: 06/30/2014

Steve Crumpler, Superintendent

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

Steve Crumpler, Superintendent

Start: 07/01/2013

End: 06/30/2014

Stephanie Manning, Literacy Teacher

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

Stephanie Manning, Literacy Teacher, William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal, Elicia Morrison, Parent Involvement Facilitator

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

Steve Crumpler, Superintendent; Principals

Start: 07/01/2013

End: 06/30/2014

William Edwards , Principal

Start: 07/01/2013

End: 06/30/2014

Steve Crumpler, Superintendent

Start: 07/01/2013

End: 06/30/2014

Steve Crumpler, Superintendent

Start: 07/01/2013

End: 06/30/2014

Kathy Medford, Federal Programs, Linda Heath, District Homeless Liaison

Start: 07/01/2013

End: 06/30/2014

Steve Crumpler, Superintendent; Kathy Medford, Instructional Facilitator

Start: 07/01/2013

End: 06/30/2014

Γ INVOLVEMENT IN SCHOOL-WIDE SOCIAL SKILLS INSTRUCTION: PERCEPTIONS OF A HOME NOTE PROGRAM.

Person Responsible

William Edwards, Principal,

Timeline

Start: 07/01/2013

End: 06/30/2014

Elicia Morrison

Start: 07/01/2013

End: 06/30/2014

Elicia Morrison

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

Elicia Morrison

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal,

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

Steve Crumpler, Superintendent

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

William Edwards, Principal

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

Elicia Morrison

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

William Edwards, Principal

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

Elicia Morrison

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

William Edwards, Principal

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

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards , Principal

Start: 07/01/2013

End: 06/30/2014

s in Literacy.

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

Person Responsible

Timeline

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards , Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

Apryl Philpot, Counselor

Start: 07/01/2013

End: 06/30/2014

Steve Crumpler, Superintendent; William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

Steve Crumpler, Superintendent, William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

mong Curriculum, Assessments, and Instruction. Online Submission, Retrieved from EBSCOhost. Center for C  
Person Responsible

Timeline

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014



al examination of the impact of Standards-based Instruction on secondary students' math and science achiev

Person Responsible

Linda Barnes, teacher

Timeline

Start: 07/01/2013

End: 06/30/2014

Steve Crumpler, Superintendent

Start: 07/01/2013

End: 06/30/2014

Linda Barnes, math teacher

Start: 07/01/2013

End: 06/30/2014

Linda Barnes, math teacher

Start: 07/01/2013

End: 06/30/2014

Kathy Medford, Instructional Facilitator, William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

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

William Edwards, Principal

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

William Edwards, Principal

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

William Edwards, Principal

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

Elicia Morrison, Parent Facilitator

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

William Edwards, Principal

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

William Edwards, Principal, Apryl Philpot

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

Apryl Philpot, Counselor

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

Apryl Philpot, Counselor

Start: 07/01/2013

End: 06/30/2014

Apryl Philpot; Counselor, William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards , Principal

Start: 07/01/2013

End: 06/30/2014

s in Math.

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

Person Responsible

Timeline

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

Apryl Philpot, Counselor

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal, Apryl Philpot

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal, Apryl Philpot

Start: 07/01/2013

End: 06/30/2014

Apryl Philpot, Counselor; William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

Steve Crumpler, Superintendent, William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

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

Person Responsible

Timeline

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

Linda Barnes, math teacher

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

Steve Crumpler, Superintendent; William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal , Kathy Medford, Instructional Facilitator

Start: 07/01/2013

End: 06/30/2014

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

Timeline

Melinda Wiles, Coordinated School Health Coor

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

Melinda Wiles, Coordinated School Health, William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

Melinda Wiles, Coordinated School Health Coor., William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

Melinda Wiles, Coordinated School Health Coor

Start: 07/01/2013

End: 06/30/2014

Samantha Stovall, Nurse, William Edwards, Principal

Start: 07/01/2013

End: 06/30/2014

Melinda Wiles, Coordinated School Health Coor

Start: 07/01/2013

End: 06/30/2014

Samantha Stovall, Nurse

Start: 07/01/2013

End: 06/30/2014





illy rewarding life and be a responsible and contributing member of c

ntent, and writing style.

ysis and Probability, Geometry, Fractions, Computation, Decimals, Pe

it. Liu, K., Thurlow, M., Koo, H., Barrera, M., National Center on Educ  
Resources  
Teachers

Source of Funds

Teaching Aids

ACTION BUDGET:

Community Leaders

District Staff

ACTION BUDGET:

Teachers

Teaching Aids

District Staff

Teaching Aids

ACTION BUDGET:

Computers

District Staff

ACTION BUDGET:

Performance Assessments

Teaching Aids

District Staff

Teachers ACTION BUDGET:

Administrative Staff

District Staff ACTION BUDGET:

Outside Consultants

Teachers

Teaching Aids

Administrative Staff

District Staff ACTION BUDGET:

Outside Consultants

Teachers

Community Leaders

District Staff ACTION BUDGET:

Performance Assessments

Teachers

Administrative Staff

Community Leaders ACTION BUDGET:

District Staff

Teachers

Administrative Staff

Community Leaders ACTION BUDGET:

District Staff

Teachers

Teaching Aids                      ACTION BUDGET:

District Staff

Teachers                              ACTION BUDGET:

Teaching Aids

District Staff

Outside Consultants              ACTION BUDGET:

Teachers

Teachers

Teaching Aids                      ACTION BUDGET:

Community Leaders

Teachers                              ACTION BUDGET:

Teaching Aids

Performance Assessments

Teachers                              ACTION BUDGET:

Administrative Staff

District Staff                        ACTION BUDGET:

Outside Consultants

Performance Assessments

Teachers

Teaching Aids

Administrative Staff

Community Leaders

ACTION BUDGET:

District Staff

Teachers

Administrative Staff

Computers

ACTION BUDGET:

District Staff

Outside Consultants

Teachers

Administrative Staff

Computers

ACTION BUDGET:

District Staff

Teaching Aids

Administrative Staff

District Staff

ACTION BUDGET:

Teachers

Administrative Staff

Title II-A - Purchased Services:

Title II-A - Materials & Supplies:

Computers

District Staff

ACTION BUDGET:

Outside Consultants

Teachers

\$3,250

. Education, 130(3), 513-528. Retrieved from EBSCOhost. Herrold, K.,

Resources

Source of Funds

Administrative Staff

Community Leaders

ACTION BUDGET:

District Staff

Teachers

Administrative Staff

Community Leaders

ACTION BUDGET:

Teachers

Administrative Staff

Community Leaders

ACTION BUDGET:

District Staff

Teachers

Community Leaders

District Staff

ACTION BUDGET:

Teachers

Community Leaders

District Staff

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ement. Research in Education, (81), 53-62. Retrieved from EBSCOho  
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Reform and Improvement, Retrieved from EBSCOhost. Fulmer, G. W.

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Martens, M. P. (2008). Wellness promotion in the schools: Enhancin

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our community and society as a whole.

Title I: Not Applicable

ercents, and all Open Response.

To improve student achievement in Literacy.

1. COMPREHENSIVE NEEDS ASSESSMENT The Oden Leadership teams conducted a Comprehensive Ne
2. THREE YEAR TREND DATA ANALYSIS (2011-2012-2013)The Oden Leadership teams disaggregated th
3. Graduation Rate: In 2009, the graduation rate for the school was 86.2%, in 2010, the rate was 91.7%
4. 2012-2013 Testing Analysis by Grade/EOC: 7th GradeAreas of weakness were identified as Literary

All Students, with emphasis on ESEA subgroup Students with Disabilities, will improve literacy skills in  
By spring of 2014, Oden High School will meet or exceed AMOfor Graduation Rate: 2014 AMO 94.45

ational, O., Council of Chief State School, O., & National Association of State Directors of Special Educa

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uring Opportunity to Learn in a Standards-Based System. Issue Brief. Center for Comprehensive School

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To improve student achievement in math

1. COMPREHENSIVE NEEDS ASSESSMENT The Oden High School leadership teams conducted a Compr



2. THREE YEAR TREND DATA ANALYSIS (2011-2012-2013)The Oden High School leadership teams disag
3. Graduation Rate: In 2009, the graduation rate for the school was 86.2%, in 2010, the rate was 91.7%
4. 2012-2013 Testing Data Analysis by Grade/Course: 7 - Area(s) of weakness were identified as Open F
- 8 - Areas of weakness were identified as Open Response, Data Analysis, Probability, Geometry and Me

All students with emphasis on ESEA subgroups White, Economically Disadvantaged, and Students with

By spring of 2014, Oden High School will meet or exceed AMOfor graduation rate; 2014 AMO 94.45%

ist. ACT, I. c. (2011). Affirming the Goal: Is College and Career Readiness an Internationally Competitive

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. (2010). Estimating Critical Values for Strength of Alignment among Curriculum, Assessments, and Insti

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#### Wellness

1. School Health Index Evaluation (SHI): The results of the SHI Evaluation for the Oden High School for
2. In 2009, the attendance rate for the district was 93.9%. In 2010, the attendance rate was 94.8%. In
3. Body Mass Index (BMI): Data for 2012/2013 showed 20% of all children measured were classified O

Improve the school nutrition environment, promote student health, and reduce childhood obesity. St  
Annually, the students enrolled in the school will improve their BMI and nutritional food choices by a i

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

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Name

Allison Still

Bill Kelly

Chet Dycus

Clint Honnoll

Davonne Ledbetter

Gary Manning

John Hawkins

Linda Barnes

Patty Carmack

Stephanie Olmstead

Susan Hughes

Toby Craver

Eric Goss

Mary Monk

Shelton Ledbetter, JR

Kathy Medford

Steve Crumpler

Susan Howard

Apryl Philpot

Connie Abernathy

Kim Gray

Melinda Wiles

Stacy Kennedy

Betty Singleton

Brenda Jones

Kim Fryar

Mary Kay Pearce

William Edwards



## School Improvement: MS

eds Assessment of literacy achievement using data from state testing (EOC literacy, 7th, 8th Grade Benchmark) and three year literacy achievement trend data. The data analysis identified the following focus areas for improvement. In 2011, the graduation rate was 100% and in 2012 it was 77.78% (AMO 93.6) resulting in a Needs Improvement rating for Practical Reading Open Response, Writing Content and Writing Style. 8th Grade Areas of weakness were in

the areas of reading vocabulary and comprehension (open response and multiple choice), writing content, and writing style. For ALL Students, the 2014 AMO was 73.22% for All Students, and 100% for TAGG; for Literacy Status Performance the 2014 AMO 73.22% for All Students.

tion, (. (2008). Middle School Principals' Perspectives on Academic Standards-Based Instruction and Program











rieved from EBSCOhost. Birdsell, B. S., Ream, S. M., Seyller, A. M., & Zobott, P. L. (2009, May 1). Motivating St

Reform and Improvement, Retrieved from EBSCOhost. Imbimbo, J., Knopf, N., & New Visions for Public, S. (2

ehensive Needs Assessment of math achievement data using the results from state testing (EOC, 7th and 8th



aggregated the three year math achievement trend data from state testing (EOC, 7th and 8th Grade Benchmark). In 2011, the graduation rate was 100% and in 2012 it was 77.78% (AMO 93.6) resulting in a Needs Improvement Response and Measurement.

Measurement 9 - Area(s) of weakness were identified as Fractions, Decimals, Computations and Percents. Algebra

Students with Disabilities will improve mathematic problem solving skills in the areas of Measurement, Data Analysis and Functions for All Students, and 100% for TAGG; for math Status Performance the 2014 AMO 79.45% for All Students percent

Standard? Advance Brief for State Policymakers. ACT, Inc, Retrieved from EBSCOhost. Liu, K., Thurlow, M., K



rieved from EBSCOhost. Birdsell, B. S., Ream, S. M., Seyller, A. M., & Zobott, P. L. (2009, May 1). Motivating St

ruction. Online Submission, Retrieved from EBSCOhost. Imbimbo, J., Knopf, N., & New Visions for Public, S. (2

the school years 2012-2013 and 2010-2011 revealed the percentage score for each of the four modules evaluated. In 2011, the attendance rate for the district was 93.7%, for 2013 95.80%. During the four-year period, the average BMI was 22.9% and 22.9% of children measured were identified as OBESSE. Data for 2005-2006 showed that a total of

students will improve their BMI and nutritional food choices.

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

Ericsson, I. (2008). Motor skills, attention and academic achievements. An intervention study in school years



Position	Committee
Oden High School Math	Math
Social Studies Teacher	High School Literacy
Coach	Literacy Committee
Coach	High School Literacy
Art Teacher	High School Literacy
Science Teacher	math
ALE Director	District ACSIP Chair
Math/Science	High School Math Chair
Special Ed teacher	Literacy Committee
Oden High School Business	Math Committee
Family & Consumer Science	High School Math
Agriculture Teacher	High School Literacy Chair
community representative	District ACSIP
Grandparent	Literacy
community representative	District ACSIP
Instructional Facilitator	District ACSIP
Superintendent	District ACSIP
GT	Literacy
Counselor	Math Committee
Bookkeeper	Literacy
Distance Lab aide	Literacy
Coor School Health	District ACSIP
Bus Driver/ aide	ACSIP Committee
Parent	ACSIP Committee
Parent	District ACSIP
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Parent	District ACSIP

Oden High School

ACSIP



rk, and ITBS) and local assessments. Results for both the All Students Population and the Targeted Achievement: Students with Disabilities were identified as a low performing subgroup, Reading Open Response, and status in Graduation Rate.

identified as Literary and Practical Reading Open Response, Writing Content and Writing Style. 11th Grade

and writing style.

its and 68.42% for TAGG, for Growth Performance, All Students 81.76% AMO, TAGG 82.00% AMO. Oden

ming for English Language Learners with Disabilities. ELLs with Disabilities Report 22. National Center on











udents by Increasing Student Choice. Online Submission, Retrieved from EBSCOhost..

009). Curriculum Integration. Center for School Success Promising Practices Series. New Visions for Publ

Grade Benchmark, and ITBS) and local assessments. Results for All Students Population, Targeted Achiev



k, and ITBS), and local assessments. The data analysis identified the following focus areas for improvement status in Graduation Rate.

ora - Areas of weakness were identified as Open Response and Non-linear Equations. Geometry - Areas c

Probability, Geometry, Fractions, Computation, Decimals, Percents, and all Open Response.

population and 72.87% for TAGG, for Growth Performance the 2014 AMO 79.73% All Students, TAGG 73.0

oo, H., Barrera, M., National Center on Educational, O., Council of Chief State School, O., & National Assc



udents by Increasing Student Choice. Online Submission, Retrieved from EBSCOhost..

009). Curriculum Integration. Center for School Success Promising Practices Series. New Visions for Publ

uated. Scores for each of these areas included: Module 1: School Health and Safety Policies and Environi  
ge attendance rate was 94.55% and has remained stable.  
otal of 95 of the 108 enrolled (87.9%) were assessed. Results showed that 19% of the males in grades 7-1

1-3. British Educational Research Journal, 34(3), 301-313. doi:10.1080/01411920701609299









vement Gap Group (TAGG) were examined, along with the ESEA subpopulations, to identify specific areas of weakness, Reading Multiple Choice, Writing Content, and Writing Style.

Areas of weakness were identified as Literary and Practical Reading Open Response, Writing Content and Writing Style.

High School will also meet or exceed the 2014 AMO for all ESEA subpopulations

Educational Outcomes, University of Minnesota, Retrieved from EBSCOhost. Center for Comprehensive





ers, L. (2008). Including Parents in Evaluation of a Child Development Program: Relevance of Parental In







ic Schools, Retrieved from EBSCOhost.

vement Gap Group (TAGG), and ESEA subpopulations were examined to identify specific areas of weakn



ent; White (subpop), Economically Disadvantaged (subpop), Students with Disabilities (subpop), Measur

of weakness were identified as Open Response and Triangles (Trigonometry). 7th Science and Biology- al

0% AMO. Oden High School will also meet or exceed the 2014 AMO~~8~~ for all ESEA subpopulations.

ociation of State Directors of Special Education, (. (2008). Middle School Principals' Perspectives on Acad





ic Schools, Retrieved from EBSCOhost.

ment, 91%, 2013 92.6%; Module 2: Health Education, 94%, 2013 92.95%; Module 3: Physical Education :  
l2 and 35.9% of the females were overweight or at risk of overweight. Data for 2006-2007 showed that









as of weakness in learning strands. The Status Performance numbers in All Students was 73.58% (AMO 7

and Writing Style. 7th Science and Biology - Area(s) of weakness were identified as Open Response and tl

School Reform and, I. (2009). Vertical Alignment: Ensuring Opportunity to Learn in a Standards-Based S





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







ess in learning strands. The Status Performance numbers for All Students was 67.92% (AMO 77.17%), T/



ement, Data Analysis, Probability, Geometry, Non-linear Equations, Triangles, Fractions, Computation, E

reas of weakness were identified as Open Response and the Nature of Science.

lemic Standards-Based Instruction and Programming for English Language Learners with Disabilities. ELL:







and other Physical Activity Programs, 95%, 2013 93.76%; and Module 4: Nutrition Services, 76%, 2013 8  
a total of 68 students were assessed. Results showed that 31.4% of the males in grades 7-12 and 30.2%









70.24%), TAGG was 70.21% (AMO 64.91%), Growth Performance for All Students was 83.33% AMO 79.7%

the nature of science.

system. Issue Brief. Center for Comprehensive School Reform and Improvement, Retrieved from EBSCOhost













AGG was 64.44% (AMO 69.86%), Growth Performance for All Students 63.89% (AMO 77.48%), TAGG 58.



Decimals, Percents, and Open Response.

s with Disabilities Report 22. National Center on Education.







9.67%. The results of the school for the area of Family and Community Involvement (Module 8) was 86% of the females were overweight or at risk of overweight. In 2007-2008, the data indicated that a total of









3%, TAGG 80.65% AMO 80.00%, which shows all groups meeting Status and Growth Performance AMO!

lost. Fulmer, G. W. (2010). Estimating Critical Values for Strength of Alignment among Curriculum, Asses













06% (70.00% AMO) which indicates that all groups are not meeting Performance AMO 8. In ESEA subgro











%, 2013 84.23%. In 2008-2009, the results of the SHI revealed the percentage score for each of the four i  
f 17 of 107 (15.9%) students were assessed. The results revealed that 0.00% of the females and 18.2%%









31 In ESEA subpopulations the Status Performance numbers were White 72% (AMO 71.67%), Economical

ishments, and Instruction.













ups, Status Performance numbers were White 64.58% (AMO 76.72%), Economically Disadvantaged 63.6











modules which included: Module 1: School Health and Safety Policies/Environment, 85%; Module 2: Hei  
of the males were overweight or at risk of being overweight. During the three year period, an average c









ly Disadvantaged 73.33% (AMO 64.91%), and Students with Disabilities 11.11% (AMO 37.50%). Students













4% (AMO 71.02%), and Students with Disabilities 33.33% (AMO 62.97%). White, Economically Disadvant











alth Education, 96%; Module 3: Physical Education/Physical Activity; 94%; Module 4: Nutrition Services,  
of 22.9% of the males and 22.0% of the females fell in those categories. Data for 2008/2009 showed N/A









with Disabilities were identified as the low performing subgroup not meeting Status or Growth Perform













aged, and Students with Disabilities were identified as low performing subgroups not meeting Status or











96%. The combined average score for the four modules was 92%. The results of the school for the area  
because of a small number of children in individual categories. Data for 2010/2011 indicated when tot:









ance AMO. The data analysis identified the

























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