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

Grade Span: 7-12

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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

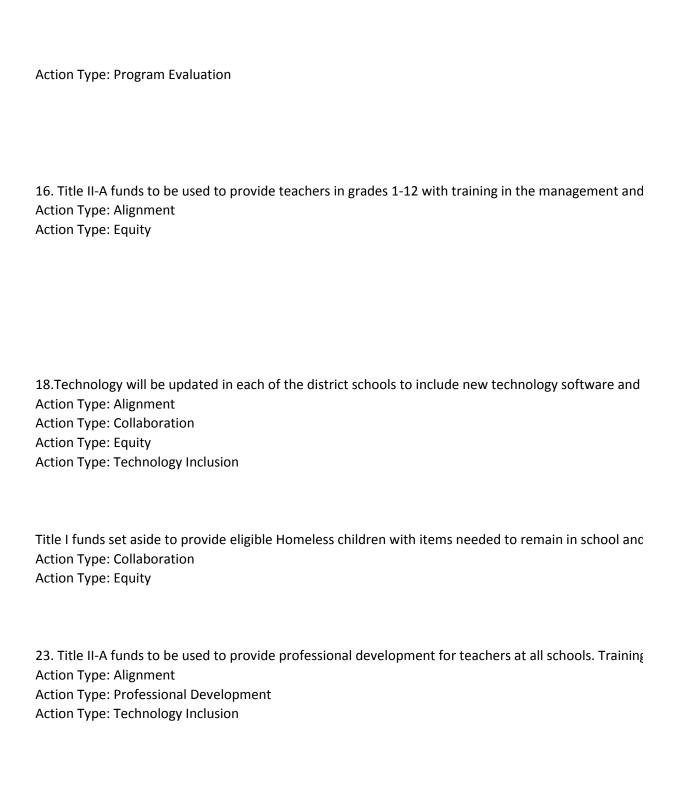
5. Computerized Star Reading Assessments will be given to each student in grades 7-12 including thos

Action Type: Equity

Action Type: Technology Inclusion

6. Review the technology plan at a school wide faculty meeting planned for that purpose at least annu 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 requirement 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 Sp 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 Action Type: Equity
A public meeting will be held in the fall to inform all parents and citizens of the school community of the school commun
Action Type: Parental Engagement  Action Type: Parental Engagement
24. Staff members have observed the requirements in regard to the involvement of private schools. T 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 Writ 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 abtain 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



# 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 deterr 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 Action Type: Collaboration Action Type: Parental Engagement
14. A minimum of four meetings with parents will be scheduled during the school year. The purpose o Action Type: Collaboration Action Type: Parental Engagement
13. Volunteer resource books will be developed, printed and made available to all parents, the resour Action Type: Collaboration Action Type: Parental Engagement
11. The process for parents to follow to resolve concerns will be placed in the Student/Parent Handbo 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 a 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 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 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 fo Action Type: Collaboration Action Type: Parental Engagement
9. At parent/ teacher conferences in October, 2013, parents will meet with teachers and counselors to Action Type: Parental Engagement Action Type: Special Education
5. All parents will receive Informational Packets that include: A brochure outlining the Parental Involve Action Type: Parental Engagement
4. Teachers will develop and maintain web pages with schedules and contact information. Each teacher 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

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. Addition Type: Parental Engagement

## Total Budget:

Intervention: Implement Program Based on Student AIP's to Address Needs of Students with Problems 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 a

Actions

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

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 inclu

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 empirica

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 suppler

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-based and administrators related to the effective use of research-based and administrators related to the effective use of research-based and administrators related to the effective use of research-based and administrators related to the effective use of research-based and administrators related to the effective use of research-based and administrators related to the effective use of research-based and administrators related to the effective use of research-based and administrators related to the effective use of research-based and administrators related to the effective use of research-based and administrators related to the effective use of research-based and the effective use of research-based and the effective use of research-based and the effective use of the effective use of research-based and the effective use of the effective use of

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 Preventic Action Type: Alignment

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

Institute MDC formative assessment lessons to address the depth of thinking needed to increase oper

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 Problems 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 F

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 a

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

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 imp

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 notifi

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 fai

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 directio

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 curriculur

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 do

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 made 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 inclu

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 (

Action Type: Collaboration Action Type: Wellness

1. All students, including Special Education will receive health education to be taught during the schoc

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 vaction Type: Program Evaluation Action Type: Wellness	vill
Total Budget:	
Total Budget.	
Planning Team	
Classification	
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	
Parent	
Parent	
Parent	

**Parent** 

Principal

in the areas of curriculum, extracurricular activities, and technology so that each stude	nt may live a persona
skills in the areas of reading vocabulary and comprehension (open response and multip	ole choice), writing co
ents with Disabilities will improve mathematic problem solving skills in the areas of Mea	surement, Data Analy
esity. Students will improve their BMI and nutritional food choices.	
rnationally Competitive Standard? Advance Brief for State Policymakers. ACT, Inc, Retri Person Responsible William Edwards, Principal	ieved from EBSCOhos Timeline 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

Start: 07/01/2013 Tonya Bayne, Technology Coordinator 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 Start: 07/01/2013 Steve Crumpler, Superintendent

Stephanie Manning, Literacy Teacher Start: 07/01/2013 End: 06/30/2014 William Edwards, Principal Start: 07/01/2013 End: 06/30/2014 Start: 07/01/2013 William Edwards, Principal 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

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
FINVOLVEMENT IN SCHOOL-WIDE SOCIAL SKILLS INSTRUCTION: PERCEPTIONS OF A HO Person Responsible	ME NOTE PROGRAM. Timeline

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

William Edwards, Principal,

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

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 Mexic

Person Responsible Timeline

William Edwards, Principal Start: 07/01/2013

End: 06/30/2014

Willilam 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

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

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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

Person	ination of the impact of Standards-based Instruction on secondary students' ma Responsible Barnes, teacher	th and science achiev Timeline Start: 07/01/2013 End: 06/30/2014
Steve (	Crumpler, Superintendent	Start: 07/01/2013 End: 06/30/2014
Linda E	Barnes, math teacher	Start: 07/01/2013 End: 06/30/2014
Linda E	Barnes, math teacher	Start: 07/01/2013 End: 06/30/2014
Kathy I	Medford, Instructional Facilitator, William Edwards, Principal	Start: 07/01/2013 End: 06/30/2014
Willian	n Edwards, Principal	Start: 07/01/2013 End: 06/30/2014

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

Start: 07/01/2013

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William Edwards, Principal

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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

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

Person Responsible Timeline

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

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 Cor Person Responsible William Edwards, Principal	mprehensive School F Timeline Start: 07/01/2013 End: 06/30/2014
William Edwards, Principal	Start: 07/01/2013

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

Melinda Wiles, Coordinated School Health Coor Start: 07/01/2013

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 resp	oonsible and contributing member of c
ntent, and writing style.	
vsis and Probability. Geometry	, Fractions, Computation, Decimals, Pe
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t. Liu, K., Thurlow, M., Koo, H., Resources Teachers	Barrera, M., National Center on Educ Source of Funds
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Community Leaders	
District Staff	ACTION BUDGET:
Teachers	
Teaching Aids	
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District Staff	ACTION BUDGET:

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Teachers	
	\$3,250
Education, 130(3), 513-528. Resources Administrative Staff	etrieved from EBSCOhost. Herrold, K., Source of Funds

Community Leaders ACTION BUDGET:

District Staff	
Teachers	
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**Administrative Staff** 

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**Administrative Staff** 

District Staff	ACTION BUDGET:
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District Staff	
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Performance Assessments	
School Library	
Teachers	
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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 91.79  4. 2012-2013 Testing Analysis by Grade/EOC: 7th Grade reas 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 AMO® for Graduation Rate: 2014 AMO 94.45 ational, O., Council of Chief State School, O., & National Association of State Directors of Special Education
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To improve student achievement in math  1. COMPREHENSIVE NEEDS ASSESSMENT The Oden High School leadership teams conducted a Compre

- 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 AMO® for graduation rate; 2014 AMO 94.45%

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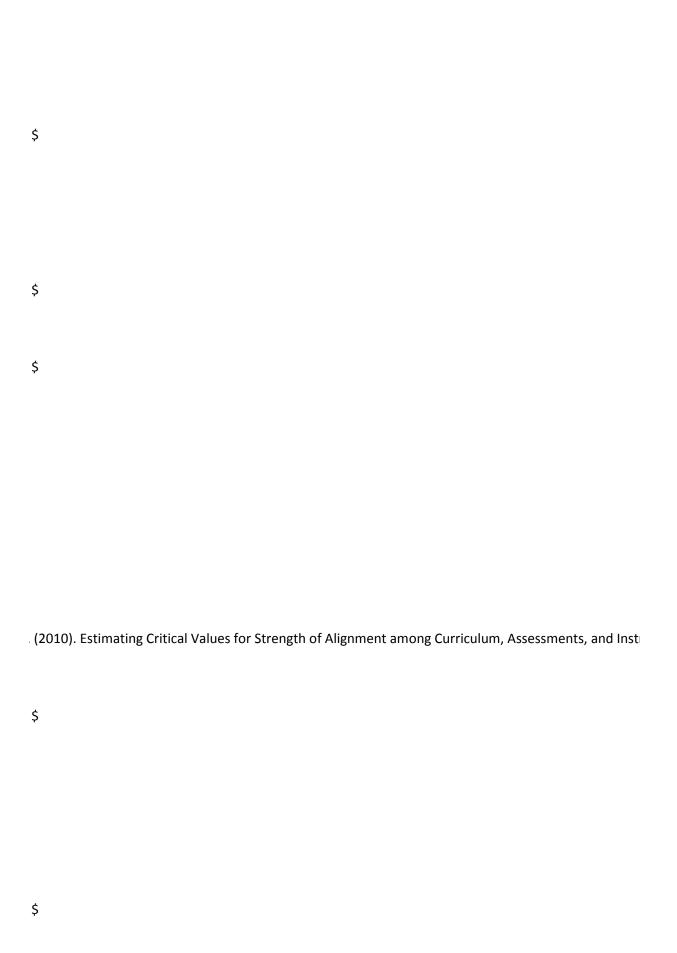
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## Wellness

- 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. Stu 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** 

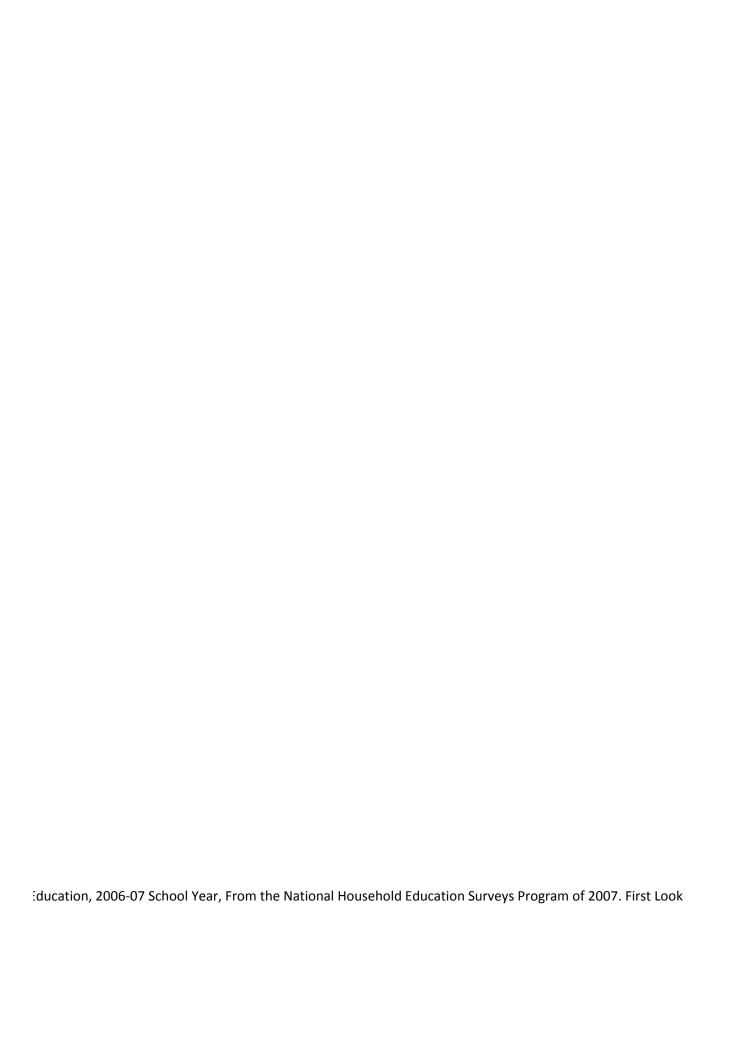
Brenda Jones

Kim Fryar

Mary Kay Pearce

William Edwards









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

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

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

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





the school years 2012-2013 and 2010-2011 revealed the percentage score for each of the four modules evaluable. The attendance rate for the district was 93.7%, for 2013 95.80%. During the four-year period, the avera VERWEIGHT and 22.9% of children measured were identified as OBESE. Data for 2005-2006 showed that a to
udents 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

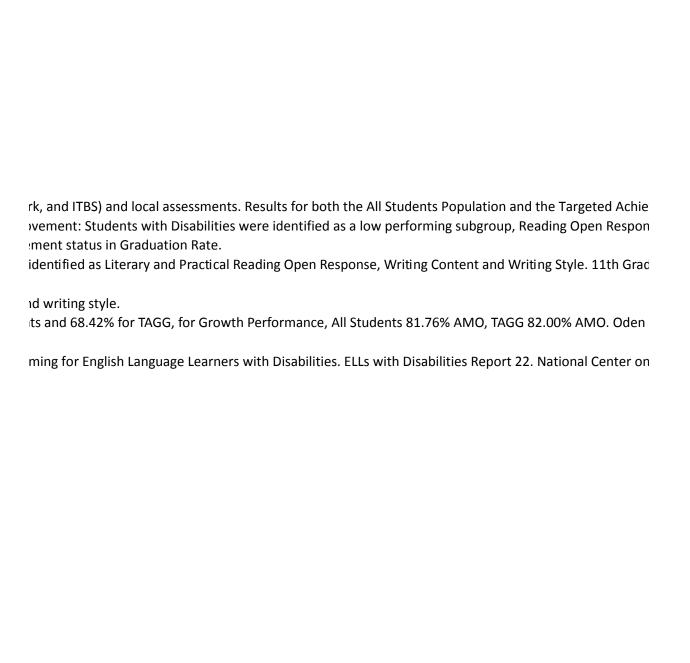
community representative District ACSIP
Instructional Facilitator District ACSIP
Superintendent District ACSIP
GT Literacy

Counselor Math Committee

Bookkeeper Literacy
Distance Lab aide Literacy
Coor School Health District ACSIP
Bus Driver/ aide ACSIP Committee
Parent ACSIP Committee
District ACSIP

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Parent District ACSIP









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

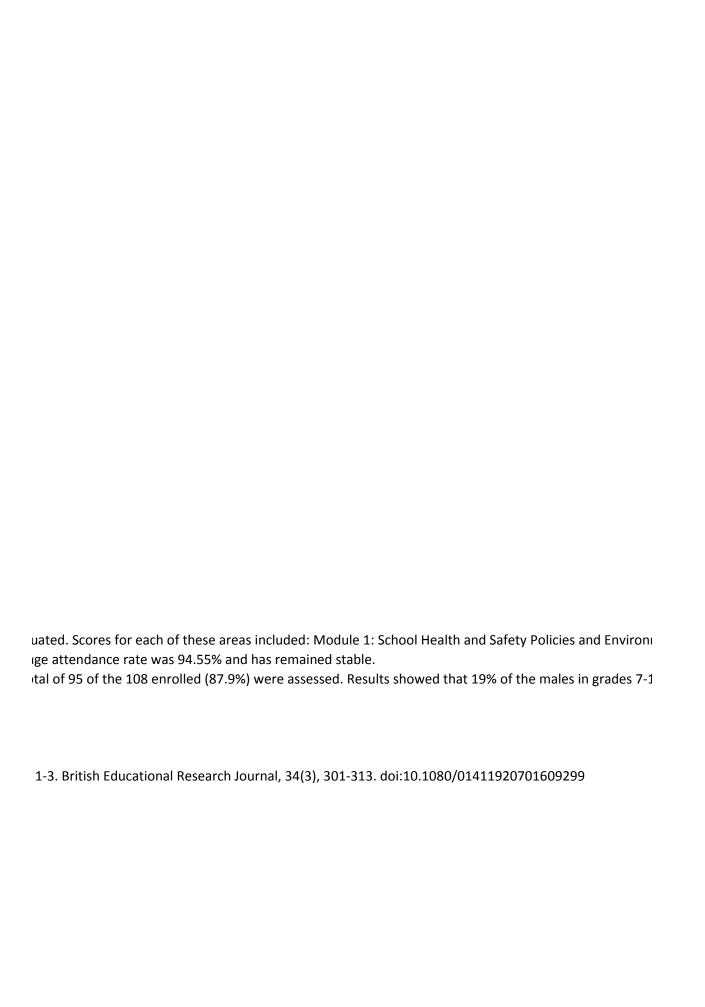
ora - Areas of weakness were identified as Open Response and Non-linear Equations. Geometry - Areas σ

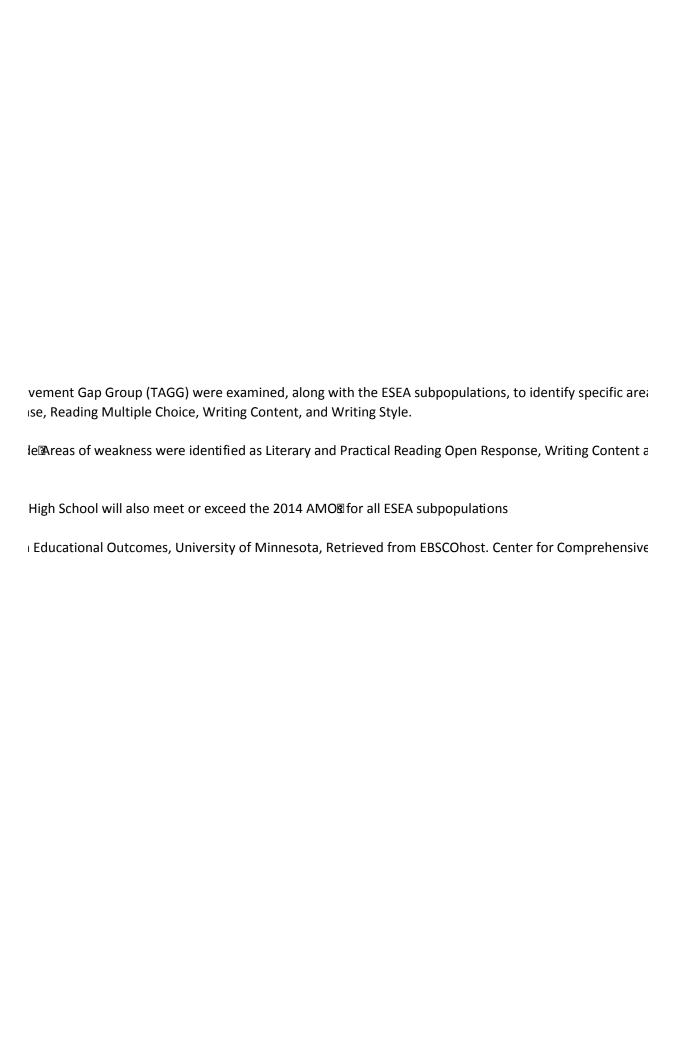
Probability, Geometry, Fractions, Computation, Decimals, Percents, and all Open Response. Opulation and 72.87% for TAGG, for Growth Performance the 2014 AMO 79.73% All Students, TAGG 73.0

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







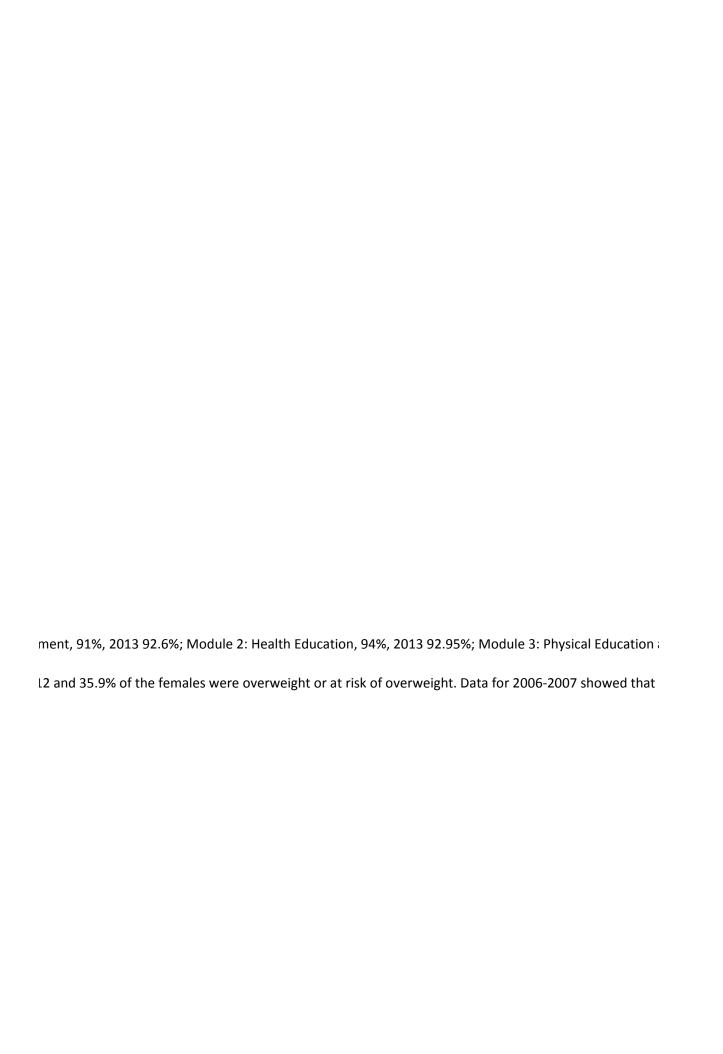






ent; White (subpop), Economically Disadvantaged (subpop), Students with Disabilities (subpop), Measur of weakness were identified as Open Response and Triangles (Trigonometry). 7th Science and Biology- at 0% AMO. Oden High School will also meet or exceed the 2014 AMO® for all ESEA subpopulations.



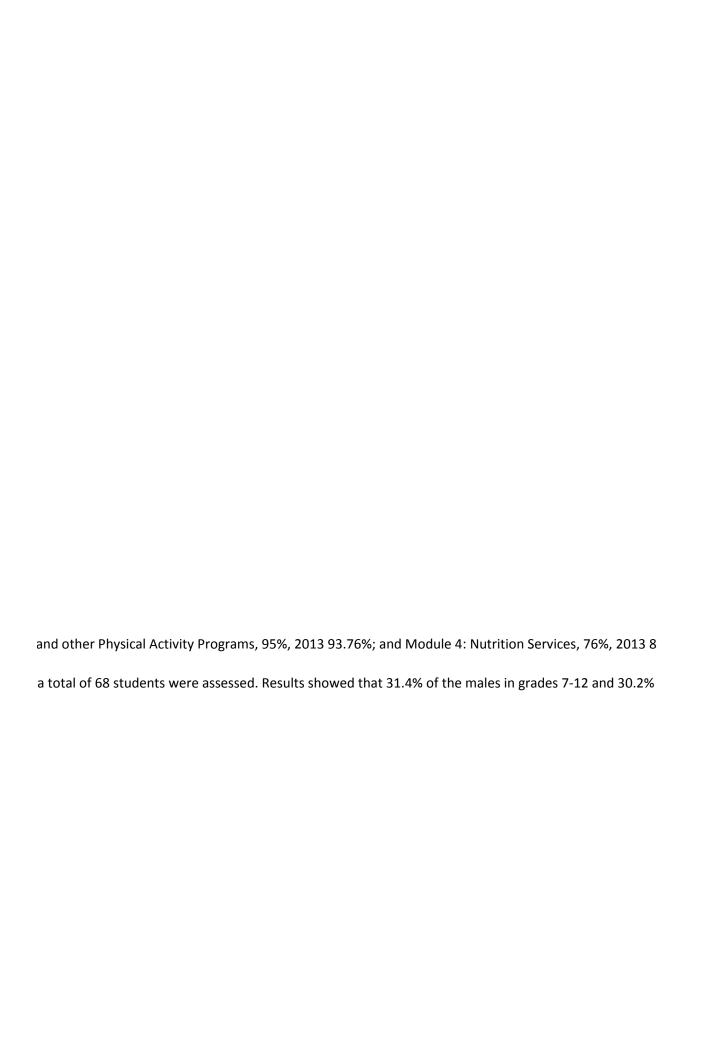


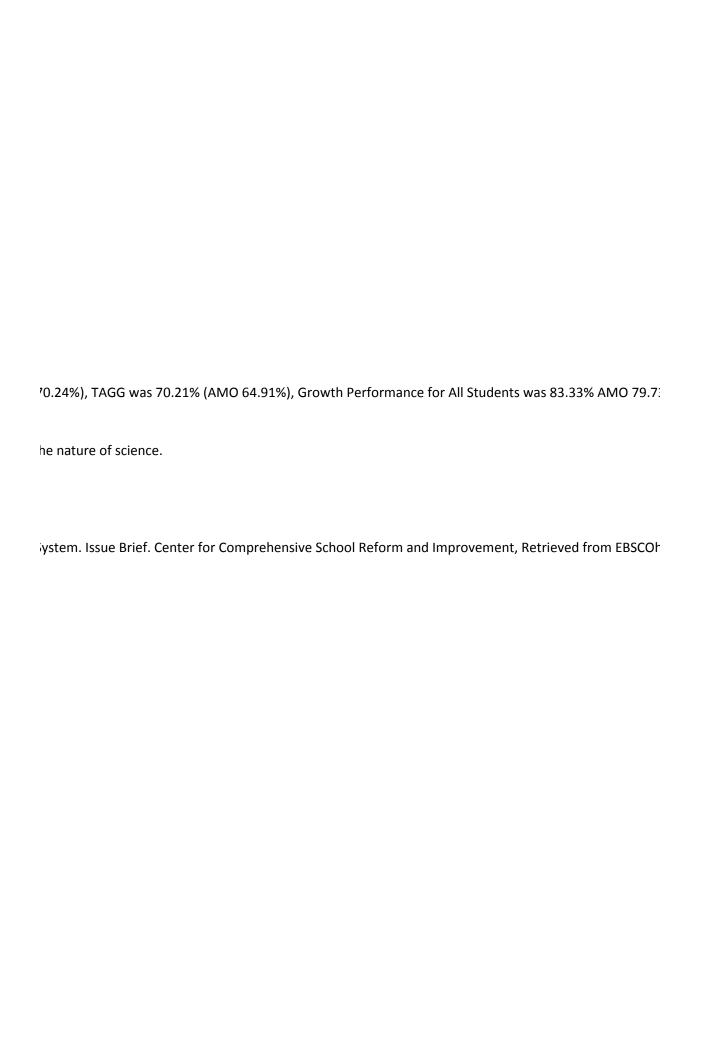
as of weakness in learning strands. The Status Performance numbers in All Students was 73.58% (AMO 7	
and Writing Style. 7th Science and Biology - Area(s) of weakness were identified as Open Response and tl	
e School Reform and, I. (2009). Vertical Alignment: Ensuring Opportunity to Learn in a Standards-Based S	





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



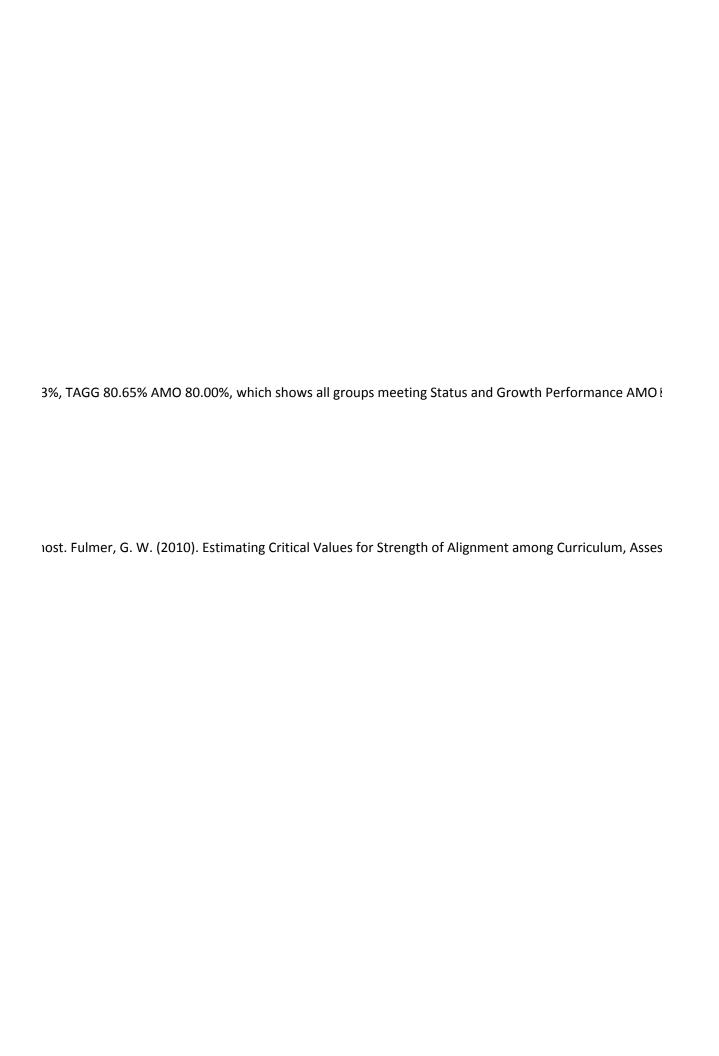


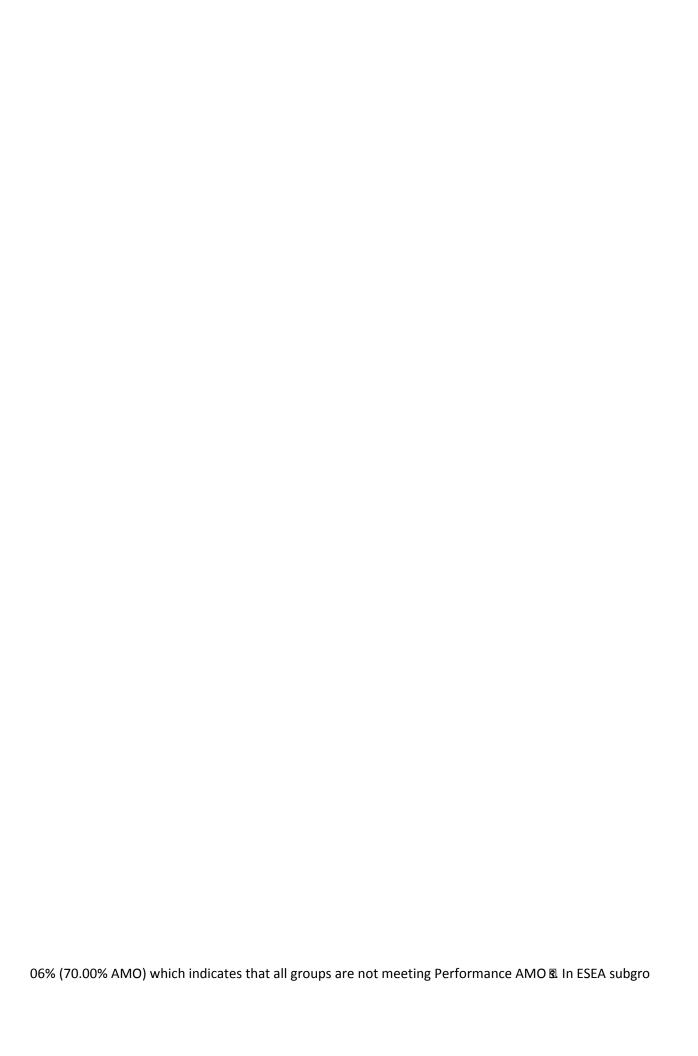


s with Disabilities Report 22. National Center on Education.	

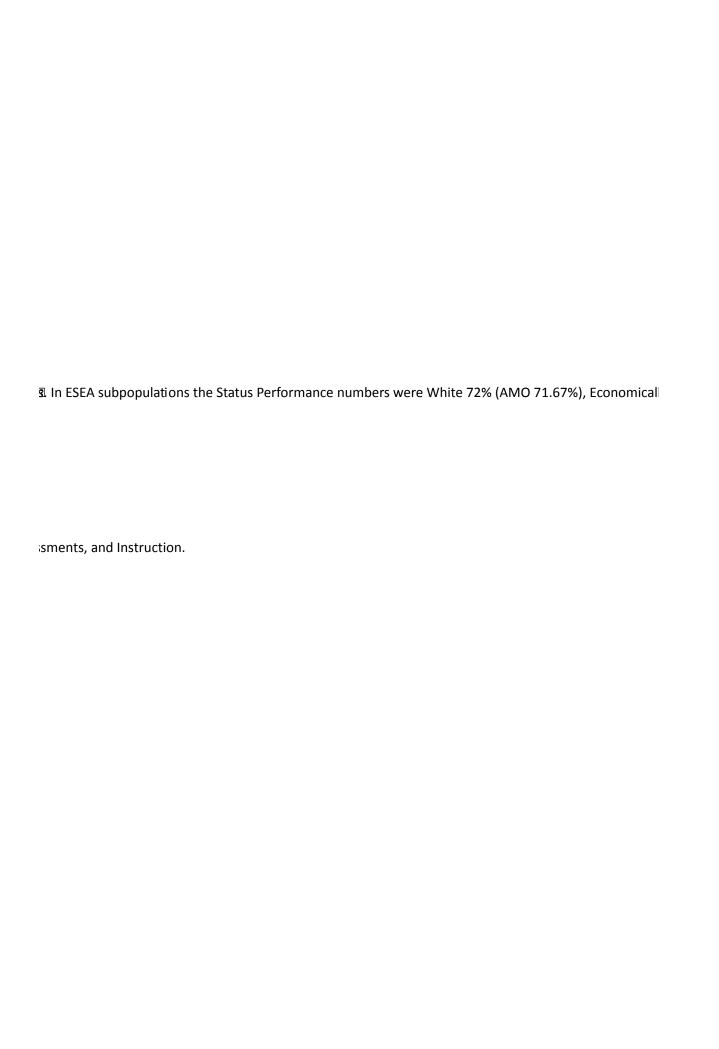
Decimals, Percents, and Open Response.

9.67%. The results of the school for the area of Family and Community Involvement (Module 8) was 869 of the females were overweight or at risk of overweight. In 2007-2008, the data indicated that a total of	

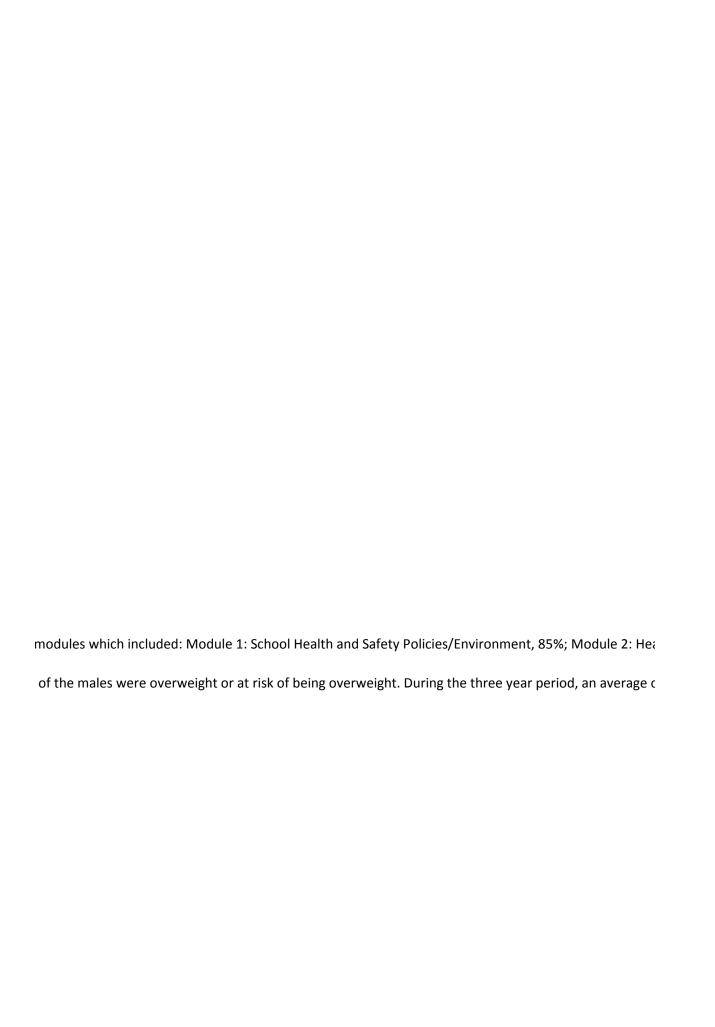


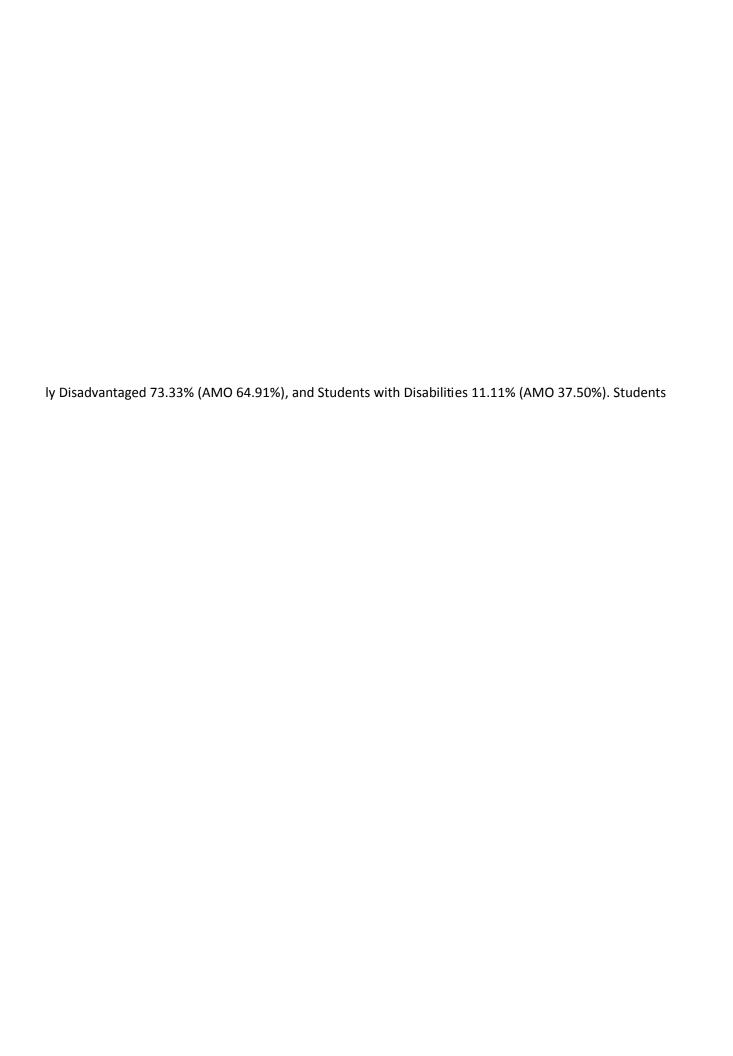


2013 84.23%. In 2008-2009, the results of the SHI revealed the percentage score for each of the four	1
17 of 107 (15.9%) students were assessed. The results revealed that 0.00% of the females and 18.2%%	ó

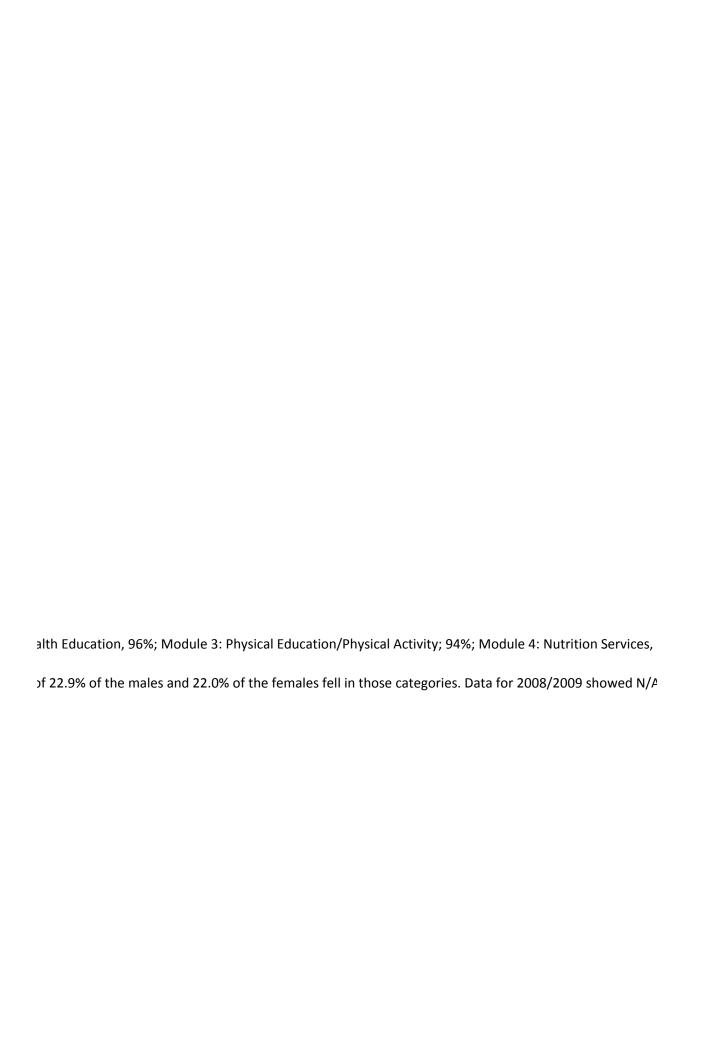






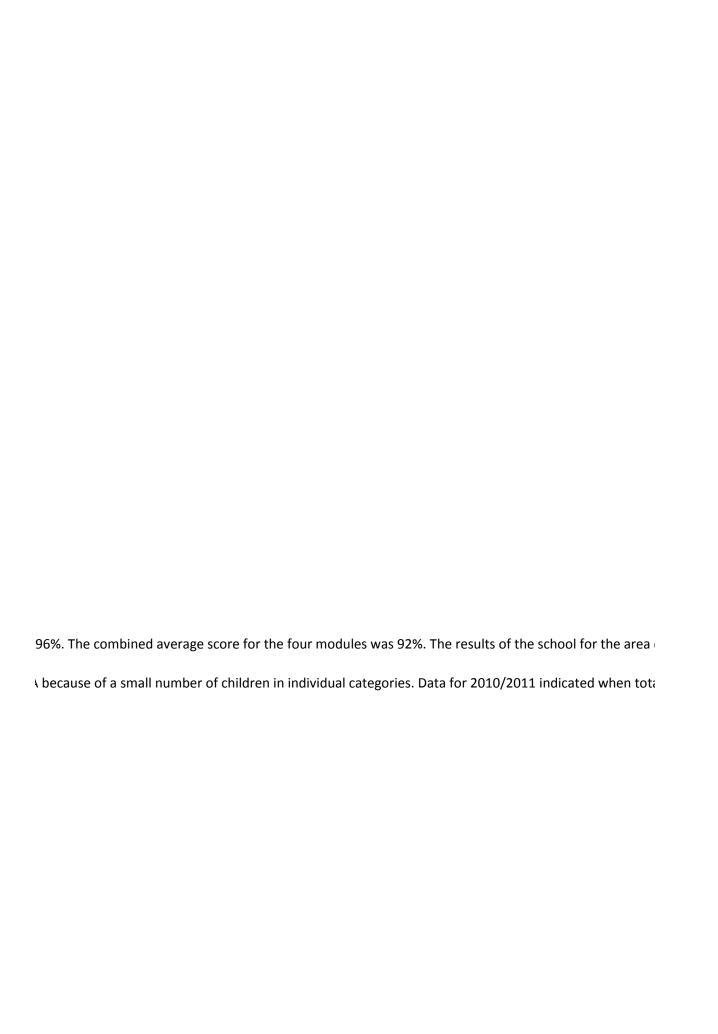














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