

ODEN HIGH SCHOOL
PO BOX 150, ODEN, AR 71961

Arkansas Comprehensive School Improvement Plan

2014-2015

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 will improve literacy skills in the areas of reading vocabulary and comprehension

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 Literacy 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

3. Progress of students in the literacy program will be monitored regularly through student assessmer

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. STAR Assessments will be given to each student in grades 7-12 including those with special needs a

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 will be set aside to provide teachers and staff members with training related to the requi

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

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

Action Type: Alignment

Action Type: Parental Engagement

13. 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 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

15. 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 2014-2015 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

9. Principal will schedule a peer review of the completed school ACSIP plan prior to sending the plan to
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

10. 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

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

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., Shatzner, 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 2014-2015 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 discuss the Parent Involvement program and the role of parents in the school.

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 placed in the Student/Parent Handbook.

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 get involved in the school.

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 2 hours of training in parent involvement for all faculty
Action Type: Professional Development

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

9. At parent/ teacher conferences in October, 2014, 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 Involvement
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 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 to 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

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 not

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 2014-2015 will con

Action Type: AIP/IRI

Action Type: Program Evaluation

9. NSLA funds will be used to purchase the Renaissance School Improvement program for the Oden ca

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Professional Development

Action Type: Technology Inclusion

10. NSLA funds will be budgeted to employ a part-time (.25 FTE) teacher to provide remediation assist

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

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:

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 2014-2015 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 empirical study of teacher preparation and performance in mathematics education. *Journal of Mathematical Education*, 42(1), 1-10.
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 teachers

Action Type: Technology Inclusion

12. Individualized instruction will be implemented for each student using Accelerated Math, Mathematically proficient

Action Type: Alignment

Action Type: Technology Inclusion

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

Action Type: Alignment

Action Type: Professional Development

Action Type: Special Education

15. Standards-based mathematics programs, to include STAR Math, Accelerated Math, Moby Max, new

Action Type: Alignment

Action Type: Collaboration

Action Type: Professional Development

Action Type: Special Education

Action Type: Technology Inclusion

17. All teachers will 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 supplies

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 Preventic

Action Type: Alignment

7. Process evaluation of the Standards Based Math program for the school year 2014-2015 will consist of the following:

Action Type: Program Evaluation

Institute MDC formative assessment lessons to address the depth of thinking needed to increase operational proficiency.

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 Problematic Math Skills
Scientific Based Research: Friedman, E. (2010). Secondary Prevention in an RTI Model: A Step toward Reducing the Need for Special Education Services. *Journal of Emotional and Behavioral Disorders*, 18(1), 1-10.

5. Teachers will be provided training on the process of developing a student Academic Improvement Plan (AIP).

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 the development of AIP's.

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 the development of AIP's.

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 the development of AIP's.

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 and provided with resources to support their child's learning.

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 proficient on the state math assessment.

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 2014-2015 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 ma

Action Type: Program Evaluation

7. TITLE I funds to employ an Academic Coach to work closely with teachers in grades 5-6. This person

Action Type: Equity

1. Process evaluation of the Curriculum Alignment component for the school year 2014-2015 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 |

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

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

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 pe

(open response and multiple choice), writing content, and writing style.

ents with Disabilities will improve mathematic problem solving skills in the areas of Measurement, Data

esity. Students will improve their BMI and nutritional food choices.

ernationally Competitive Standard? Advance Brief for State Policymakers. ACT, Inc, Retrieved from EBSI

Person Responsible

William Edwards, Principal

William Edwards, Principal

Jerrall Strasner, Superintendent

William Edwards, Principal

Tonya Bayne, Technology Coordinator

Kathy Medford, Instructional Facilitator

Kathy Medford, Federal Programs

William Edwards, Principal

Kathy Medford, Federal Programs

Lisa Davis, Literacy Teacher

William Edwards, Principal

William Edwards, Principal

Lisa Davis, Literacy Teacher, William Edwards, Principal

William Edwards, Principal, Elicia Morrison, Parent Involvement Facilitator

William Edwards, Principal

Jerrall Strasner, Superintendent; Principals

William Edwards, Principal

Kathy Medford, Federal Programs

Jerrall Strasner, Superintendent

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

Jerrall Strasner, Superintendent; Kathy Medford, Instructional Facilitator

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

Person Responsible

William Edwards, Principal

Elicia Morrison, Parent Involvement Facilitator

Elicia Morrison, Parent Involvement Facilitator

William Edwards, Principal

Elicia Morrison, Parent Involvement Facilitator

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal,

Jerrall Strasner, Superintendent

William Edwards, Principal

Elicia Morrison, Parent Involvement Facilitator

William Edwards, Principal

Elicia Morrison, Parent Involvement Facilitator

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

s in Literacy.

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

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

Apryl Philpot, Counselor

Jerrall Strasner, Superintendent; William Edwards, Principal

William Edwards, Principal

Jerrall Strasner, Superintendent, William Edwards, Principal

Jerrall Strasner, Superintendent; William Edwards, Principal

mong Curriculum, Assessments, and Instruction. Online Submission, Retrieved from EBSCOhost. Center
Person Responsible
William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

al examination of the impact of Standards-based Instruction on secondary students' math and science ;
Person Responsible
Linda Barnes, Science/Math Teacher

Jerrall Strasner, Superintendent

Allison Still, Math Teacher

Kathy Medford, Instructional Facilitator, William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

Elicia Morrison, Parent Involvement Facilitator

William Edwards, Principal

William Edwards, Principal, Apryl Philpot, Counselor

Apryl Philpot, Counselor

Apryl Philpot, Counselor

Apryl Philpot; Counselor, William Edwards, Principal

William Edwards, Principal

s in Math.

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

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

William Edwards, Principal

Apryl Philpot, Counselor

William Edwards, Principal, Apryl Philpot

William Edwards, Principal, Apryl Philpot

Apryl Philpot, Counselor; William Edwards, Principal

Jerrall Strasner, Superintendent, William Edwards, Principal

: Ensuring Opportunity to Learn in a Standards-Based System. Issue Brief. Center for Comprehensive Sc
Person Responsible
William Edwards, Principal

William Edwards, Principal

Allison Still, Math Teacher

William Edwards, Principal

Jerrall Strasner, Superintendent; William Edwards, Principal, Davelynn Lane, Academic Coach

William Edwards, Principal , Kathy Medford, Instructional Facilitator

ing It All Together. Educational Leadership, 67(4), 32. Retrieved from EBSCOhost. Miller, D. N., Gilman,
Person Responsible
Melinda Wiles, District Wellness

William Edwards, Principal

Melinda Wiles, District Wellness; William Edwards, Principal

Melinda Wiles, District Wellness; William Edwards, Principal

William Edwards, Principal

Melinda Wiles, District Wellness

Samantha Stovall, Nurse, William Edwards, Principal

Melinda Wiles, District Wellness

Samantha Stovall, Nurse

ersonally rewarding life and be a responsible and contributing member of our community and so

Analysis and Probability, Geometry, Fractions, Computation, Decimals, Percents, and all Open f

COhost. Liu, K., Thurlow, M., Koo, H., Barrera, M., National Center on Educational, O., Council of

Timeline	Resources	Source of Funds
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Start: 07/01/2014	Teachers	
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End: 06/30/2015		
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Teaching Aids		
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	ACTION BUDGET:	
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Start: 07/01/2014	Community Leaders	
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End: 06/30/2015		
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District Staff		
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	ACTION BUDGET:	
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Teachers		
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Teaching Aids		
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Start: 07/01/2014 District Staff
End: 06/30/2015
Teaching Aids ACTION BUDGET:

Start: 07/01/2014 Computers
End: 06/30/2015
District Staff ACTION BUDGET:
Performance Assessments
Teaching Aids

Start: 07/01/2014 District Staff
End: 06/30/2015
Teachers ACTION BUDGET:

Start: 07/01/2014 Administrative Staff
End: 06/30/2015
District Staff ACTION BUDGET:
Outside Consultants
Teachers
Teaching Aids

Start: 07/01/2014 Administrative Staff
End: 06/30/2015
District Staff ACTION BUDGET:
Outside Consultants
Teachers

Start: 07/01/2014 Administrative Staff
End: 06/30/2015
Community Leaders ACTION BUDGET:
District Staff
Teachers

Start: 07/01/2014 Administrative Staff
End: 06/30/2015
Community Leaders ACTION BUDGET:

District Staff

Start: 07/01/2014 Teachers
End: 06/30/2015

Teaching Aids

ACTION BUDGET:

Start: 07/01/2014 District Staff
End: 06/30/2015

Teachers

ACTION BUDGET:

Teaching Aids

Start: 07/01/2014 District Staff
End: 06/30/2015

Outside Consultants

ACTION BUDGET:

Teachers

Start: 07/01/2014 Teachers
End: 06/30/2015

Teaching Aids

ACTION BUDGET:

Start: 07/01/2014 Community Leaders
End: 06/30/2015

Teachers

ACTION BUDGET:

Teaching Aids

Start: 07/01/2014 Performance Assessments
End: 06/30/2015

Teachers

ACTION BUDGET:

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

District Staff

ACTION BUDGET:

Outside Consultants

Performance Assessments

Teachers

Teaching Aids

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

Start: 07/01/2014 End: 06/30/2015	Community Leaders	ACTION BUDGET:
	District Staff	
	Teachers	
	Administrative Staff	
Start: 07/01/2014 End: 06/30/2015	Computers	ACTION BUDGET:
	District Staff	
	Outside Consultants	
	Teachers	
Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET:
	Computers	
	District Staff	
	Teaching Aids	
Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET:
	District Staff	
	Teachers	
Start: 07/01/2014 End: 06/30/2015	Administrative Staff	Title II-A - Purchased Services: Title II-A - Materials & Supplies:
	Computers	
	District Staff	
	Outside Consultants	
Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET:

\$3,200

RAM. Education, 130(3), 513-528. Retrieved from EBSCOhost. Herrold, K., O'Donnell, K., & Natic
Timeline Resources Source of Funds
Start: 07/01/2014 Administrative Staff
End: 06/30/2015
Community Leaders ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

Community Leaders

ACTION BUDGET:

Teachers

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

Community Leaders

ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2014 Community Leaders
End: 06/30/2015

District Staff

ACTION BUDGET:

Teachers

Start: 07/01/2014 Community Leaders
End: 06/30/2015

District Staff

ACTION BUDGET:

Teachers

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

Community Leaders

ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

Community Leaders

ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

Community Leaders

ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2014 Community Leaders
End: 06/30/2015

District Staff

ACTION BUDGET:

Teachers

Start: 07/01/2014 District Staff
End: 06/30/2015

Outside Consultants

ACTION BUDGET:

Teachers

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

Community Leaders

ACTION BUDGET:

District Staff

Start: 07/01/2014 Community Leaders
End: 06/30/2015

District Staff

ACTION BUDGET:

Teachers

Teaching Aids

Start: 07/01/2014 Community Leaders
End: 06/30/2015

District Staff

ACTION BUDGET:

Teachers

Start: 07/01/2014 Computers
End: 06/30/2015

District Staff

ACTION BUDGET:

Teachers

Start: 07/01/2014 Administrative Staff

End: 06/30/2015

Community Leaders

ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2014 Administrative Staff

End: 06/30/2015

Community Leaders

ACTION BUDGET:

District Staff

Teachers

\$0

' Mexico State Dept. of Education, S. e. (2007). Student Assistance Team (SAT) and the Three Tier

Timeline

Resources

Source of Funds

Start: 07/01/2014 Outside Consultants

End: 06/30/2015

Performance Assessments

ACTION BUDGET:

Teachers

Start: 07/01/2014 Outside Consultants

End: 06/30/2015

Teachers

ACTION BUDGET:

Start: 07/01/2014 Outside Consultants

End: 06/30/2015

Teachers

ACTION BUDGET:

Start: 07/01/2014 Performance Assessments

End: 06/30/2015

Teachers

ACTION BUDGET:

Start: 07/01/2014 Performance Assessments

End: 06/30/2015

Teachers

ACTION BUDGET:

Start: 07/01/2014 Performance Assessments

End: 06/30/2015

Teachers

ACTION BUDGET:

Start: 07/01/2014 Administrative Staff

End: 06/30/2015

District Staff

ACTION BUDGET:

Performance Assessments

Teachers

Start: 07/01/2014 Performance Assessments
End: 06/30/2015

Teachers

ACTION BUDGET:

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

Computers

ACTION BUDGET:

District Staff

Outside Consultants

Performance Assessments

School Library

Teachers

Teaching Aids

Start: 07/01/2014 Teachers
End: 06/30/2015

NSLA (State-281) - Employee Benefits:
NSLA (State-281) - Employee Salaries:

ACTION BUDGET:

\$14,067

r for Comprehensive School Reform and, I. (2009). Vertical Alignment: Ensuring Opportunity to L

Timeline

Resources

Source of Funds

Start: 07/01/2014 District Staff
End: 06/30/2015

Outside Consultants

ACTION BUDGET:

Teachers

Start: 07/01/2014 Performance Assessments
End: 06/30/2015

Teachers

ACTION BUDGET:

Start: 07/01/2014 District Staff
End: 06/30/2015

Teachers

ACTION BUDGET:

\$0

achievement. Research in Education, (81), 53-62. Retrieved from EBSCOhost. ACT, I. c. (2011). Al

Timeline

Resources

Source of Funds

Start: 07/01/2014

District Staff

End: 06/30/2015

Teachers

ACTION BUDGET:

Start: 07/01/2014

Administrative Staff

End: 06/30/2015

District Staff

ACTION BUDGET:

Teachers

Teaching Aids

Start: 07/01/2014

Computers

End: 06/30/2015

Teachers

ACTION BUDGET:

Teaching Aids

Start: 07/01/2014

District Staff

End: 06/30/2015

Outside Consultants

ACTION BUDGET:

Teachers

Start: 07/01/2014

District Staff

End: 06/30/2015

Teachers

ACTION BUDGET:

Teaching Aids

Start: 07/01/2014

District Staff

End: 06/30/2015

Teachers

ACTION BUDGET:

Start: 07/01/2014

Outside Consultants

End: 06/30/2015

Performance Assessments

ACTION BUDGET:

Teachers

Start: 07/01/2014

District Staff

End: 06/30/2015

Teachers

ACTION BUDGET:

Teaching Aids

Start: 07/01/2014

Computers

End: 06/30/2015

Teachers

ACTION BUDGET:

Teaching Aids

Start: 07/01/2014

District Staff

End: 06/30/2015

Teachers

ACTION BUDGET:

Teaching Aids

Start: 07/01/2014

Performance Assessments

End: 06/30/2015

Teachers

ACTION BUDGET:

Start: 07/01/2014

Administrative Staff

End: 06/30/2015

District Staff

ACTION BUDGET:

Outside Consultants

Teaching Aids

Start: 07/01/2014

Community Leaders

End: 06/30/2015

District Staff

ACTION BUDGET:

Teachers

Start: 07/01/2014

Administrative Staff

End: 06/30/2015

District Staff

ACTION BUDGET:

Teachers

Teaching Aids

Start: 07/01/2014 District Staff
End: 06/30/2015

ACTION BUDGET:

Start: 07/01/2014
End: 06/30/2015

ACTION BUDGET:

\$0

Mexico State Dept. of Education, S. e. (2007). Student Assistance Team (SAT) and the Three Tier

Timeline Resources Source of Funds

Start: 07/01/2014 Outside Consultants
End: 06/30/2015

Teachers ACTION BUDGET:

Start: 07/01/2014 Outside Consultants
End: 06/30/2015

Performance Assessments ACTION BUDGET:

Teachers

Start: 07/01/2014 Outside Consultants
End: 06/30/2015

Teachers ACTION BUDGET:

Start: 07/01/2014 Outside Consultants
End: 06/30/2015

Teachers ACTION BUDGET:

Start: 07/01/2014 Performance Assessments
End: 06/30/2015

Teachers ACTION BUDGET:

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

District Staff ACTION BUDGET:

Performance Assessments

Teachers

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

District Staff

ACTION BUDGET:

Performance Assessments

Teachers

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

District Staff

ACTION BUDGET:

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

Computers

ACTION BUDGET:

District Staff

Performance Assessments

School Library

Teachers

Teaching Aids

\$0

School Reform and Improvement, Retrieved from EBSCOhost. Fulmer, G. W. (2010). Estimating Cr
Timeline Resources Source of Funds

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

District Staff

ACTION BUDGET:

Performance Assessments

Teachers

Teaching Aids

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

District Staff

ACTION BUDGET:

Performance Assessments

Teachers

Start: 07/01/2014 Performance Assessments
End: 06/30/2015

Teachers

ACTION BUDGET:

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

Teachers

ACTION BUDGET:

Start: 07/01/2014 District Staff
End: 06/30/2015

Teaching Aids

ACTION BUDGET:

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

Community Leaders

ACTION BUDGET:

District Staff

Performance Assessments

Teachers

\$0

R., & Martens, M. P. (2008). Wellness promotion in the schools: Enhancing students' mental and

Timeline

Resources

Source of Funds

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

Community Leaders

ACTION BUDGET:

District Staff

Outside Consultants

Teachers

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

	District Staff	ACTION BUDGET:
Start: 07/01/2014 End: 06/30/2015	Administrative Staff	
	Community Leaders	ACTION BUDGET:
	District Staff	
	Teachers	
Start: 07/01/2014 End: 06/30/2015	Administrative Staff	
	District Staff	ACTION BUDGET:
	Teachers	
Start: 07/01/2014 End: 06/30/2015	Administrative Staff	
	District Staff	ACTION BUDGET:
	Teachers	
	Teaching Aids	
Start: 07/01/2014 End: 06/30/2015	Administrative Staff	
	Community Leaders	ACTION BUDGET:
	District Staff	
	Outside Consultants	
Start: 07/01/2014 End: 06/30/2015	Administrative Staff	
	District Staff	ACTION BUDGET:
	Teachers	
Start: 07/01/2014 End: 06/30/2015	Administrative Staff	
	Community Leaders	ACTION BUDGET:
	District Staff	
	Teachers	

Start: 07/01/2014 Administrative Staff
End: 06/30/2015

Community Leaders

ACTION BUDGET:

District Staff

Performance Assessments

Teachers

\$0

ciety as a whole.

Title I: Not Applicable

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 (2012-2013-2014)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. 2013-2014 Testing Analysis by Grade/EOC: 7th GradeAreas of weakness were identified as Literacy

All Students will improve literacy skills in the areas of reading vocabulary and comprehension (open re
By spring of 2015, Oden High School will meet or exceed AMOfor Graduation Rate: 2015 AMO 95.14'

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

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r Model of Student Intervention. New Mexico Public Education Department. Retrieved from EBSCOhos

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\$14,067

.earn in a Standards-Based System. Issue Brief. Center for Comprehensive School Reform and Improver

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To improve student achievement in math

1. COMPREHENSIVE NEEDS ASSESSMENT The Oden High School leadership teams conducted a Comprehensive Needs Assessment in 2012-2013. The results of the assessment identified several areas of weakness in math.
2. THREE YEAR TREND DATA ANALYSIS (2012-2013-2014) The Oden High School leadership teams disaggregated the data by grade/course and identified areas of weakness.
3. Graduation Rate: In 2009, the graduation rate for the school was 86.2%, in 2010, the rate was 91.7%, in 2011, the rate was 93.1%, in 2012, the rate was 94.5%, and in 2013, the rate was 95.1%.
4. 2013-2014 Testing Data Analysis by Grade/Course: 7 - Area(s) of weakness were identified as Open Ended and Multiple Choice. 8 - Areas of weakness were identified as Data Analysis, Geometry 9 - Area(s) of weakness were identified as Data Analysis, Geometry, and Open Ended.

All students with emphasis on ESEA subgroups White, Economically Disadvantaged, and Students with Disabilities. By spring of 2015, Oden High School will meet or exceed AMO for graduation rate; 2015 AMO 95.14%.

Confirming the Goal: Is College and Career Readiness an Internationally Competitive Standard? Advance Benchmark

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r Model of Student Intervention. New Mexico Public Education Department. Retrieved from EBSCOhos

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tical Values for Strength of Alignment among Curriculum, Assessments, and Instruction. Online Submi:

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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%, 20
3. Body Mass Index (BMI): Data for 2013/2014 revealed 9.7% of all children measured were in the ove

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

d physical health. Psychology in the Schools, 45(1), 5-15. doi:10.1002/pits.20274 Ericsson, I. (2008). Mi

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Name

Allison Still

Barry Norman

Chet Dycus

Davonne Ledbetter

John Hawkins

Kylynn Ledbetter

Linda Barnes

Lisa Davis

Patty Carmack

Stephanie Olmstead

Susan Hughes

Eric Goss

Mary Monk

Shelton Ledbetter, JR

Jerrall Strasner

Kathy Medford

Susan Howard

Apryl Philpot

Connie Abernathy

Melinda Wiles

Sherri Powell

Stacy Kennedy

Tonya Bayne

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 rate was 100%, in 2012 it was 77.78% (AMO 93.6) and in 2013 the graduation rate was 100% (AMO 93.6). Areas of weakness were identified in the following areas: Open Response, Content Open Response, Writing Content and Writing Style. 8th Grade

Open Response and multiple choice), writing content, and writing style.

100% for ALL Students, and 100% for TAGG; for Literacy Status Performance the 2015 AMO 76.19% for All Students.

100% for ALL Students, and 100% for TAGG; for Literacy Status Performance the 2015 AMO 76.19% for All Students.

hool Year, From the National Household Education Surveys Program of 2007. First Look. NCES 2008-050. Nati

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

ment, Retrieved from EBSCOhost. Imbimbo, J., Knopf, N., & New Visions for Public, S. (2009). Curriculum Inte

prehensive Needs Assessment of math achievement data using the results from state testing (EOC, 7th and 8th grade). Aggregated the three year math achievement trend data from state testing (EOC, 7th and 8th Grade Benchmark), in 2011, the rate was 100%, in 2012 it was 77.78% (AMO 93.6) and in 2013 100% (AMO 93.75). Oden High School Response and Measurement.

Identified as Fractions, Decimals, Computations and Percents. Algebra - Areas of weakness were identified as Open

1. Disabilities will improve mathematic problem solving skills in the areas of Measurement, Data Analysis and Fractions for All Students, and 100% for TAGG; for math Status Performance the 2015 AMO 81.73% for All Students per

Brief for State Policymakers. ACT, Inc, Retrieved from EBSCOhost. Liu, K., Thurlow, M., Koo, H., Barrera, M., Na

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

ssion, Retrieved from EBSCOhost. Imbimbo, J., Knopf, N., & New Visions for Public, S. (2009). Curriculum Inteğ

2013/2014: Module 1: 92.4%; Module 2: 98.5%; Module 3: 96.46%; Module 4: 83.98% and Module 8: 81.6%.
11, the attendance rate for the district was 93.7%, for 2013 95.80% and the rate for 2014 94.49%. During the
weight category and 12.9% of children measured were identified as obese; 2012/2013 showed 20% of all ch

Students will improve their BMI and nutritional food choices.

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

motor skills, attention and academic achievements. An intervention study in school years 1-3. British Education

Position	Committee
Oden High School Math	Math
Agriculture Teacher	High School Literacy Chair
Coach	Literacy Committee
Art and SS Teacher	High School Literacy
Science Teacher	District ACSIP Chair
ALE Director	District ACSIP
Math/Science	High School Math Chair
English Teacher	Literacy
Social Studies Teacher	Literacy Committee
Oden High School Business	Math Committee
Family & Consumer Science	High School Math
community representative	District ACSIP
Grandparent	Literacy
community representative	District ACSIP
Superintendent	District ACSIP
Instructional Facilitator	District ACSIP
GT	Literacy
Counselor	Math Committee
Bookkeeper	Literacy
District Wellness	District ACSIP
Technology aide	Literacy
Bus Driver/ aide	ACSIP Committee
Technology Coordinator	District ACSIP
Parent	ACSIP Committee
Parent	District ACSIP
parent	ACSIP
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 (AMO 93.75). Oden High School is Needs Improvement status in Graduation Rate for the three year average. Students with Disabilities were identified as Literary and Practical Reading Open Response, Writing Content and Writing Style. 11th C

its and 71.93% for TAGG, for Growth Performance, All Students 83.79% AMO, TAGG 84.00% AMO. Oden

Age Learners with Disabilities. ELLs with Disabilities Report 22. National Center on Educational Outcome

Student Choice. Online Submission, Retrieved from EBSCOhost..

gration. Center for School Success Promising Practices Series. New Visions for Public Schools, Retrieved f

Grade Benchmark, and ITBS) and local assessments. Results for All Students Population, Targeted Achievement, and ITBS), and local assessments. The data analysis identified the following focus areas for improvement. The school received in a Needs Improvement status in Graduation Rate for the three year average.

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

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

Population and 75.89% for TAGG, for Growth Performance the 2015 AMO 81.98% All Students, TAGG 76.0

ditional Center on Educational, O., Council of Chief State School, O., & National Association of State Directors

Student Choice. Online Submission, Retrieved from EBSCOhost..

gration. Center for School Success Promising Practices Series. New Visions for Public Schools, Retrieved f

. SHI for school years 2012-2013 and 2010-2011 revealed the percentage score for each of these areas: I
five-year period, the average attendance rate was 94.54% and has remained stable.
children measured were classified OVERWEIGHT and 22.9% of children measured were identified as OBES

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

Grade 5 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 2015 AMO for all ESEA subpopulations

es, University of Minnesota, Retrieved from EBSCOhost. Center for Comprehensive School Reform and, I

from EBSCOhost.

vement Gap Group (TAGG), and ESEA subpopulations were examined to identify specific areas of weakness; White (subpop), Economically Disadvantaged (subpop), Students with Disabilities (subpop), Measur

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

0% AMO. Oden High School will also meet or exceed the 2015 AMO for all ESEA subpopulations.

tors of Special Education, (. (2008). Middle School Principals' Perspectives on Academic Standards-Based

from EBSCOhost.

Module 1: School Health and Safety Policies and Environment, 91%, 2013 92.6%; Module 2: Health Educ

E. Data for 2005-2006 showed that a total of 95 of the 108 enrolled (87.9%) were assessed. Results shov

as of weakness in learning strands. The Status Performance numbers in All Students was 86.67% (AMO 7

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

. (2009). Vertical Alignment: Ensuring Opportunity to Learn in a Standards-Based System. Issue Brief. Ce

ess in learning strands. The Status Performance numbers for All Students was 82.14% (AMO 79.45%), T/ement, Data Analysis, Probability, Geometry, Non-linear Equations, Triangles, Fractions, Computation, C

onse, multiple choice, Heredity and Evolution and the Nature of Science.

d Instruction and Programming for English Language Learners with Disabilities. ELLs with Disabilities Rep

ation, 94%, 2013 92.95%; Module 3: Physical Education and other Physical Activity Programs, 95%, 2013

ved that 19% of the males in grades 7-12 and 35.9% of the females were overweight or at risk of overw

'3.22%), TAGG was 84.38% (AMO 68.42%), Growth Performance for All Students was 83.33% AMO 81.71

and multiple choice in the nature of science, heredity and evolution.

Center for Comprehensive School Reform and Improvement, Retrieved from EBSCOhost. Fulmer, G. W. (20

TAGG was 77.27% (AMO 72.87%), Growth Performance for All Students 73.33% (AMO 79.73%), TAGG 69. Decimals, Percents, and Open Response.

ort 22. National Center on Education.

3 93.76%; and Module 4: Nutrition Services, 76%, 2013 89.67%. The results of the school for the area of eight. Data for 2006-2007 showed that a total of 68 students were assessed. Results showed that 31.4%

6%, TAGG 80.77% AMO 82.00%, which shows all groups meeting Status and Growth Performance AMO!

10). Estimating Critical Values for Strength of Alignment among Curriculum, Assessments, and Instruction

23% (73.00% AMO) which indicates that all groups are not meeting Performance AMO. In ESEA subgro

Family and Community Involvement (Module 8) was 86%, 2013 84.23%. In 2008-2009, the results of the
of the males in grades 7-12 and 30.2% of the females were overweight or at risk of overweight. In 2007

3 In ESEA subpopulations the Status Performance numbers were White 85.37% (AMO 74.50%), Economi

on.

ups, Status Performance numbers were White 82.69% (AMO 79.05%), Economically Disadvantaged 79.0

SHI revealed the percentage score for each of the four modules which included: Module 1: School Hea

-2008, the data indicated that a total of 17 of 107 (15.9%) students were assessed. The results revealed

ically Disadvantaged 87.10% (AMO 68.42%), and Students with Disabilities n/a% (AMO n/a). The data an:

7% (AMO 73.92%), and Students with Disabilities 40.00% (AMO 43.75%). White, Economically Disadvant

lth and Safety Policies/Environment, 85%; Module 2: Health Education, 96%; Module 3: Physical Educati

that 0.00% of the females and 18.2%% of the males were overweight or at risk of being overweight. Du

alysis identified the following focus areas for improvement; Literacy and Content Open Response, Readir

aged were identified as Achieving subgroups in Performance AMOS for math. The data analysis identifies

ion/Physical Activity; 94%; Module 4: Nutrition Services, 96%. The combined average score for the four r
ring the three year period, an average of 22.9% of the males and 22.0% of the females fell in those cate

ng Multiple Choice, and Writing Content and

d the following focus areas for improvement;

modules was 92%

gories.