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

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

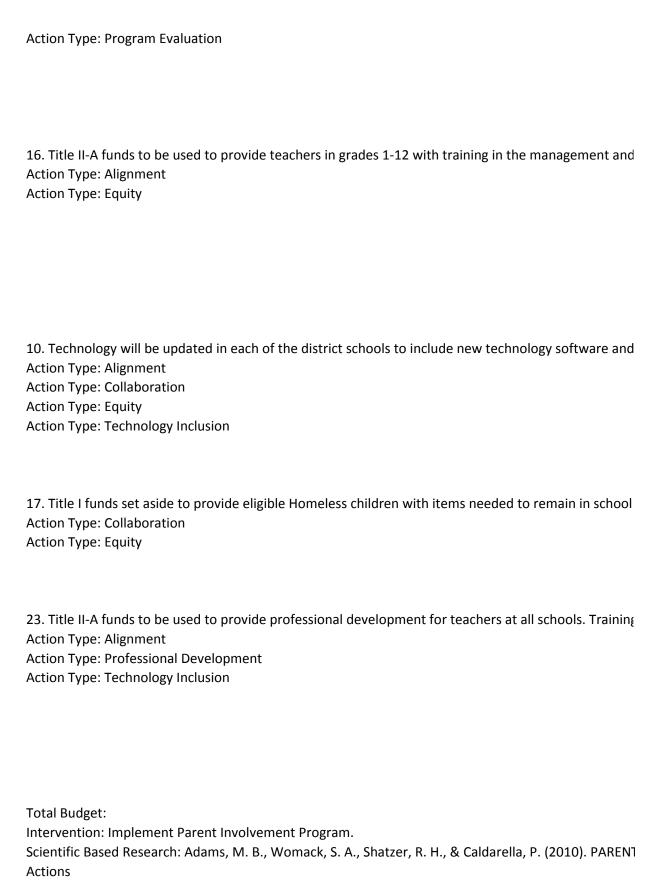
Action Type: Collaboration

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 at 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 requiance 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 Writing Type: Professional Development
7. Writing prompts and open-response questions will be used across content areas on a weekly basis a 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 abtain 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

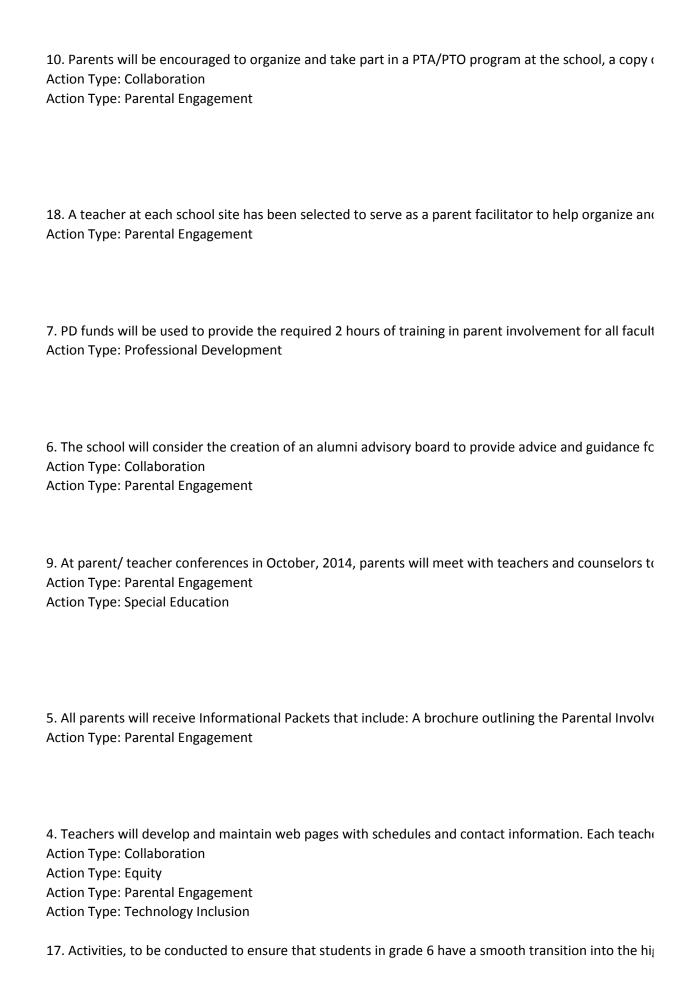


 $2. \, Staff \, members \, will \, implement \, a \, parent \, involvement \, program \, designed \, to \, use \, successful \, programs \, designed \, to \, use \, successful \, program \, designed \, to \, use \, successful \, program \, designed \, to \, use \, successful \, program \, designed \, to \, use \, successful \, program \, designed \, to \, use \, successful \, program \, designed \, to \, use \, successful \, program \, designed \, to \, use \, successful \, program \, designed \, to \, use \, successful \, program \, designed \, to \, use \, successful \, program \, designed \, to \, use \, successful \, program \, designed \, to \, use \, successful \, program \, designed \, to \, use \, successful \, program \, designed \, to \, use \, successful \, program \, designed \, to \, use \, successful \, program \, designed \, to \, use \, successful \, program \, de$

Action Type: Collaboration

Action Type: Parental Engagement

8. Process evaluation of the Parent Involvement program for the 2014-2015 school year will be Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	e deterr
15. Informational packets will be developed, printed and distributed to parents at the beginnin Action Type: Collaboration Action Type: Parental Engagement	ig of th€
14. A minimum of four meetings with parents will be scheduled during the school year. The pu Action Type: Collaboration Action Type: Parental Engagement	rpose c
13. Volunteer resource books will be developed, printed and made available to all parents, the Action Type: Collaboration Action Type: Parental Engagement	resour
11. The process for parents to follow to resolve concerns will be placed in the Student/Parent Action Type: Collaboration Action Type: Parental Engagement	Handbc
12. Parents of students enrolled in the high school will be informed through seminars as to how Action Type: Parental Engagement	พ they เ



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. Addraction 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 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 include

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

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

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

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, Accelerated Math, Moby Max, nev

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 purpos

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 supple

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 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 in the secondary Prevention in the RTI Model: A Step toward in the secondary Prevention in the RTI Model: A Step toward in the secondary Prevention in the RTI Model: A Step toward in the secondary Prevention in the RTI Model: A Step toward in the secondary Prevention in the RTI Model: A Step toward in the secondary Prevention in the RTI Model: A Step toward in the secondary Prevention in the RTI Model: A Step toward in the secondary Prevention in the RTI Model: A Step toward in the secondary Prevention in the RTI Model: A Step toward in the secondary Prevention in the RTI Model: A Step toward in the secondary Prevention in the RTI Model: A Step toward in the secondary Prevention in the RTI Model: A Step toward in the secondary Prevention in the RTI Model: A Step toward in the secondary Prevention in the RTI Model: A Step toward in the secondary Prevention in the secondary Prevention

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 ϵ

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 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 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 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 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 school

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
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 student may live a ρε
(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.
rnationally 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

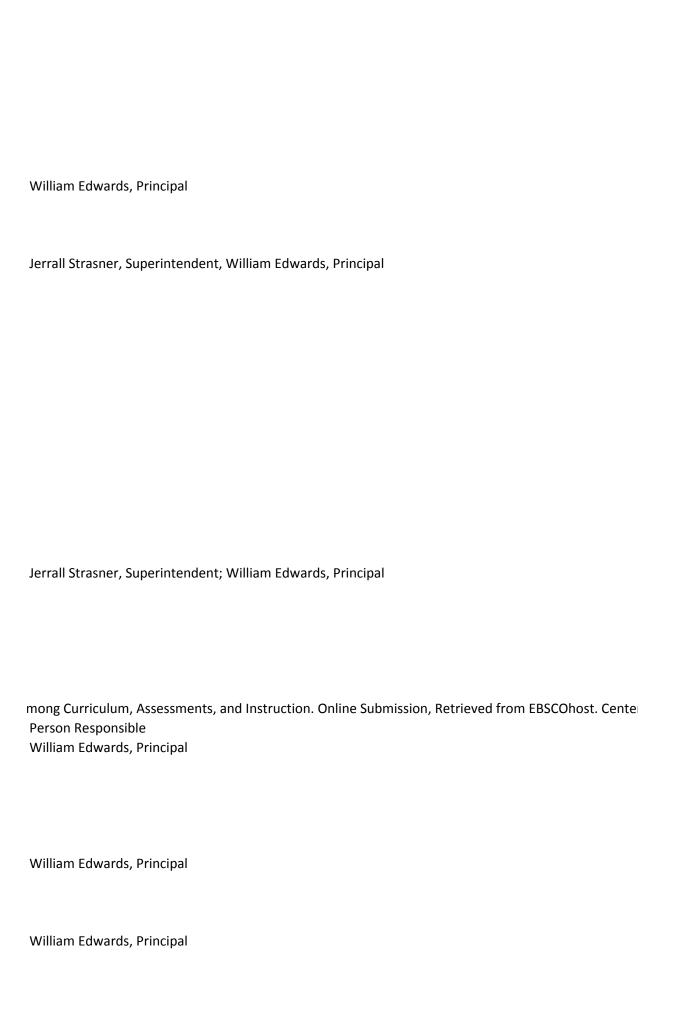
Lisa Davis, Literacy Teacher
William Edwards, Principal
William Edwards, Principal
Lisa Davis, Literacy Teacher, William Edwards, Principal
William Edwards, Principal, Elicia Morrison, Parent Involvement Facilitator
William Edwards, Principal
Jerrall Strasner, Superintendent; Principals

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 PRO€
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
s in Literacy. Academic Recovery. Reading Teacher, 64(3), 207-210. Retrieved from EBSCOhost. Knoblock, K., & New Person Responsible William Edwards, Principal
Willilam Edwards, Principal
William Edwards, Principal
William Edwards, Principal
William Edwards, Principal
Apryl Philpot, Counselor
Jerrall Strasner, Superintendent; William Edwards, Principal

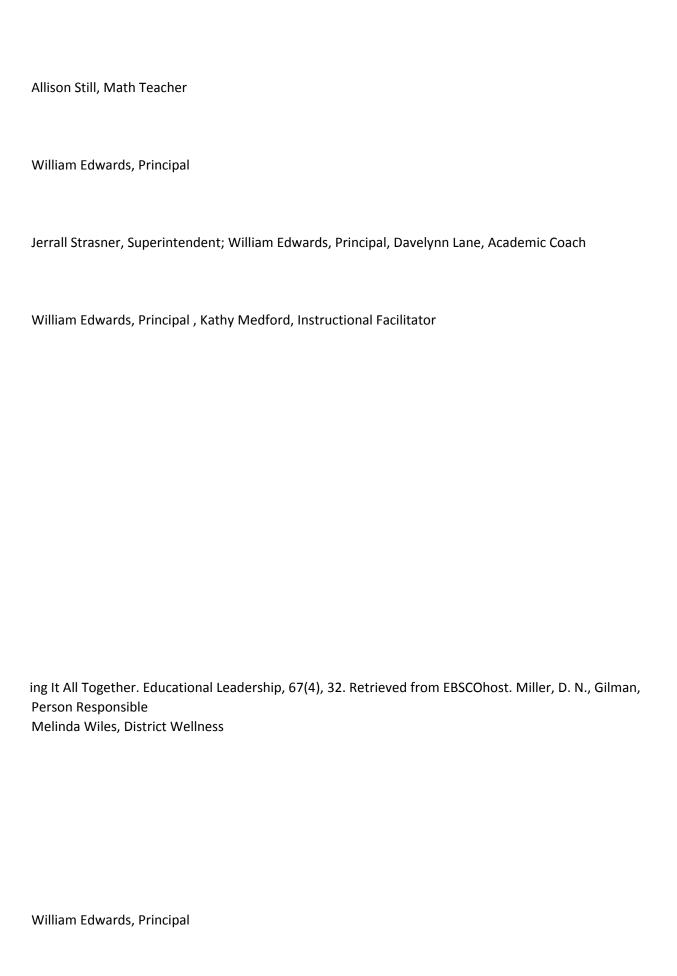


al examination of the impact of Standards-based Instruction on secondary students' math and science a Person Responsible Linda Barnes, Science/Math Teacher
Jerrall Strasner, Superintendent
Allison Still, Math Teacher
Kathy Medford, Instructional Facilitator, William Edwards, Principal
William Edwards, 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



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 c	ontributing member of our community and so
3 Analysis and Proba	ability, Geometry, Fractions, Co	omputation, Decimals, Percents, and all Open F
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COhost. Liu, K., Thu Timeline Start: 07/01/2014 End: 06/30/2015	Resources	National Center on Educational, O., Council of Source of Funds
	Teaching Aids	ACTION BUDGET:
Start: 07/01/2014 End: 06/30/2015	Community Leaders District Staff	ACTION BUDGET:
	Teachers	ACTION BODGET.
	Teaching Aids	

Start: 07/01/2014 District Staff

End: 06/30/2015

Teaching Aids **ACTION BUDGET:**

Start: 07/01/2014 Computers

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District Staff ACTION BUDGET:

Performance Assessments

Teaching Aids

Start: 07/01/2014 District Staff

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Teachers ACTION BUDGET:

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ACTION BUDGET: District Staff

Outside Consultants

Teachers

Teaching Aids

Start: 07/01/2014 Administrative Staff

End: 06/30/2015

ACTION BUDGET: District Staff

Outside Consultants

Teachers

End: 06/30/2015

Start: 07/01/2014 Administrative Staff

ACTION BUDGET: Community Leaders

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

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Teachers ACTION BUDGET:

Teaching Aids

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Outside Consultants

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Teachers

Teaching Aids

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End: 06/30/2015

Community Leaders **ACTION BUDGET: District Staff Teachers** Start: 07/01/2014 Administrative Staff End: 06/30/2015 **ACTION BUDGET:** Computers **District Staff Outside Consultants Teachers** Start: 07/01/2014 Administrative Staff End: 06/30/2015 **ACTION BUDGET:** Computers **District Staff Teaching Aids** Start: 07/01/2014 Administrative Staff End: 06/30/2015 **District Staff ACTION BUDGET: Teachers** Start: 07/01/2014 Administrative Staff Title II-A - Purchased Services: End: 06/30/2015 Title II-A - Materials & Supplies: Computers **District Staff ACTION BUDGET: Outside Consultants Teachers** \$3,200 3RAM. 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

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District Staff **ACTION BUDGET:**

Teachers

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ACTION BUDGET: District Staff

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Start: 07/01/2014 Administrative Staff

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Community Leaders ACTION BUDGET:

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Community Leaders ACTION BUDGET:

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Start: 07/01/2014 Administrative Staff

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Community Leaders ACTION BUDGET:

District Staff

Teachers

Start: 07/01/2014 Community Leaders

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District Staff ACTION BUDGET:

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ACTION BUDGET: District Staff

Teachers

Teaching Aids

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District Staff ACTION BUDGET:

Teachers

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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

ACTION BUDGET: Community Leaders

District Staff

Teachers

\$0

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

Source of Funds Timeline Resources

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:**

ACTION BUDGET:

Start: 07/01/2014 Outside Consultants

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Start: 07/01/2014 Performance Assessments

Teachers

End: 06/30/2015

Teachers **ACTION BUDGET:**

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End: 06/30/2015

Teachers ACTION BUDGET:

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Teachers ACTION BUDGET:

Start: 07/01/2014 Administrative Staff

District Staff ACTION BUDGET:

Performance Assessments

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Start: 07/01/2014 Performance Assessments

End: 06/30/2015

Teachers ACTION BUDGET:

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End: 06/30/2015

Computers ACTION BUDGET:

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Outside Consultants

Performance Assessments

School Library

Teachers

Teaching Aids

Start: 07/01/2014 Teachers NSLA (State-281) - Employee Benefits:

End: 06/30/2015 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

Start. 07/01/2014 District Sta

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

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

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District Staff ACTION BUDGET:

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Teaching Aids

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Teachers ACTION BUDGET:

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Outside Consultants ACTION BUDGET:

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Teachers ACTION BUDGET:

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Teachers **ACTION BUDGET:**

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ACTION BUDGET: Teachers

Teaching Aids

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ACTION BUDGET: Teachers

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Teachers ACTION BUDGET:

Teaching Aids

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Teachers **ACTION BUDGET:**

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District Staff ACTION BUDGET:

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District Staff ACTION BUDGET:

Teachers

Start: 07/01/2014 Administrative Staff

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:

ACTION BUDGET:

\$0

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

Timeline Source of Funds Resources

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

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ACTION BUDGET: Teachers

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Teachers **ACTION BUDGET:**

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District Staff ACTION BUDGET:

Performance Assessments

Teachers

Teachers

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End: 06/30/2015

District Staff ACTION BUDGET:

Performance Assessments

Teachers

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End: 06/30/2015

ACTION BUDGET: District Staff

Start: 07/01/2014 Administrative Staff

End: 06/30/2015

ACTION BUDGET: Computers

District Staff

Performance Assessments

School Library

Teachers

Teaching Aids

\$0

thool Reform and Improvement, Retrieved from EBSCOhost. Fulmer, G. W. (2010). Estimating Cr

Timeline Source of Funds Resources

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

ACTION BUDGET: Teachers

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

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

Performance Assessments

Teachers

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 91.79 4. 2013-2014 Testing Analysis by Grade/EOC: 7th Grade Areas 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 AMO® for Graduation Rate: 2015 AMO 95.14
Chief State School, O., & National Association of State Directors of Special Education, (. (2008). Middle
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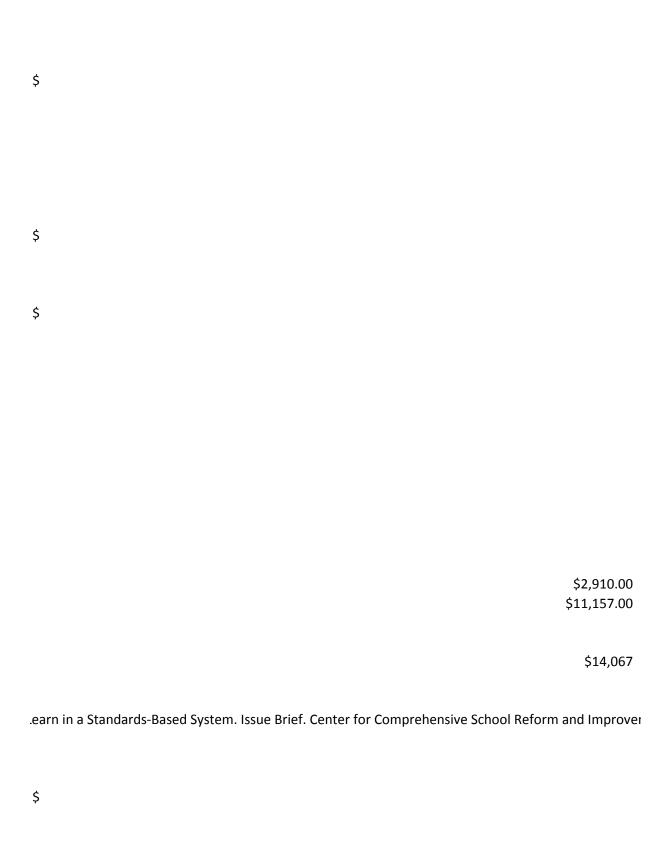
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r Model of Student Intervention. New Mexico Public Education Department. Retrieved from EBSCOhos
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To improve student achievement in math

- 1. COMPREHENSIVE NEEDS ASSESSMENT The Oden High School leadership teams conducted a Compre
- 2. THREE YEAR TREND DATA ANALYSIS (2012-2013-2014) 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. 2013-2014 Testing Data Analysis by Grade/Course: 7 Area(s) of weakness were identified as Open F
- 8 Areas of weakness were identified as Data Analysis, Geometry 9 Area(s) of weakness were identif

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

ffirming the Goal: Is College and Career Readiness an Internationally Competitive Standard? Advance B

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itical Values for Strength of Alignm	ent among Curriculun	n, Assessments, and Ir	struction. 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). Mc

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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

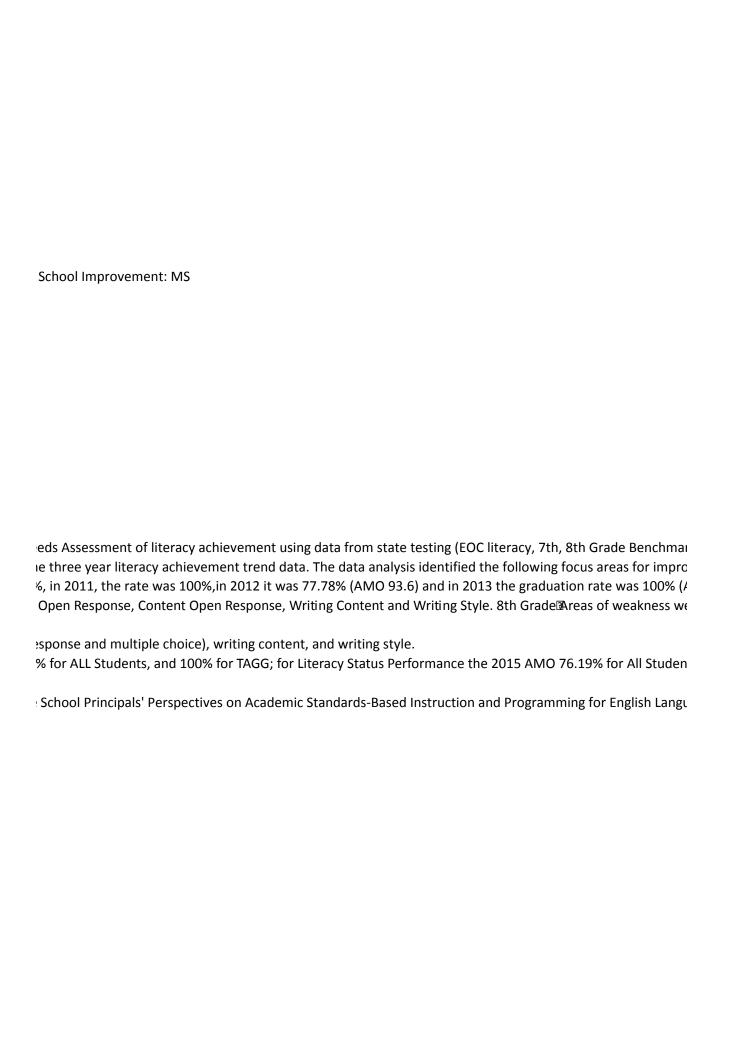
Betty Singleton

Brenda Jones

Kim Fryar

Mary Kay Pearce

William Edwards





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



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

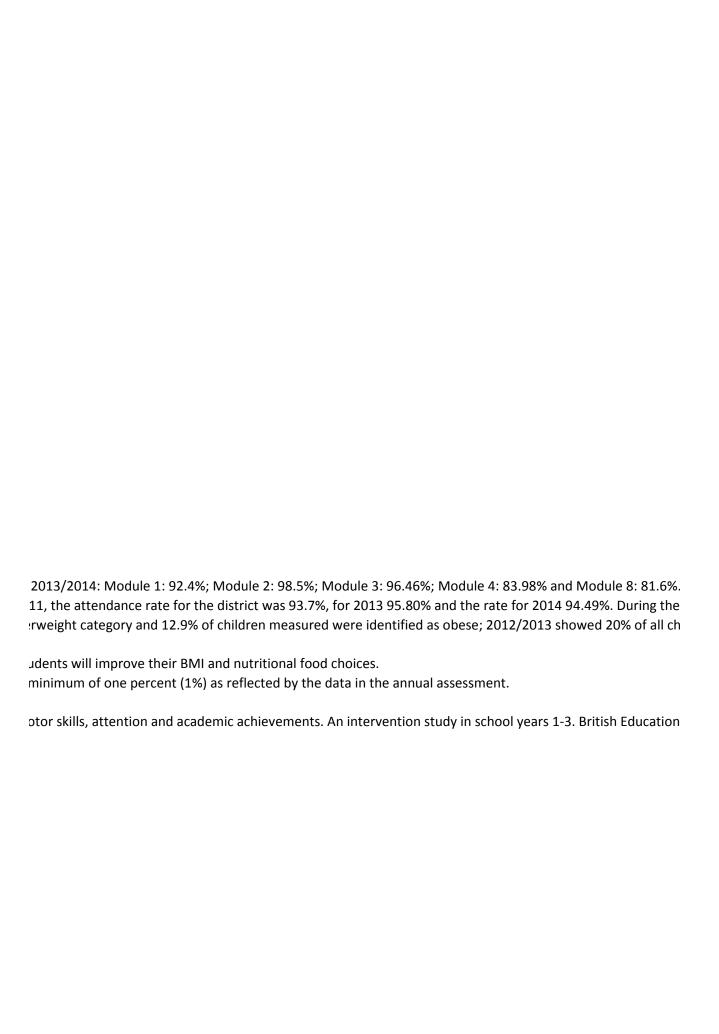
ied as Fractions, Decimals, Computations and Percents. Algebra - Areas of weakness were identified as Open

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 2015 AMO 81.73% for All Students pc

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

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





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
Oden High School Business
Family & Consumer Science
community representative
Grandparent
Literacy Committee
Math Committee
High School Math
District ACSIP
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 Achie evement: Students with Disabilities were identified as a low performing subgroup, Reading Open Respon AMO 93.75). Oden High School is Needs Improvement status in Graduation Rate for the three year averagere 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
Jage Learners with Disabilities. ELLs with Disabilities Report 22. National Center on Educational Outcome







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

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

Probability, Geometry, Fractions, Computation, Decimals, Percents, and all Open Response. Spulation and 75.89% for TAGG, for Growth Performance the 2015 AMO 81.98% All Students, TAGG 76.0

itional Center on Educational, O., Council of Chief State School, O., & National Association of State Directional Center on Educational, O., Council of Chief State School, O., & National Association of State Direction Center on Educational, O., Council of Chief State School, O., & National Association of State Direction Center on Educational, O., Council of Chief State School, O., & National Association of State Direction Center on Educational, O., Council of Chief State School, O., & National Association of State Direction Center on Education Center on Center







vement Gap Group (TAGG) were examined, along with the ESEA subpopulations, to identify specific arease, Reading Multiple Choice, Writing Content, and Writing Style.
age. Grade Areas of weakness were identified as Literary and Practical Reading Open Response, Writing Conte
High School will also meet or exceed the 2015 AMO® for all ESEA subpopulations
≘s, University of Minnesota, Retrieved from EBSCOhost. Center for Comprehensive School Reform and, I

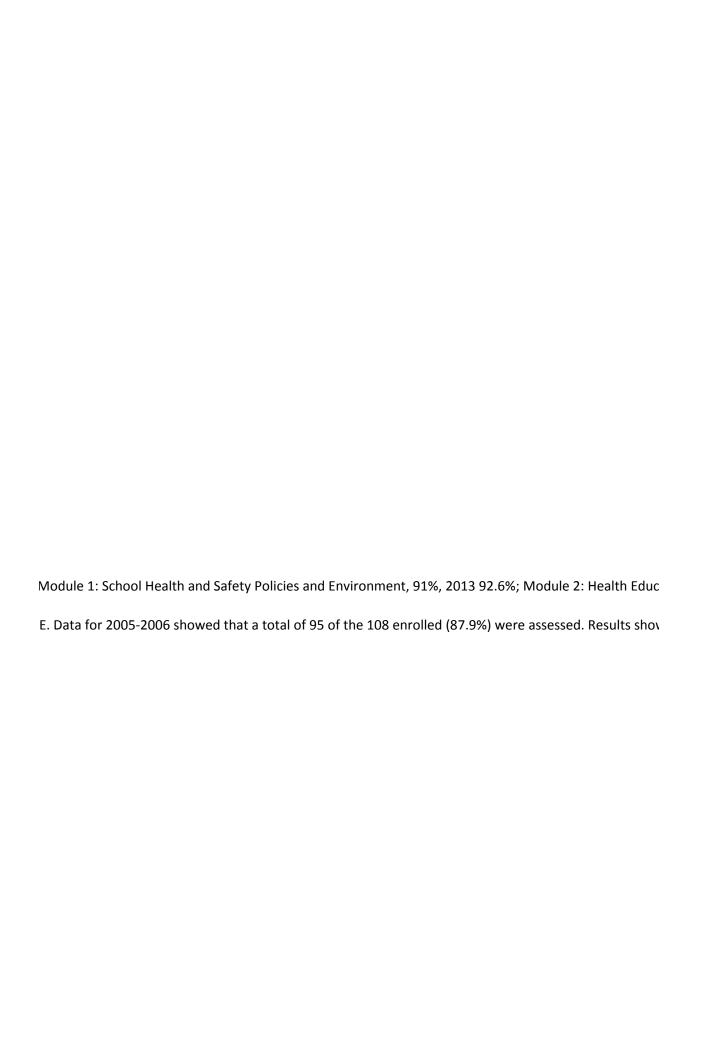


from EBSCOhost.

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

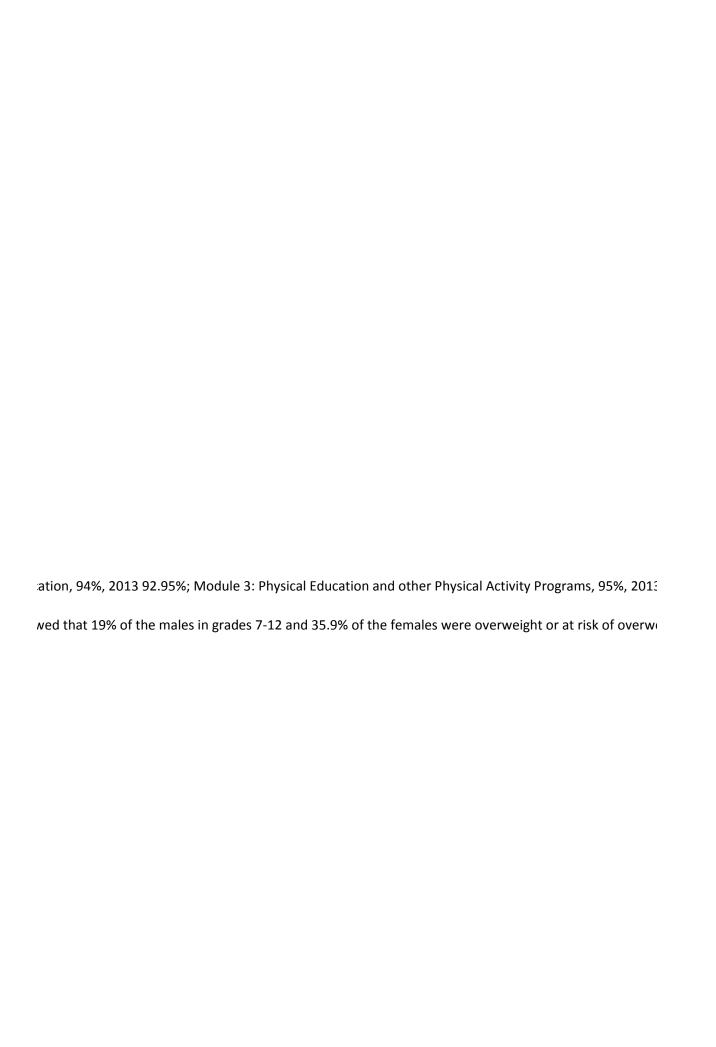


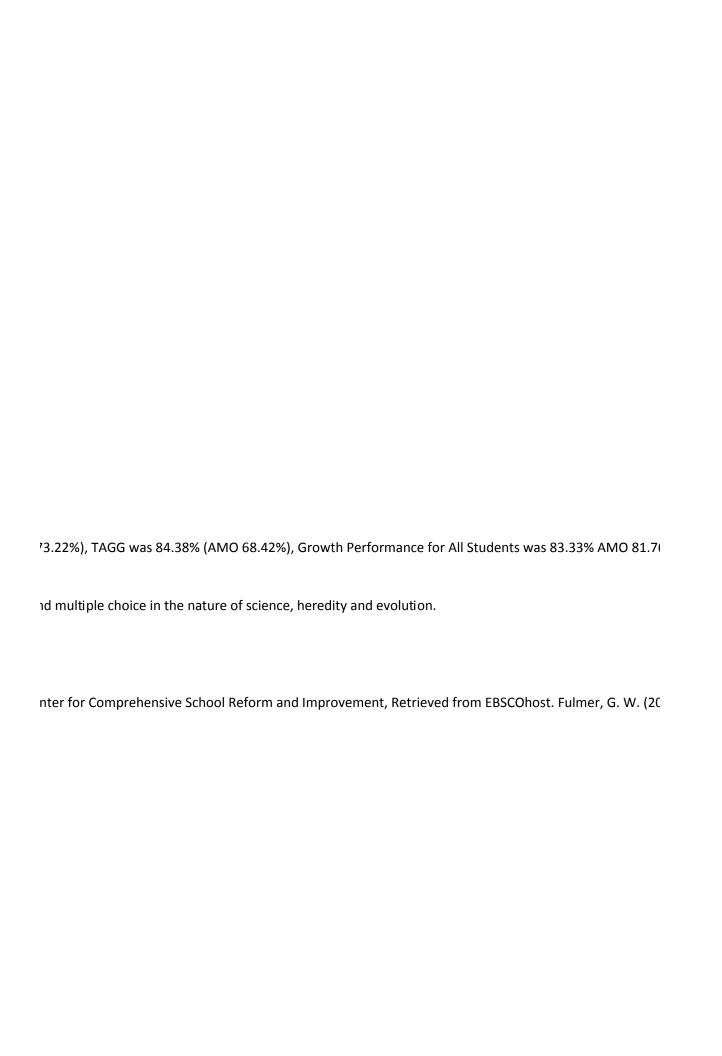


as of weakness in learning strands. The Status Performance numbers in All Students was 86.67% (AMO 7	
nt and Writing Style. 7th Science and Biology - Area(s) of weakness were identified as Open Response ar	
. (2009). Vertical Alignment: Ensuring Opportunity to Learn in a Standards-Based System. Issue Brief. Ce	

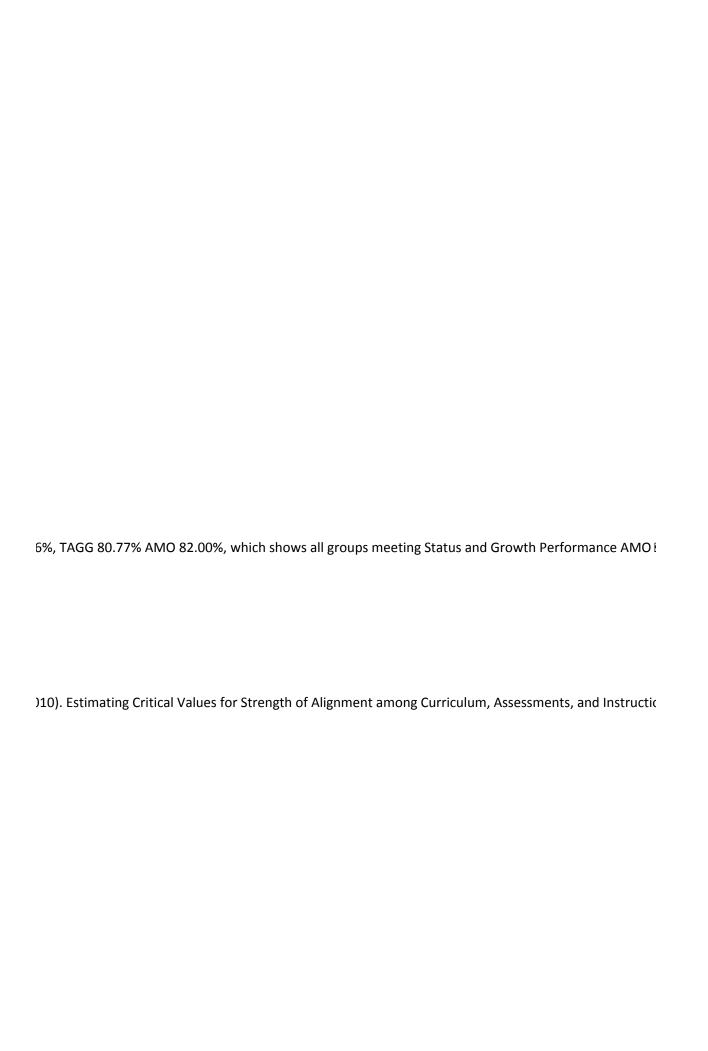


ess in learning strands. The Status Performance numbers for All Students was 82.14% (AMO 79.45%), The ement, Data Analysis, Probability, Geometry, Non-linear Equations, Triangles, Fractions, Computation, E
nse, multiple choice, Heredity and Evolution and the Nature of Science.
l Instruction and Programming for English Language Learners with Disabilities. ELLs with Disabilities Rep









23% (73.00% AMO) which indicates that all groups are not meeting Performance AMO 图 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

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

ups, Status Performance numbers were White 8	32.69% (AMO 79.05%),	Economically Disadvan	taged 79.0





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

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



aged were identified as Achie	eving subgroups in Perl	formance AMOଷ for m	nath. The data analysis	identifie

on/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 catel



d the following focus areas for improvement;

modules was 92%

gories.