

OZONA EL

Campus Improvement Plan

2013/2014

Lion Pride Begins Here!

OZONA EL

Mission

Ozona Elementary School believes that all children can learn. We are committed to providing quality educational opportunities for all students. Our children are provided a positive and challenging environment which fosters self-motivated, responsible, life-long learners.

Vision

Ozona Elementary School will strive to establish a visible partnership between parents, students, community members, and its staff.

Nondiscrimination Notice

OZONA EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the Rehabilitation Act of 1973; as amended.

OZONA EL Site Base

Name	Position
Chavarria, Jami	Teacher
Childress, Karin	Business Representative
Crenwelge, Connie	Teacher
Crenwelge, Russell	Parent Representative
Davidson, Kayla	Parent
Fox, Jana	Teacher
Kain, Rebecca	Teacher
Logan, Peggy	Teacher
Mata, Diana	Community Representative
Munoz, Vicky	Assistant Principal
Parker, Katie	Counselor
Perez, Naomi	Parent
Saunders, Justina	Music Teacher
Savala, Janina	Principal
Sutton, Patricia	Instructional Aide
Tandy, Sara	Teacher
Vargas, Elizabeth	Community Representative
Venegas, Erica	Teacher

Resources

Federal	State	Local	Other
CHAMPS	ESC XV Staff	Accelerated Reader	
IDEA Special Education	SIO P(Sheltered Instruction Observation Protocol)	AIMSWEB	
REMS Grant	Special Education Funds	DMAC Educational Software	
Title I	State Compensatory	Services Using Region XV Education Service Center	
Title IIA Principal and Teacher Improvement	TPRI	SHAC Committee	
Title IID Technology		Special Ed Shared Services with Menard Coop	
Title III Bilingual / ESL			
Title IV Safe and Drug Free			

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Goal 1. All Ozona Elementary students will reach high standards, at a minimum attaining proficiency or better in Math, English/Language Arts, Reading, Science, and Social Studies as set forth by the No Child Left Behind Act of 2002.

Objective 1. All Ozona Elementary teachers and paraprofessionals will meet highly qualified standards applicable to their assignment as defined by NCLB.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Paraprofessionals will have 45 college hours or pass state mandated test. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 3)	Region XV ESC	June 2013- May 2014	(S)ESC XV Staff	College transcript Certificate of completion Acceptable score on state mandated test
2. All teachers will be certified to teach the subject hired for. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,2,3)	Janina Savala	June 2013- May 2014	(L)Personnel files	Teacher certificates
3. GT Teachers will attend at least 6 hours of Gifted/Talented training each year. (Title I SW: 1,2,3,4) (Target Group: All) (NCLB: 3)	Janina Savala	June 2013- May 2014	(S)ESC XV Staff	Attendance certificates
4. Teachers will pursue and seek certification in ESL as appropriate to their teaching assignment. (Target Group: ESL)	Janina Savala	May 2014	(F)Title III Bilingual / ESL, (L)Staff and faculty	Teacher Certificates

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Goal 2. A high attendance rate will be achieved and maintained.

Objective 1. Ozona Elementary School will maintain an attendance rate of 96% by all students and student population for the 2013-2014 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom teachers will focus on the importance of attendance and encourage regular attendance through a variety of approaches. (PDAS Domain VII-Criterion 6) (Title I SW: 1,2) (Target Group: All)	Instructional Staff, Janina Savala	August 2013- May 2014	(L)Attendance reports, (S)AEIS Data	Attendance reports Parent contact log CIA Notebooks
2. Staff will contact/phone parents to check on students who are absent (PDAS Domain VII-Criterion 6) (Title I SW: 1,2,9) (Target Group: All)	Instructional Staff, Misty Jurado	August 2013- May 2014	(L)Attendance reports, (S)AEIS Data	Improved attendance CIA Notebooks
3. Attendance records will be checked at least every 3 weeks and notifications of excessive absences will be sent to parents. (Title I SW: 1,2,9,10) (Target Group: All)	Janina Savala, Patty Villarreal, Vicky Munoz	August 2013- May 2014	(L)Attendance reports, (S)AEIS Data	Improved attendance
4. Campus administration will provide incentive awards/activities for students with high attendance rates. (Target Group: All)	Janina Savala, Vicky Munoz	August 2013- May 2014	(L)Budgeted funds, (L)P.T.O.	Attendance rate

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Goal 3. Students at Ozona Elementary will be provided opportunities to succeed in learning environments designed to meet their individualized needs (which will result in a future low drop-out rate).

Objective 1. By May 2014, all students who are served in special education will continue to be provided opportunities for each student to make measurable progress in the general curriculum and be included in the regular classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide general education teachers staff development relating to instruction of students with disabilities, intervention techniques, support options, documentation, and evaluation processes. (Title I SW: 1,2,3,4,8,9,10) (Target Group: SPED) (NCLB: 3)	Director of Special and Federal Programs, Janina Savala, Menard Co-op, Region XV ESC	August 2013- May 2014	(L)Menard Co-op, (L)RTI Guidelines, (S)ESC XV	Certificates of Completion
2. General education teachers will participate in and document pre-referral intervention strategies demonstrating educational needs for referred students. (Title I SW: 1,2,3,9,10) (Target Group: SPED)	Intervention Committee, Janina Savala, Katie Parker, Vicky Munoz	August 2013 - May 2014	(L)AIMSWEB, (L)RTI Guidelines, (S)ESC XV	Pre-referral packets Intervention Committee documentation
3. Special education students will be ensured the least restrictive environment by periodic review of all available options. (Title I SW: 1,2,3,9,10) (Target Group: SPED)	Janina Savala, Special Education Staff	August 2013 - May 2014	(L)ARD	Teacher observation ARD
4. Special Education services and programs will be reviewed annually. (Title I SW: 1,2,3,9,10) (Target Group: SPED)	Director of Special and Federal Programs, Instructional Staff, Janina Savala, Menard Co-op	August 2013 - May 2014	(L)Parent/Staff contact	Satisfactory progress on IEP
5. Surveys will be given upon enrollment to identify homeless students and parents will be given information and referred to appropriate Social Services in compliance with NCLB. (Title I SW: 1,2,6,9,10) (Target Group: All, ECD, AtRisk) (NCLB: 4)	Janina Savala, Katie Parker, Misty Jurado, Patty Villarreal	August 2013 - May 2014	(L)Community Resources	Home Liaison Records

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Goal 3. Students at Ozona Elementary will be provided opportunities to succeed in learning environments designed to meet their individualized needs (which will result in a future low drop-out rate).

Objective 2. By May 2014, Ozona Elementary will provide a more structured learning environment for socially, economically disadvantaged or homeless students to ensure their development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teacher will operate a full-day, "open-enrollment" Pre-Kindergarten program (Title I SW: 1,2,3,9,10) (Target Group: All) (NCLB: 3)	Kimberly Harris, Rebecca Kain, Shauna Yeager	August 2013 - May 2014	(L)Staff	Higher test performance for low SES students.
2. The curriculum facilitates transition into the learning environment. (Title I SW: 1,2,7,9,10) (Target Group: All)	Kimberly Harris, Rebecca Kain, Shauna Yeager	August 2013 - May 2014	(L)Staff	Higher test performance for low SES students.
3. Surveys will be given upon enrollment to identify homeless students and parents will be given information and referred to appropriate Social Services in compliance with NCLB. (Title I SW: 1,2,6,9,10) (Target Group: All, ATRisk) (NCLB: 4)	Director of Special and Federal Programs, Janina Savala, Misty Jurado, Vicky Munoz	August 2013 - May 2014	(L)Community Resources	Parent Liaison Records

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Goal 3. Students at Ozona Elementary will be provided opportunities to succeed in learning environments designed to meet their individualized needs (which will result in a future low drop-out rate).

Objective 3. By May 2014, Ozona Elementary School will coordinate and integrate federal, state, and local programs to provide optimal individualized differentiated instruction for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will use all available resources to provide individualized instruction to students, especially those identified as at-risk. (Title I SW: 1,2,3,9,10) (Target Group: All, AtRisk) (NCLB: 3.5)	Director of Special and Federal Programs, Grade Level committee, Instructional Staff, Janina Savala, Teacher Assistants, Tonya Poindexter	August 2013 - May 2014	(L)Differentiation Strategies, (L)RTI Guidelines, (L)Staff, (S)S/OP/Sheltered Instruction Observation Protocol)	Progress reports Curriculum Based Assessments (CBA) CIA Notebooks
2. Students identified as ESL will receive accelerated instruction in addition to regular instruction. (Title I SW: 1,2,9,10) (Target Group: ESL) (NCLB: 2)	Instructional Staff, Intervention Committee, Janina Savala, Teacher Assistants, Tonya Poindexter	August 2013- May 2014	(L)ESL funds, (L)RTI Guidelines, (S)LPAC guidelines	Assessment Results Curriculum Based Assessments (CBA) TPRI TELPAS
3. Students identified as Dyslexic will receive accelerated instruction in addition to regular instruction. (Title I SW: 1,2,9,10) (Target Group: Dys) (NCLB: 3)	Betsy Nanny, Director of Special and Federal Programs, Intervention Committee	August 2013- May 2014	(L)Compensatory funds, (L)Dyslexia funds, (L)Local Funds, (L)RTI Guidelines	Report Cards
4. Information about various social services will be available as needed. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Director of Special and Federal Programs, Karen Huffman, Katie Parker	August 2013 - May 2014	(L)Community Resources	Number of students receiving social services
5. Migrant students will be identified and receive related services. (Title I SW: 1,2,9,10) (Target Group: Migrant) (NCLB: 4)	Director of Special and Federal Programs, Region XV ESC	August 2013 - May 2014	(F)Free/Reduced Meals, (S)ESC XV Staff	Number of students receiving Migrant services.
6. Administrative staff will actively seek out Bilingual Certified Instructors as well as assist current staff to become bilingual certified. (Title I SW: 1,2,3,9,10) (Target Group: ESL, LEP) (NCLB: 2.3)	Director of Special and Federal Programs, Janina Savala, Vicky Munoz	August 2013 - May 2014	(L)Recruiting practices, (S)ESC XV	Number of Bilingual certified instructors employed.
7. Administration will continue to add one bilingual classroom per grade level per year. (Title I SW: 3) (Target Group: LEP)	Director of Special and Federal Programs, Janina Savala, Vicky Munoz	August 2013-May 2014	(L)Schedule, (S)TEA Guidelines	Number of bilingual classrooms will increase each year.

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Objective 3. By May 2014, Ozona Elementary School will coordinate and integrate federal, state, and local programs to provide optimal individualized differentiated instruction for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Administrators and staff will seek out and develop improved processes in identifying and serving Gifted/Talented students. (Title I SW: 3,4) (Target Group: GT)	Director of Special and Federal Programs, Gifted and Talented Committee, Grade level teachers, Instructional Staff, Janina Savala, Vicky Munoz	August 2013-May 2014	(L)Scheduling, (L)Team Leaders, (L)Technology, (S)ESCC XV, (S)TEA Guidelines	Numbers served Classroom observation Results of planning/meetings

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Goal 3. Students at Ozona Elementary will be provided opportunities to succeed in learning environments designed to meet their individualized needs (which will result in a future low drop-out rate).

Objective 4. By May 2014, 85% of K-2 students will be able to read on grade level as defined by the end of year TPRI and grades 3-5 students will pass their STAAR exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3-5 grade students will take STAAR exam. (Title I SW: 1,2,3,9,10) (Target Group: All) (NCLB: 1,2,5)	Teachers in grades 3-5	May 2014	(S)STAAR Exams	Test Results
2. Staff will analyze reading/math objectives by 3rd-5th grade students to address areas of need. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Grade level teachers	September 2013	(L)DMAC Educational Software, (S)AEIS Data, (S)STAAR Exams	6 weeks grades Tutorial rosters Curriculum Based Assessments (CBA)
3. State adopted or campus approved reading curriculum will be used. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Janina Savala, K-5 Teachers, Vicky Munoz	August 2013 - May 2014	(L)CSCOPE, (L)Reading and Spelling books	Classroom assessments Observations and walk-throughs
4. At-risk students will have access to additional instructional assistance during the school day. (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 1,2)	Grade level teachers, Instructional Staff, Teacher Assistants	September 2013- May 2014	(L)Compensatory funds, (L)Instructionally focused calendar, (L)Materials/Equipment, (L)Resource materials	Pre and Post assessments TPRI End of the Year results STAAR exams CIA Notebooks AIMSweb Read Naturally
5. Vertical alignment meetings with other teachers. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Grade level teachers	August 2013 - May 2014	(L)Grade Level Curriculum, (O)TEKS	Minutes of meetings. Appropriate grade-level learning activities CIA Notebooks
6. Instruction will be guided based on information gained from students' performance of on-going formal and informal assessments. (Title I SW: 8,9) (Target Group: All)	Grade level teachers, Instructional Staff, Janina Savala, K-5 Teachers, Vicky Munoz	August 2013-May 2014	(L)DMAC Educational Software, (L)Grade Level Curriculum, (O)TEKS	Lesson plans and data will indicate level of student mastery. Grade Level Meetings
7. Kindergarten thru second grade students will take an achievement test.	Instructional Staff, Janina Savala, Teacher Assistants, Vicky Munoz	Spring 2014	(L)ITBS (Iowa Test of Basic Skills)	Test Results

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Goal 4. Students will be proficient on grade level math, reading, and science tests.

Objective 1. At-risk students will be given additional opportunities and various instructional methods will be used to bring those identified students to grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Appropriate identification of at-risk students. (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Instructional Staff, Janina Savala, Katie Parker	August 2013 - May 2014	(L)RTI Guidelines, (L)SAP training manual, (L)School Personnel, (S)TEA Guidelines, (S)TPRI	Results of assessments At-risk indicators
2. Schedule designated time in schedule to serve identified at-risk students. (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Instructional Staff, Janina Savala	August 2013 - May 2014	(L)Budgeted funds, (L)Faculty & Staff, (L)Instructionally focused calendar, (L)Materials/Equipment	Student attendance Interventions during the day
3. Post tests of at-risk students served through additional support (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Instructional Staff	August 2013- May 2014	(L)CSCOPE, (L)TEKS aligned math tests, (S)STAAR Exams, (S)TPRI	Test results
4. OES will use CSCOPE curriculum to assist the instruction of Science as well as utilizing its suggested activities for planning high-engagement strategies for their students. (Target Group: All)	Grade level teachers, Region XV ESC, Science Teachers	August 2013-May 2014	(L)CSCOPE	Test Results
5. Teachers and Para-Professionals will participate in on-going professional development focusing on English Language Learners. (Target Group: All)	Instructional Staff, Janina Savala, Region XV ESC, Teacher Assistants, Tonya Poindexter	August 2013-May 2014	(S)ESC XV Staff, (S)Inservice Training, (S)State Funded	Evidence of DI teaching strategies in classrooms CIA Notebooks

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Goal 4. Students will be proficient on grade level math, reading, and science tests.

Objective 2. All student scores in Reading and Math will be increased due to effective classroom management.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff will be trained and receive continuous training in classroom management.	Director of Special and Federal Programs, Instructional Staff, Janina Savala, Region XV ESC, Teacher Assistants	August 2013-May 2014	(F)CHAMPS, (L)Discipline Referrals, (S)ESC XV Staff	Increased reading and math scores. Decreased discipline referrals.

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Goal 5. All students at Ozona Elementary and staff will be provided equitable access to technological and instructional resources (which will provide opportunity for more students to graduate from high school especially through career/tech programs).

Objective 1. Ozona Elementary School will enhance student acquisition of knowledge through the integration of curriculum with technology tools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Technology integrated into instruction will provide enriched learning opportunities to all students. (Title I SW: 1.2.9,10) (Target Group: All) (NCLB: 5)	Instructional Staff, Tiffany Esparza	August 2013 - May 2014	(L)Internet, (L)Mimio Training, (L)Software, (L)Technology Funds	Increase use of technology in instructional setting.
2. Student's instruction in Math & Science will be enhanced through the use of interactive whiteboards and hand-held devices. (Title I SW: 1.2.9,10) (Target Group: All) (NCLB: 1,2,5)	Math & Science Teachers, 1-5, Tiffany Esparza	August 2013- May 2014	(L)Mimio Training, (L)Software/Hardware, (L)SPARKS	Use of interactive whiteboards will be observed during the school day.
3. Instructional staff will be trained to use assisted technology to track student progress. (Title I SW: 1.2,4,8,9) (Target Group: All) (NCLB: 5)	Janina Savala, Region XV ESC, Tonya Poindexter	August 2013- May 2014	(L)AIMSWEB, (L)DMAC Educational Software	Individualization of expectations and differentiated instruction for students.
4. Technology integrated into instruction will be provided and maintained by the technology staff in order to provide technology opportunities to all students. (Title I SW: 1.2,4,9,10) (Target Group: All) (NCLB: 5)	Janina Savala, Keith Harmesen, Patricia Tambunga, Tiffany Esparza, Vicky Munoz	August 2013 - May 2014	(L)Internet, (L)Software, (L)Technology Funds	Increased use of technology in instructional setting. Attend Computer Class

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Goal 6. The school will provide a safe learning environment for all students at Ozona Elementary School.

Objective 1. Maintain minimal types of violent acts by developing meaningful Intervention plans and involving stakeholders in awareness activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A Student Code of Conduct will be maintained focusing each student's action on desired behaviors. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Administrators, Board of Trustees, Raul Chavarria, Staff	August 2013 - May 2014	(L)Code of Conduct	Decrease number of discipline referrals.
2. Parent survey concerning school violence. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Katie Parker, SHAC Committee	Fall 2014	(L)Newsletter mail out, (L)SHAC Committee, (L)Technology	Culmination of results
3. Establish an intervention team, if necessary, to assist students experiencing difficult behavior problems. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Intervention Committee, Janina Savala, Katie Parker, Vicky Munoz	August 2013 - May 2014	(S)ESSC XV	Decrease number of discipline referrals for repeat offenders.
4. Guidance lessons on school bullies, to include prevention activities and reporting incidents. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	DARE Officer, Katie Parker	August 2013 - May 2014	(L)Bully Hotline, (L)Counselor, (L)DARE, (S)ESSC XV, (S)TEA Guidelines	Decrease number of referrals
5. Update teacher's awareness of potential abuse and proper reporting procedures, CPS (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Katie Parker	August 2013- May 2014	(S)Department of Human Services	Evidence of reporting as needed.
6. Increase the number of parent/teacher conferences. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 4)	Instructional Staff, Janina Savala, Katie Parker, Misty Jurado	August 2013- May 2014	(L)Classroom Teachers, (L)Phone calls	Documented conferences

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Goal 6. The school will provide a safe learning environment for all students at Ozona Elementary School.

Objective 2. Ensure a smooth transition into, through, and out of Ozona Elementary by students and parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Kindergarten/Pre-K orientation and registration. (Title I SW: 1,2,6,7,9,10) (Target Group: All) (NCLB: 4)	Janina Savala, Katie Parker, Misty Jurado, Patty Villarreal	August 2013 and May 2014	(L)Internet, (L)Local Newspaper, (L)Newsletter mail out, (L)Newspaper, (L)Registration packets	Enrollment
2. Coordination of curriculum between surrounding pre-schools and Kindergarten teachers. (Title I SW: 1,2,7,9,10) (Target Group: All) (NCLB: 4)	Misty Jurado	August 2013	(L)Kindergarten Curriculum	Documentation of alignment information.
3. 5th Grade students will attend orientation at Ozona Middle School (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	5th Grade Teachers, 6th Grade Teachers, Janina Savala, Katie Parker, Misty Jurado, Tamara McWilliams	Spring 2014	(L)Faculty & Staff, (L)Local Funds	Feedback

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Goal 6. The school will provide a safe learning environment for all students at Ozona Elementary School.

Objective 3. Plan and implement crisis prevention/intervention to insure achievement for all students at Ozona Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff responsibilities during a crisis will be provided and reviewed annually. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Janina Savala, Raul Chavarria, Vicky Munoz	August 2013- May 2014	(F)REMS Grant, (L)Approved Guidelines, (L)Campus Crisis management plan, (L)Flip Charts	Responsible behavior by all staff in time of crisis. Monthly Drills.
2. Instructional staff will be given activities and resources to support all students in the event of a crisis. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Janina Savala, Katie Parker, Region XV ESC, Vicky Munoz	August 2013 - May 2014	(L)Crisis Management Intervention	Successful adjustment for all students.

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Goal 6. The school will provide a safe learning environment for all students at Ozona Elementary School.

Objective 4. Plan and implement School Emergency Procedures to Ensure School Safety.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff responsibilities during a crisis will be provided and reviewed annually. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Crisis Safety Team, Janina Savala, SBDM Team	August 2013- May 2014	(F)REMS Grant, (L)Campus Crisis management plan	Responsible behavior by all staff in time of crisis.
2. Instructional staff will be given activities and resources to support all students in the event of a crisis. (Title I SW: 1,2,4,9,10) (Target Group: All) (NCLB: 4)	Katie Parker	August 2013 - May 2014	(L)Campus Crisis management plan, (L)Crisis Management Intervention, (L)Information/Counseling Strategies	Successful adjustment for all students.
3. Survivors of a crisis will be supported by all staff and students. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Janina Savala, Katie Parker, Staff, Vicky Munoz	August 2013 - May 2014	(L)Counseling materials, (S)ESCC XV	Successful adjustment for all survivors of a crisis.

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Goal 6. The school will provide a safe learning environment for all students at Ozona Elementary School.

Objective 5. Plan and implement school safety procedures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will review and practice fire drill and disaster procedures with all students. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Staff	August 2013 - May 2014	(L)Disaster drill information, (L)Fire Escape Maps	Escape routes are posted.
2. Sign In Procedures will be continued for all visitors. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Patty Villarreal, Staff	August 2013 - May 2014	(L)Log In Sheets, (L)Visitor Passes/Software	Successful use of sign in procedures.
3. Maintain communication between office personnel and other campuses. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 4)	Administrators, Patty Villarreal	August 2013 - May 2014	(L)Two-way radios	Quick/Easy access to staff members outside of building or on other campuses.

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Goal 7. Ozona Elementary School will encourage parent involvement.

Objective 1. Increase parental involvement in education decisions and teacher/parent activities at Ozona Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School/parent/student compacts will be reviewed/updated annually. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 4)	Instructional Staff, Misty Jurado, Parents	September 2013	(L)Classroom Teachers	Completed compact to be signed.
2. School/parent/student compacts will be signed annually and kept on file. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 4)	Misty Jurado, Parents	September 2013	(L)Registration	Informing all stakeholders of their roles.
3. Translator will be provided, if necessary, for conference with instructional staff or principal. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 4)	Janina Savala, Misty Jurado, Patty Villarreal, Staff, Vicky Munoz	August 2013 - May 2014	(L)Bilingual Staff	Parental awareness of academic expectations.
4. A campus newsletter will be distributed to parents each month. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 4)	Katie Parker	September 2013- May 2014	(L)Counselor's Newsletter, (S)Parents Make a Difference information from Region	Parental awareness of academic expectations.
5. Activities will be held to facilitate parental involvement. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 4)	Instructional Staff, Janina Savala, Katie Parker, Misty Jurado, Vicky Munoz	August 2013 - May 2014	(L)Local Newspaper, (L)Local TV, (L)Sign-In Sheets	Improved parent/school relationship.
6. Parents of special needs students will be actively involved in the IEP/ARD process. (Title I SW: 1,2,6,9,10) (Target Group: SPED) (NCLB: 4)	Director of Special and Federal Programs, Janina Savala, Special Education Staff, Vicky Munoz	August 2013 - May 2014	(L)ARD meetings	Increased parental attendance at ARD meetings.
7. Increase the number of evening activities/opportunities for parental involvement. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 4)	Instructional Staff, Janina Savala, Misty Jurado, Vicky Munoz	August 2013- May 2014	(L)Celebrate Public School Week, (L)Instructional Staff, (L)Open House	Parental Participation Sign-in sheets
8. Increase the number of parent/teacher conferences. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB:4)	Instructional Staff, Janina Savala, Katie Parker, Misty Jurado, Vicky Munoz	August 2013- May 2014	(L)Instructional Staff, (L)Parent/Home liaison, (L)Phone calls	Documented Conferences CIA Notebook

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2013/2014 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

Declaration of Beliefs and Visions

A DECLARATION OF BELIEFS AND VISIONS

- * OZONA ELEMENTARY SCHOOL EXISTS FOR THE EDUCATION OF THE CHILDREN OF CROCKETT COUNTY.
- * OZONA ELEMENTARY SCHOOL EXISTS TO SUPPORT THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS.
- * OZONA ELEMENTARY SCHOOL WILL FOCUS ON IMPROVING STUDENT PERFORMANCE FOR ALL STUDENTS.
- * OZONA ELEMENTARY SCHOOL REQUIRE A COMMON CORE OF ACADEMIC SUBJECTS FOR ALL STUDENTS AS DETERMINED BY THE STATE OF TEXAS.

GUIDELINES FOR EDUCATIONAL EXCELLENCE

I. BROAD-BASED INVOLVEMENT AT THE CAMPUS LEVEL

- * The governance structure of educational programs, the selection of instructional methods and strategies, the plans and decisions for improvement of programs and services: all of these aspects of education are to be done with broad-based involvement of the community, campus administrators, educators, parents, and students.

II. BROAD-BASED REVIEW

- * Use a variety of methods (open house, newsletters, brochures, radio, newspaper articles, and committees) to build community understanding and support for recommendations and programs.

CAMPUS IMPROVEMENT PLAN AND STRATEGIES

An Individual, Multi-Year Campus Improvement Plan that includes:

- * Campus mission statement and goals; priorities determined through use of data and public interest.
- * Expected student outcomes (standards of excellence, not minimum competency standards).
- * Strategies and time-lines for improvement.
- * Description of how resources will be used, redirected to support strategies (including waivers needed on local, state, or federal rules, regulations or policies).
- * Necessary technical assistance and support to plan, develop, and implement campus improvement strategies and outcomes.

INDICATORS OF SUCCESS

- * Regular progress report to the Crockett County Consolidated Common School District Board of Trustees and community on student performance and campus goals.
- * Student Attendance.
- * Staff Effectiveness as measured by PDAS.
- * Administrative and Instructional Leadership
- * Parent and Community Support and Involvement in Assisting Students to Achieve Success.
- * STAAR scores above state average.

ACCOUNTABILITY AND RESULTS

- * Achievement of Student Performance: Attainment of Excellence and Equity as measured by valid assessments such as the AEIS report and test scores.
- * Standardized Test Scores: STAAR scores, TPRI and others (percent passing and excelling; trends for the campus and district, "expected" v. "actual" results).

* Portfolios of Student Work, Teacher Generated TEKS aligned assessments, alternative assessment methods, observation of student growth patterns, curriculum based assessments.

* Academic Progress of Students with Special Needs (e.g. Limited English Proficient, At-Risk, Dyslexic, and Special Education).

* School Promotion and Attendance Rates.

* Post Elementary School Success (6th grade STAAR scores, etc).

OZONA ELEMENTARY SCHOOL PRIORITIES AND GOALS

1. STUDENT ACHIEVEMENT

Improve the overall academic achievement of all students (grades PPCD – 5th) through planning, staff development, and implementing a comprehensive multi-year campus improvement plan focused directly on achieving student performance standards of excellence and equity.

2. CORE CURRICULUM

Plan, develop, and require a core curriculum of academic subjects for all students that reflects internationally competitive standards for student performance and multi-cultural diversity. The curriculum will also reflect the Texas Essential Knowledge and Skills (TEKS) at each grade level.

3. CREATE A PROFESSIONAL LEARNING COMMUNITY

Create a professional learning community that involves all staff members in the decision making process. All staff members will have input and assume responsibility for improved student achievement and increased school effectiveness. Two main guidelines that govern our decisions will be made by our professional learning community: What does research or best practices say, and will it enhance student performance.

4. ATTENDANCE

Implement planned strategies for improving/maintaining student attendance with an overall goal of 96% of students in average daily attendance throughout each of the next two years knowing that the State's Standard is 95%. Attendance contributes to the accomplishment of all other goals. The OES administration will continue to follow school board policy guidelines and the Family Code to enforce attendance rules.

5. QUALITY STAFF AND STAFF DEVELOPMENT

Attract, retain, and educate through staff development the most effective and highly qualified teachers, administrators, and other staff while ensuring that staff at all levels treat each other, students, and parents with sensitivity and respect.

6. PARENTAL AND COMMUNITY INVOLVEMENT

Increase parental involvement while creating partnerships with parents, businesses, community organizations, local and state agencies, and institutions of higher learning.

7. PRODUCTIVITY THROUGH TECHNOLOGY

Maintain access to learning for students and employees through technology and reduction of paperwork and bureaucracy.

8. SCHOOL CLIMATE AND FACILITIES

Ensure a climate conducive to teaching by providing and maintaining clean, safe, and secure facilities.

9. STUDENT DISCIPLINE

Provide a discipline management program that leads to a learning atmosphere in which students' behavior reflects a respect for themselves and others by taking ownership and responsibility for their actions.

10. COUNSELING

Counseling services will be made available to all students. Those services will include guidance lessons on bullying intervention, conflict resolution, PRIDE guidelines and the "Why Try" curriculum.

State Compensatory Education

STATE COMPENSATORY EDUCATION

Students At-Risk for drop out/failure at Ozona Elementary School are identified using the following state eligibility criteria:

A student under 21 years of age who...

1. Is in Pre-Kindergarten – Grade 3 and did not perform satisfactory on a readiness test/assessment given in the current school year.
2. Did not maintain a 70 average in two or more subjects in the preceding or current school year or is not maintaining a 70 average in two or more subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument or has failed STAAR in prior year and currently has passed; however, has not passed at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current year, been referred to DPRS by school official, officer of juvenile court, or officer of law.
12. Is homeless, as defined by 42 U.S.A.C 11302, and its amendments.
13. Resided in the preceding school year or current school year in a residential placement facility in the district, including a foster group home.

At Ozona Elementary School, students are entered in to the SCE program at the beginning of the year if any of the above State qualifications are met. Students entering school after the initial enrollment are screened soon after their arrival and the arrival of their school records. The OES counselor identifies students who are At-Risk and documents in their permanent folders in PEIMS this At-Risk status. If a student is not At-Risk, it is also documented in his/her permanent folder.

At the end of the school year, student cases are again reviewed. All students are given an appropriate reading and math test at the end of the year. The passing criteria is determined by the OES grade level committee prior to the administration of the tests. For Criterion #1, students in grades Pre-Kindergarten and Third are determined At-Risk based on local grade level criteria and the administration of a Pre-Kindergarten Readiness Assessment and a Third grade CBA. For Criterion #3, students who have been retained remain on the at-risk list for duration of their education (through grade 12). For Criterion #10, students who are LEP based on their spring LPAC meeting are considered at-risk at the end of the year. The other state criteria are reviewed at this time to determine if any of the students meet the definitions of at risk.

Annual Report of Ozona Elementary School

2012-2013 ANNUAL REPORT OF OZONA ELEMENTARY SCHOOL

With enthusiasm, and shared determination we, as a campus, are working to produce academic success. Step by step we are building momentum and have the energy and confidence to tackle the next challenge. That challenge is to strive toward TEA's highest recognition; while continuing to show improvement on the TPRI, STAAR, and in all areas of the Academic Excellence Indicator System (AEIS).

For several years, our school district has been building its commitments to improve student achievement and school effectiveness based upon two fundamentals of reform:

1. Development of a Professional Learning Community- The Crockett County School Board developed a call for action to build a new educational framework in Ozona Elementary School that is founded on the basic assumptions that we emphasize the relationship between teacher and student, and that we collaborate on the decision making. The faculty and staff at Ozona Elementary School has built upon that call to action and has collaborated many of the curriculum decisions through the campus grade level teams. The district has focused on student performance based on what research and best practices have indicated, making student performance non-negotiable.
2. Data-driven Decision Making- To provide the campus with guide-posts along the road to educational reform, and delineate nine critical areas which all district initiatives will support. Our campus is now focused on these priorities, which were developed with input from campus staff and the community.

COMPREHENSIVE NEEDS ASSESSMENT

Documentation of Needs Assessment
AEIS data, Grade Reports, STAAR results, TPRI tests results.

SUMMARY OF FINDINGS FROM NEEDS ASSESSMENT

Based on the data available to the OES faculty and staff, it was determined that the areas of focus would be to improve student achievement, continue providing a core curriculum based on the TEKS, improve the attendance rate, recruit and retain highly qualified staff, including bi-lingual classrooms. We will also strive to improve parental involvement, increase access to technology for students, maintain a safe learning environment, and maintain an effective student discipline program.

PRIORITIES OF THE OZONA ELEMENTARY SCHOOL COMMUNITY

* Student Achievement - Improve the overall achievement of all students at all levels through planning, staff development, and implementing a comprehensive, multi-year Campus Improvement Plan focused directly on achieving student performance standards of excellence and equity.

* Professional Development - Continue decentralization through grade level teams and Site-Based Decision-Making. Our campus has a Site-Based Decision-Making Committee which follows legal guidelines. Any teacher who wishes may attend any and all meetings, participate actively, and have a voice in decisions made on our campus. OES will continue to offer opportunities for professional growth and professional dialogue.

* Core Curriculum - Plan, develop, and require a core curriculum of academic subjects for all students that reflects internationally competitive standards for student performance and multi-cultural diversity. The curriculum will also reflect the Texas Essential Knowledge and Skills (TEKS).

* Quality Staff - Attract, retain, and train/develop the most effective teachers, administrators, and other staff while ensuring that staff at all levels treat each other, students, and parents with sensitivity and respect.

* Parent and Community Involvement - Increase the level of parental involvement by creating effective school partnerships with parents, business, community organizations, state agencies, and institutions of higher learning.

* Productivity with Technology – Continue access to learning for students and employees through technology and increase employee productivity through technology and reduction of paperwork.

* School Climate and Facilities - Ensure a climate conducive to teaching and learning through providing clean, safe, and secure facilities at all levels.

* Student Discipline – Maintain comprehensive discipline program that encourages appropriate social skills demonstrating respect for others, laws, and property.

COMPREHENSIVE NEEDS ASSESSMENT

Documentation of Needs Assessment
AEIS data, Grade Reports, STAAR results, TPRl tests results.

SUMMARY OF FINDINGS FROM NEEDS ASSESSMENT

Based on the data available to the OES faculty and staff, it was determined that the areas of focus would be to improve student achievement, continue providing a core curriculum based on the TEKS, improve the attendance rate, recruit and retain highly qualified teachers, increase parent involvement and technology, ensure a safe and secure learning environment, and incorporate a more comprehensive discipline program.

HOW WILL THE PUBLIC KNOW THAT PROGRESS IS BEING MADE?

Progress will be measured and compared from year to year for our campus. This Annual Report of Campus Progress will be made public, so that the entire Ozona community will know how well we are progressing in improving student achievement and effectiveness.

THE RIGHT TOOLS TO BUILD A GREAT SCHOOL

Ozona Elementary School now had a multi-year Campus Improvement Plan (CIP) which is focused on achieving student performance standard of excellence and equity. The Campus Improvement Plan is a chart of how it will map new territory in school planning, operation, and accountability. Directly related to the development and implementation of the Campus Improvement Plan is the Campus Site-Based Decision-Making Committee and the faculty at all grade levels.

In addition to Site-Based Decision-Making, the OES campus is taking advantage of grade level decision-making. The grade level teachers meet regularly to make instructional and curriculum decisions based upon data gleaned from the campus AEIS report, STAR reports, TPRl, benchmark scores, STAAR scores, AimsWeb and other resources.

Another component of collaboration and Site-Based Decision-Making is our unique campus based budgeting system, which allows principals and their school staff and community to focus allocations and expenditures on priorities. Staffing, staff development, supplies and materials, curriculum, and special enhancement programs are all areas in which each campus now had funding discretion.

COLLABORATION REQUIRES ACCOUNTABILITY

Ozona Elementary School faculty and staff now have more responsibility for improving student performance outcomes. With increased district spending on critical instructional programs, facilities, staffing, and technology, we must be more accountable for the decisions we make. That is why a comprehensive accountability system has been put in place to ensure that we function in a manner that improves student achievement in a timely and effective manner and protects the interests and resources of the public. Our accountability systems incorporate the following:

* Specified student performance and achievement (test results) goals, which will be met annually; period;

* Annual Report of Campus Progress to monitor and publicly report progress and ensure that each campus improves;

EVERYONE IS REPRESENTED IN RESTRUCTURING

Every OES community member is important, and everyone is represented when it comes to making decisions. Parents and community members provide input to the principal, counselor, and campus staff. Likewise, campus based administrators and the central office personnel are regularly asked for input by the Superintendent of Schools. Monthly, or more, meetings are held between the Superintendent and administrative staff to provide an avenue for open communication by the administrative teams on the policies, procedures, and programs affecting each campus in the district.

CORE CURRICULUM

Core curriculum refers to the basic learning expected of all students in a rapidly changing technologically advanced, multi-cultural society. It answers the question, "What must all students know and be able to do to become productive and successful citizens?" As mentioned earlier, the OES administration, faculty, and staff have high expectations for all students.

We have already implemented accelerated instruction in reading and math during RTI for struggling students. We will continue to monitor student achievement and gains for all students and especially those receiving additional content instruction through RTI.

ATTENDANCE RATES

School attendance is a crucial factor in a student's success. Good attendance leads to better student performance. More students learning on grade level material naturally leads to more students graduating from high school.

2000-2001 School Year Attendance	
Crockett County Consolidated Common School District	96.9%
Ozona Elementary School.....	97.0%
State.....	95.5%
2001-2002 School Year Attendance	
Crockett County Consolidated Common School District	97.1%
Ozona Elementary School	96.3%
State.....	95.6%
2002-2003 School Year Attendance	
Crockett County Consolidated Common School District	96.5%
Ozona Elementary School.....	95.8%
State.....	95.6%
2003-2004 School Year Attendance	
Crockett County Consolidated Common School District	96.8%
Ozona Elementary School	96.1%
State.....	95.7%
2004-2005 School Year Attendance	
Crockett County Consolidated Common School District	96.2%
Ozona Elementary School	95.5%
State.....	95.7%
2005-2006 School Year Attendance	
Crockett County Consolidated Common School District	96.6%
Ozona Elementary School	95.7%

State.....	95.5%
2006-2007 School Year Attendance	
Crockett County Consolidated Common School District.....	96.9%
Ozona Elementary School.....	96.7%
State.....	95.5%
2008-2009 School Year Attendance	
Crockett County Consolidated Common School District.....	96.9%
Ozona Elementary School.....	Not Reported**
State.....	95.5%

**Campus not reported due to consolidated campus

2009-2010 School Year Attendance	
Crockett County Consolidated Common School District.....	95.6%
Ozona elementary School District.....	95.7%
State.....	95.5%

2010-2011 School Year Attendance	
Crockett County Consolidated Common School District.....	95.8%
Ozona Elementary School District.....	96.1%
State.....	95.7%

2011-2012 School Attendance	
Crockett County Consolidated Common School District.....	95.1%
Ozona Elementary School District.....	96.1%
State.....	94.7%

QUALITY STAFF

We recognize that a quality staff is essential, because what we do in the schools today clearly affects the future not only of our students, our children, but also our community and our society. In the past, many positive steps were taken so that the Crockett County Consolidated Common School District can attract and retain the best instructional and technical personnel possible. This continues to be very important for the district due to the isolated geographical location of Ozona and Crockett County. Ozona Elementary School will work towards building a staff that is fully qualified according to state and national definitions of the term.

A basic improvement in quality staffing is to pay attention to staffing needs and assignments. It is important to distribute extra-curricular assignments in such a way as to not overload staff. We hope to encourage our best employees to stay with us so that our students can continue to benefit from their skills and expertise.

PARENTAL AND COMMUNITY INVOLVEMENT

In everything we do, our students come first. Because of that first consideration, we believe that elementary partnership should be with teachers, students, and parents, to ensure that parents become active participants in their children's education. Parents provide the necessary home-based support for staying in school, keeping up with course work, and achieving excellence. Parents are included in the Site-Based Decision-Making Committee at Ozona Elementary School. Just as training and staff development are necessary for educators to be more effective, parents too need help in learning new methods to promote the kind of home environment and support their children need.

A Home Liaison Title I position develops stronger ties between the school and home.

PRODUCTIVITY AND TECHNOLOGY

Instruction is Ozona Elementary School's main focus, but it is also a multi-million dollar business that includes food service, bus transportation, data processing, public relations, maintenance and grounds, a communications network, library services, printing, auditing, personnel management, warehousing, accounting, and more. It is important that our progress and productivity not be hampered by out-moded technology, unnecessary paperwork, and bureaucracy to be certain that all functions within the campus are well run, up to peak performance, and contributing to student achievement.

Today's world is computer driven. There are few areas in our society that have not effected from modern technology. It is essential that we make the best use of that technology to increase student learning and employee productivity. In the classroom, technology and use of computers help us prepare young people for the technology they will use in jobs, in college, and in everyday life. In addition, technology sometimes helps us teach more effectively by providing us with better ways to explain, instruct, and demonstrate.

Campus Improvement Plan Members & Signature Page

Crockett County Consolidated Common School District

Board of Trustees

Ray Don Myers, President
Orlando DeHoyos, Vice-President
Grizz Medina, Secretary
Dwight Childress
Roland DeHoyos
David McWilliams
Amy Newton

Superintendent

Raul Chavarria

Ozona Elementary School Administration

Janina Savala, Principal
Vicky Munoz, Assistant Principal
Katie Parker, Counselor

Ozona Elementary School Planning and Decision Making Committee

The following members of the OES Campus Site Base Decision Making Committee have reviewed and evaluated the initial input from involved parties and have recommended the attached Campus Improvement Plan for the school year 2013-2014:

Committee Chair:

Janina Savala (Principal)

One Year Terms:

Sara Tandy - Teacher
Peggy Logan – Teacher
Jana Fox – Teacher
Patricia Sutton - Instructional Aide

Two Year Terms:

Jami Chavarria – Teacher
Erica Venegas – Teacher
Rebecca Kain – Teacher
Connie Crenwelge – Teacher

Special Programs Representative:

Justina Saunders – Teacher

Parent Representatives:

Kayla Davidson
Naomi Perez

Business Representatives:

Karin Childress
Russell Crenwelge

Community Representatives:

Diana Mata
Elizabeth Vargas

Permanent Terms:

Janina Savala (Principal)
Vicky Munoz (Assistant Principal)
Katie Parker (Counselor)

Ozona Elementary School Improvement Plan for 2013-14

We as members of the Ozona Elementary School site base committee endorse this campus improvement plan.

OZONA MIDDLE

Campus Improvement Plan

2013/2014

OZONA MIDDLE Site Base

Name	Position
Childress, Leanna	Counselor/Character Ed teacher
Connor, Amy	Business
Coy, Sylvia	Parent
Criswell, Dana	General Education
Deaton, Mary Anne	General Education
Hale, Katrece	General Education
Harmsen, Lisa	General Education
Huddlestun, Lyle	Community
Hunnicut, Shannon	Community
McWilliams, Tamara	Principal
Perez, Maria	School secretary
Perner, Melissa	Business Representative
Poindexter, Tonya	Curriculum Coordinator
Rodriguez, Amy	Parent

Resources

Resource	Source
CHAMPS	Federal
Free/Reduced Meals	Federal
Read/Right	Federal
SLOP Coach	Federal
Title I	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Attendance reports	Local
AVID Resources	Local
DMAC Educational Software	Local
RTI Guidelines	Local
Services Using Region XV Education Service Center	Local
Special Ed Shared Services with Menard Coop	Local
Why Tty Curriculum	Local
AEIS Data	State
Bilingual / ESL Funds	State
ESC XV	State
ESC XV Staff	State
GO Center Resources	State
GT Funds	State
Inservice Training	State
PDAS	State
SLOP(Sheltered Instruction Observation Protocol)	State
Special Education Funds	State
State Compensatory	State
TEA Guidelines	State

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2013/2014 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

OZONA MIDDLE

Goal 1. All student groups taking the Reading/ELA STAAR test will reach high standards, at a minimum attaining proficiency or better as set forth by the NCLB and Texas AEIS.

Objective 1. By the Spring of 2014, all student groups in all programs will pass the Reading/ELA STAAR exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate STAAR data to identify strengths and weaknesses. (Title I SW: 1,2,8,9,10) (Target Group: All) (NCLB: 1,2)	OMS Staff, Principal	Fall 2013 - Spring 2014	(F)CHAMPS, (L)Attendance reports, (L)DMAC Educational Software, (L)RTI Guidelines, (L)Why Try Curriculum, (S)STAAR Test Results	Benchmark and STAAR results
2. Work to vertically align curriculum in grades 6-8 through grade level teaming. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Core Subject Teachers, OMS Staff, Principal	Fall 2013 - Spring 2014	(L)Differentiation Strategies, (L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Five E Model, (L)Lesson Plans, (L)Scheduling, (O)TEKS, (S)AEIS Data, (S)ESC XV	STAAR results Grade level meeting minutes CIA Notebooks
3. Provide remediation and preparation classes for all students and maintain vertical alignment. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	OMS Staff	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Five E Model, (L)Grade Level Curriculum, (L)Homework House, (L)Principal, (L)Read/Right Consultants, (L)RTI Guidelines, (L)Schedule, (L)Services Using Region XV Education Service Center, (S)AEIS Data	STAAR results Grade Reports CIA Notebooks

OZONA MIDDLE

Goal 1. All student groups taking the Reading/ELA STAAR test will reach high standards, at a minimum attaining proficiency or better as set forth by the NCLB and Texas AEIS.

Objective 1. By the Spring of 2014, all student groups in all programs will pass the Reading/ELA STAAR exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Continue and expand instructional strategies and activities to aid LEP and special needs students. (Title I SW: 1,2,9,10) (Target Group: ESL, LEP, SPED, ARisk, Dys) (NCLB: 1,2,5)	Classroom teachers, Counselor, Dyslexia specialist, Educational Diagnostician, ESL Coordinator, OMS Staff, Principal, Region XV ESC, School Liaison, Special Education Staff, Speech Therapist/Pathologist, Tonya Poindexter	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (F)Title I, (L)AVID Resources, (L)Bilingual Staff, (L)Differentiation Strategies, (L)Disaster drill information, (L)Dyslexia funds, (L)Five E Model, (L)Homework House, (L)Inclusion classes, (L)Parent/Home liaison, (L)Principal, (L)RTI Guidelines, (L)Scheduling, (L)Special Ed Shared Services with Menard Coop, (S)AEIS Data, (S)Bilingual / ESL Funds, (S)ESC XV, (S)SIOP(Sheltered Instruction Observation Protocol), (S)Special Education Funds	STAAR and CBA results Each Cycle Student Level Review
5. Administer CBA/Unit tests in all testing areas with detailed analysis to pinpoint deficiencies. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	OMS Staff, Principal, Tonya Poindexter	Fall 2013 - Spring 2014	(L)District Adopted Curriculum, (L)DMAC Educational Software	CBA/Unit test results correlated to class room average.
6. Teachers will implement higher order thinking skills into their classroom instruction and assessments. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Classroom teachers, OMS Staff, Principal	Fall 2012 - Spring 2013	(F)CHAMPS, (L)AVID Resources, (L)Bloom's Taxonomy, (L)Five E Model, (L)Lesson Plans, (L)Why Try, (L)Why Try Curriculum	PDAS and CIA Notebooks
7. Use academic teaming to teach Reading/ELA across the curriculum. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	ELA Teachers, Principal, Teacher(s)	Fall 2013 - Spring 2014	(L)AVID Resources, (L)Bloom's Taxonomy, (L)Differentiation Strategies, (L)Five E Model, (L)Lesson Plans, (O)Team period	STAAR results CIA Notebook

OZONA MIDDLE

Goal 1. All student groups taking the Reading/ELA STAAR test will reach high standards, at a minimum attaining proficiency or better as set forth by the NCLB and Texas AEIS.

Objective 1. By the Spring of 2014, all student groups in all programs will pass the Reading/ELA STAAR exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Test endangered 7th grade students using the TMSFA testing instrument to determine specific problem areas for Reading. (Title I SW: 1,2,8,9,10) (Target Group: AtRisk) (NCLB: 1,5)	Reading Teachers	Fall 2013 - Spring 2014	(O)TMSFA testing instrument	Test results
9. Continuation of Read/Right Program for struggling readers. (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Sarah Gonzalez	Fall 2013 - Spring 2014	(F)Read/Right, (L)Read/Right Consultants	Post test Benchmark results
10. Phone calls will be made daily to parents of absent students.	Administrators, Classroom teachers	2013-2014		

OZONA MIDDLE

Goal 2. All student groups taking the Math STAAR test will reach high standards, at a minimum attaining proficiency or better as set forth by the NCLB Act and Texas AEIS.

Objective 1. By the Spring of 2014, 100% of all student groups in all programs will pass the Math STAAR exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate STAAR and CBA/unit test data to identify strengths and weaknesses. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	OMS Staff, Principal	Fall 2013 - Spring 2014	(L)DMAC Educational Software, (S)AEIS Data, (S)STAAR Test Results	CBA/unit test and STAAR results
2. Work to vertically align curriculum in grades 6-8 through staff development. (Title I SW: 1,2,4,8,9) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Math Teachers, Principal	Fall 2013 - Spring 2014	(L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Five E Model, (L)Grade Level Curriculum, (L)TEKS aligned math tests, (S)ESC XV	CIA Notebooks, benchmarking results, STAAR results
3. Continue and expand instructional strategies and activities to aid LEP and special needs students. (Title I SW: 1,2,9,10) (Target Group: All, LEP, SPED) (NCLB: 1,2,5)	6th - 8th Grade Math Teachers, Principal	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (L)AVID Resources, (L)Bloom's Taxonomy, (L)Differentiation Strategies, (L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Five E Model, (L)Homework House, (S)AEIS Data, (S)ESC XV, (S)STAAR Test Results	CIA Notebook Benchmark results STAAR Results
4. Administer CBA/unit test in all testing areas with detailed analysis to pinpoint deficiencies. (Title I SW: 1,2,8,9) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Math Teachers, Principal	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (L)AVID Resources, (L)JCSCOPE, (L)District Adopted Curriculum, (L)DMAC Educational Software, (S)ESC XV	CIA Notebooks CBA/unit test results
5. Teachers will implement higher order thinking skills into their classroom instruction. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Math Teachers, Classroom teachers, OMS Staff, Principal	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (L)AVID Resources, (L)Bloom's Taxonomy, (L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Five E Model, (L)Lesson Plans, (L)RTI Guidelines, (S)AEIS Data	PDAS CIA Notebook

OZONA MIDDLE

Goal 2. All student groups taking the Math STAAR test will reach high standards, at a minimum attaining proficiency or better as set forth by the NCLB Act and Texas AEIS.

Objective 1. By the Spring of 2014, 100% of all student groups in all programs will pass the Math STAAR exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Increase the use of manipulatives and applications in the math program. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Math Teachers, Classroom teachers, Principal	Fall 2013 - Spring 2014	(F)SIOP Coach, (L)AVID Resources, (L)Bloom's Taxonomy, (L)Campus budget, (L)District Adopted Curriculum, (L)Five E Model, (L)Homework House, (L)Lesson Plans	STAAR results

OZONA MIDDLE

Goal 3. All student groups taking the Writing STAAR test will reach high standards, at a minimum attaining proficiency or better as set forth by the No Child Left behind Act and Texas AEIS.

Objective 1. By the Spring of 2014, at least 100% of all student groups in all programs will pass the Writing STAAR exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate STAAR data to identify strengths and weaknesses. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	ELA Teachers, Principal	Fall 2013 - Spring 2014	(L)DMAC Educational Software, (S)AEIS Data, (S)STAAR Test Results	CIA Notebooks STAAR results
2. Work to vertically align curriculum in grades 6-8 through grade level and vertical teaming. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	ELA Teachers, Principal, Teacher(s)	Fall 2013 - Spring 2014	(L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Lesson Plans, (O)TEKS, (S)AEIS Data, (S)ESC XV, (S)Inservice Training	CIA Notebooks
3. Continue and expand instructional strategies and activities to aid LEP and special needs students. (Title I SW: 1,2,3,4,9,10) (Target Group: LEP, SPED) (NCLB: 1,2,5)	ELA Teachers, Principal	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (L)AVID Resources, (L)DMAC Educational Software, (L)Homework House, (S)AEIS Data, (S)ESC XV	TELPAS results CBA/Unit test Results STAAR Results
4. Administer CBA/unit tests in all testing areas with detailed analysis to pinpoint deficiencies. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,5)	ELA Teachers, Principal	Fall 2013 - Spring 2014	(L)Bloom's Taxonomy, (L)DMAC Educational Software, (L)RTI Guidelines, (S)ESC XV	CBA results CIA Notebook Data STAAR Results
5. Teachers will implement higher order thinking skills into their classroom instruction. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)	ELA Teachers, Principal	Fall 2013 - Spring 2014	(F)SIOP Coach, (L)AVID Resources, (L)Bloom's Taxonomy, (L)District Adopted Curriculum, (L)Five E Model, (L)Lesson Plans	CIA Notebook PDAS

OZONA MIDDLE

Goal 4. All student groups taking the Science STAAR Test will reach high standards, at a minimum attaining proficiency or better as set forth by the No Child Left Behind Act and Texas AEIS.

Objective 1. By the Spring of 2014, at least 85% of all student groups in all programs will pass the Science STAAR exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate STAAR data to identify strengths and weaknesses. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)	Principal, Science Teachers	Fall 2013 - Spring 2014	(L)DMAC Educational Software, (S)ESC XV, (S)STAAR Test Results	CIA Notebook Data
2. Work to vertically align curriculum in grades 6-8 through vertical team meetings. (Title I SW: 1,2,4,8,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Science Teachers, Principal	Fall 2013 - Spring 2014	(L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Lesson Plans, (O)TEKS, (S)ESC XV	CIA Notebook CBA/Unit test results STAAR Results
3. Continue and expand instructional strategies and activities to aid LEP and special needs students. (Title I SW: 1,2,3,4,9,10) (Target Group: LEP, SPED) (NCLB: 1,2,5)	6th - 8th Grade Science Teachers, OMS Staff, Principal	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (L)AVID Resources, (L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Homework House, (S)ESC XV	TELPAS STAAR Results
4. Administer CBA/unit tests in all testing areas with detailed analysis to pinpoint deficiencies. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Science Teachers, Principal	Fall 2013 - Spring 2014	(L)Bloom's Taxonomy, (L)District Adopted Curriculum, (L)DMAC Educational Software, (L)RTI Guidelines, (S)ESC XV, (S)STAAR Test Results	STAAR results CBA results CIA Notebook Data
5. Teachers will implement higher order thinking skills into their classroom instruction. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Science Teachers, Principal	Fall 2013 - Spring 2014	(F)SIOP Coach, (L)AVID Resources, (L)Bloom's Taxonomy, (L)District Adopted Curriculum, (L)Five E Model, (L)Lesson Plans, (O)TEKS	CIA Notebook Data CBA/unit test results STAAR Results
6. Teachers will utilize hands on learning techniques with the scientific method to complete experiments. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Science Teachers, Principal	Fall 2013 - Spring 2014	(L)AVID Resources, (L)Bloom's Taxonomy, (L)Homework House, (L)Materials/Equipment, (L)SPARKS, (S)SIOP(Sheltered Instruction Observation Protocol)	STAAR Results

OZONA MIDDLE

Goal 5. All student groups taking the Social Studies STAAR Test will reach high standards, at a minimum attaining proficiency or better as set forth by the No Child Left Behind Act and Texas AEIS.

Objective 1. By the Spring of 2014, at least 85% of all student groups in all programs will pass the Social Studies STAAR Exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate STAAR data to identify strengths and weaknesses. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Principal, Social Studies Teachers	Fall 2013 - Spring 2014	(L)DMAC Educational Software, (S)AEIS Data, (S)ESC XV, (S)STAAR Test Results	CIA Notebook Data STAAR Results
2. Social Studies teachers will work to vertically align curriculum in grades 6-8 through vertical teaming. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)	Principal, Social Studies Teachers	Fall 2013 - Spring 2014	(L)District Adopted Curriculum, (L)Lesson Plans, (O)TEKS, (S)ESC XV	CIA Notebooks STAAR results
3. Continue to expand instructional strategies and activities to aid LEP and special needs students. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)	Principal, Social Studies Teachers	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (L)Homework House, (L)RTI Guidelines, (S)STAAR Test Results	TELPAS Results STAAR Results
4. Administer CBA/unit tests in all testing areas with detailed analysis to pinpoint deficiencies focusing on our missed system safeguard on the 2013 accountability results of economically disadvantaged students. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Principal, Social Studies Teachers	Fall 2013 - Spring 2014	(L)District Adopted Curriculum, (L)DMAC Educational Software, (S)ESC XV	CBA/unit test results CIA Notebooks STAAR Results
5. Teachers will implement higher order thinking skills into their classroom instruction. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)	Principal, Social Studies Teachers	Fall 2013 - Spring 2014	(L)AVID Resources, (L)Bloom's Taxonomy, (L)District Adopted Curriculum, (L)Five E Model, (L)Lesson Plans	CIA Notebook Data STAAR Results

OZONA MIDDLE

Goal 6. Ozona Middle School will provide a learning environment to meet the needs of students who are at-risk.

Objective 1. All of Ozona Middle School students will graduate from high school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Explore career opportunities through various curricular and extra-curricular formats. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	OHS Counselor, OMS Counselor, OMS Staff, Principal	Fall 2013 - Spring 2014	(L)AVID Resources, (L)Explorer Inventory, (L)Why Try, (S)CTE TEKS	Career Plans
2. Provide individual graduation plans for 8th grade at-risk students. (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	OHS Counselor, OMS Counselor	Spring 2014	(L)Why Try, (S)AEIS Data	Graduation Plans
3. Provide growth opportunities for at-risk members of the student body. Provide group and individual counseling. Provide discussion opportunities for good decision-making, teenage pregnancy, ethics and character development. (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	OHS Counselor, OMS Counselor	Fall 2013 - Spring 2014	(F)CHAMPS, (L)Counselor, (L)Homework House, (L)Why Try	Student evaluation Discipline referrals

OZONA MIDDLE

Goal 7. Ozona Middle School will extend to all parents the opportunity to participate in the education of their child.

Objective 1. Ozona Middle School will initiate an increased number of parent contacts and maintain its established framework for parent cooperation through the academic teaming process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule parent conferences with academic teams to discuss cycle grades and testing expectations. (Title I SW: 1,2,6,9,10) (Target Group: All)	Principal, Team Leaders	Fall 2013 - Spring 2014	(O)Team period	Observation
2. Back to School and Open House opportunities for students and families. (Title I SW: 1,2,6,9,10) (Target Group: All)	OMS Staff, Principal	Cycle 1 of each year	(L)Food, (L)Handouts	Attendance

OZONA MIDDLE

Goal 8. Ozona Middle School will have an overall attendance rate of 98% for all students for the 2013-2014 school year.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Declaration of Beliefs and Visions

A DECLARATION OF BELIEFS AND VISIONS

- * OZONA MIDDLE SCHOOL EXISTS FOR THE EDUCATION OF THE CHILDREN OF CROCKETT COUNTY.
- * OZONA MIDDLE SCHOOL EXISTS TO SUPPORT THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS.
- * OZONA MIDDLE SCHOOL WILL FOCUS ON IMPROVING STUDENT PERFORMANCE FOR ALL STUDENTS.
- * OZONA MIDDLE SCHOOL REQUIRE A COMMON CORE OF ACADEMIC SUBJECTS FOR ALL STUDENTS AS DETERMINED BY THE STATE OF TEXAS.

The OMS Principal shall initiate a process for implementing the beliefs detailed in this process.

GUIDELINES FOR EDUCATIONAL EXCELLENCE

I. BROAD-BASED INVOLVEMENT AT THE CAMPUS LEVEL

- * The governance structure of educational programs, the selection of instructional methods and strategies, the plans and decisions for improvement of programs and services: all of these aspects of education are to be done with broad-based involvement of the community, campus administrators, educators, parents, and students.

II. BROAD-BASED REVIEW

- * Use a variety of methods (Parent Teacher Organization, open house, newsletters, brochures, radio, newspaper articles, and committees) to build community understanding and support for recommendations and programs.

CAMPUS IMPROVEMENT PLAN AND STRATEGIES

An Individual, Multi-Year Campus Improvement Plan that includes:

- * Campus mission statement and goals; priorities determined through use of data and public interest.
- * Expected student outcomes (standards of excellence, not minimum competency standards).
- * Strategies and time-lines for improvement.
- * Description of how resources will be used, redirected to support strategies (including waivers needed on local, state, or federal rules, regulations or policies).
- * Necessary technical assistance and support to plan, develop, and implement campus improvement strategies and outcomes.

INDICATORS OF SUCCESS

- * Regular progress report to the Crockett County Consolidated Common School District Board of Trustees and community on student performance and campus goals.
- * Student Attendance.
- * Staff Effectiveness as measured by PDAS.
- * Administrative and Instructional Leadership
- * Parent and Community Support and Involvement in Assisting Students to Achieve Success.
- * STAAR scores above state average.

ACCOUNTABILITY AND RESULTS

- * Achievement of Student Performance: Attainment of Excellence and Equity as measured by valid assessments such as the AEIS report and STAAR scores.

- * Standardized Test Scores: STAAR scores. (percent passing and excelling; trends for the campus and district, "expected" v. "actual" results).
- * Portfolios of Student Work, Teacher Generated TEKS aligned assessments, alternative assessment methods, observation of student growth patterns.
- * Academic Progress of Students with Special Needs (e.g. Limited English Proficient, At-Risk, Dyslexic, and Special Education).
- * School Promotion and Attendance Rates.

OZONA MIDDLE SCHOOL PRIORITIES AND GOALS

1. STUDENT ACHIEVEMENT

Improve the overall academic achievement of all students (grades 6th – 8th) through planning, staff development, and implementing a comprehensive multi-year campus improvement plan focused directly on achieving student performance standards of excellence and equity.

2. CORE CURRICULUM

Plan, develop, and require a core curriculum of academic subjects for all students that reflects internationally competitive standards for student performance and multi-cultural diversity. The curriculum will also reflect the Texas Essential Knowledge and Skills (TEKS) at each grade level.

3. COLLABORATIVE AND SITE-BASED DECISION-MAKING

Continue collaboration through grade level decision-making to determine the methods and assume responsibility for improved student achievement and increased school effectiveness. There are two main guidelines that govern decisions made by grade level committees: What does research or best practices say, and will it enhance student performance.

4. ATTENDANCE

Implement planned strategies for improving/maintaining student attendance with an overall goal of 97% of students in average daily attendance throughout each of the next two years knowing that the State's Standard is 95%. Attendance contributes to the accomplishment of all other goals. The OMS administration will continue to follow school board policy guidelines and the Family Code to enforce attendance rules.

5. QUALITY STAFF AND STAFF DEVELOPMENT

Attract, retain, and educate through staff development the most effective and highly qualified teachers, administrators, and other staff while ensuring that staff at all levels treat each other, students, and parents with sensitivity and respect.

6. PARENTAL AND COMMUNITY INVOLVEMENT

Increase parental involvement through PTO and partnerships with parents, businesses, community organizations, local and state agencies, and institutions of higher learning.

7. PRODUCTIVITY THROUGH TECHNOLOGY

Continued support in technological needs through technology training and education.

8. SCHOOL CLIMATE AND FACILITIES

Insure a climate conducive to teaching by providing and maintaining clean, safe, and secure facilities.

9. STUDENT DISCIPLINE

Provide a discipline management program that leads to a learning atmosphere in which students' behavior reflects a respect for themselves and others by taking ownership and responsibility for their actions.

10. COUNSELING

Counseling services will be made available to all students. Those services will include suicide prevention, bullying intervention, conflict resolution, violence prevention, awareness of dating violence, child abuse and teenage pregnancy as necessary.

State Compensatory Education

STATE COMPENSATORY EDUCATION

Students at risk for drop out/failure at Ozona Middle School are identified using the following state eligibility criteria:

A student under 21 years of age who...

1. Is in Pre-Kindergarten – Grade 3 and did not perform satisfactory on a readiness test/assessment given in the current school year.
2. Did not maintain a 70 average in two or more subjects in the preceding or current school year or is not maintaining a 70 average in two or more subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument or has failed STAAR in prior year and currently has passed; however, has not passed at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in DAEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current

year, been referred to DPRS by school official, officer of juvenile court, or officer of law.

12. Is homeless, as defined by 42 U.S.A.C 11302, and its amendments.

13. Resided in the preceding school year or current school year in a residential placement facility in the district, including a foster group home.

At the end of the school year, student cases are again reviewed. All students are given an appropriate reading and math test at the end of the year. The passing criteria is determined by the OMS grade level committee prior to the administration of the tests. Criterion #1 is re-evaluated again at this time. Students who were at-risk for current year (beginning of year) assessment may be taken off of the at-risk list and others may remain. Students who were not at-risk at the beginning of the year for current year assessment may be noted at the end of the year to be at-risk due to EOY assessment. For Criterion #3, students who have been retained remain on the at-risk list for duration of their education (through grade 12). For Criterion #10, students who are LEP based on their spring LPAC meeting are considered at-risk at the end of the year. The other state criteria are reviewed at this time to determine if any of the students meet the definitions of at risk.

Campus Improvement Plan Members & Signature Page

Crockett County Consolidated Common School District

Board of Trustees

Ray Don Myers, President
Orlando DeHoyos, Vice-President
Griz Medina, Secretary
Dwight Childress
Roland DeHoyos
David McWilliams
Amy Newton

Superintendent

Raul Chavarria

Ozona Middle School Administration

Tamara McWilliams, Principal

Ozona Middle School Planning and Decision Making Committee

The following members of the OMS Campus Site Base Decision Making Committee have reviewed and evaluated the initial input from involved parties and have recommended the attached Campus Improvement Plan for the school year 2012-2013:

One Year Term:

Mary Anne Deaton

Two Year Term:

Dana Criswell
Lisa Harmsen

Three Year Term:

Katrece Hale

Curriculum:

Tonya Poindexter

Parent Representatives:

Sylvia Coy
Amy Rodriguez

Business Representatives:

Melissa Perner

Amy Connor

Community Representatives:

Shannon Hurnnicutt
Lyle Huddleston

Permanent Terms:

Tamara McWilliams(Principal)
Leanna Childress (Counselor)
Maria Perez (School Secretary)

Ozona Middle School Improvement Plan for 2012-2013

We as members of the Ozona Middle School site base committee
endorse this campus improvement plan.

No Child Left Behind Performance Goals for OMS

Ozona Middle School

Goal 1 - By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2 - All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3 - All students will be taught by highly qualified teachers.

Goal 4 - All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5 - All students will graduate from high school.

OZONA H S

Campus Improvement Plan

2013/2014

"EVERY STEP LION PRIDE!"

Date Reviewed: 09/16/13

Date Approved: 10/22/12

OZONA H S

Mission

To provide an education that will produce an attitude of excellence in lifelong learning to prepare all students for present and future success in college and careers in an ever changing global society.

Vision

- * Ozona High School exists for the education of the children of Crockett County*
- * Ozona High School exists to support the relationship between teachers and students*
- * Ozona High School will focus on improving student performance for all high school students*
- * Ozona High School will require a common core of academic subjects for all high school students as determined by the State of Texas*
- * Ozona High School will decentralize curriculum decisions by involving all of the stakeholders through departmentalization.*

The OHS Principal, College Readiness, Post Secondary, the OHS Counselors and the Special Programs Director shall initiate a process for implementing the beliefs detailed in this process.

Nondiscrimination Notice

OZONA H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Resources

Resource	Source
REMS Grant	Federal
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title IID Technology	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
DMAC Educational Software	Local
Services Using Region XV Education Service Center	Local
SHAC Committee	Local
Special Ed Shared Services with Menard Coop	Local
State Compensatory	State

OZONA H S Site Base

Name	Position
Cantu, Carlos	Parent
Childress, Madison	Student
Childress, Vicki	Parent
Clayton, Ronny	Principal
Delgado, Destany	Student
Espinosa, Meagan	Student
Harrison, Tisha	Counselor
Kellogg, Ariel	Teacher
Krystal, Smith	Teacher
Maldonado, Kimberly	Teacher
Medina, Vivian	Student
Montanez, Eiy	Student
Newlin, Veronica	ESL Teacher
Perez, Domingo	Parent
Porras, Ricky	Student
Thormaehlen, Erik	Teacher
Valdez, Nathaniel	Student
Vargas, Saul	Student
Youngblood, Zack	Teacher

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2013/2014 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

OZONA HS

Goal 1. All students will reach high standards, at a minimum attaining proficiency or better in Math, English/Language Arts, Science, and Social Studies as set forth by the No Child Left Behind Act of 2002, and Texas AEIS.

Objective 1. By the Spring of 2014, at least 100% of all students in all programs will pass the TAKS & EOC exams, or other appropriate exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify strengths and weaknesses through individual student profiles. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	College Readiness Coordinator, OHS Principal, Staff, Superintendent	each grading period	(L)Team Leaders, (S)AEIS Data, (S)State Assessment Results	Individual assessment
2. Use TEKS to establish instructional priorities for TAKS and EOC (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	College Readiness Coordinator, OHS Counselor, Staff	each grading period	(L)Tutorial classes, (O)TEKS, (S)ESC XV	Integration into all subject areas
3. Provide staff time for lesson planning, vertical alignment and creating new instructional strategies such as the 5-E Lesson Plan Model as indicated in Comprehensive Needs Assessment. (Title I SW: 1,2,4,9,10) (Target Group: All) (NCLB: 1,2,5)	OHS Principal	Yearly	(F)SCE funds, (L)CSCOPE, (L)Team Leaders, (O)TEKS, (S)ESC XV	Principal observations TAKS and EOC results
4. Provide TAKS and EOC remediation and preparation classes for all students and maintain vertical alignment. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	College Readiness Coordinator, Department Heads, OHS Counselor, OHS Principal, Staff	Each semester	(F)SCE funds, (L)Team Leaders, (S)STAAR / EOC Materials	Targeted CBA results, TAKS EOC results.
5. Maintain the summer remediation program. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	OHS Counselor, OHS Principal, Superintendent	Yearly	(F)Read/Right, (F)Title I	TAKS and EOC results, credit recovery needs.
6. Communicate TAKS and EOC objectives and activities to all stake holders (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Classroom teachers, College Readiness Coordinator, Faculty & Staff, OHS Counselor, OHS Principal, SBDM Team	Each semester	(L)Flyers, (L)Parent/Staff contact, (L)Team Leaders	Parent conferences, mailouts, TEKS, Student folders for TAKS and EOC remediation.
7. Provide opportunities for all special needs students to take TAKS/EOC exam, TAKS M exam, TAKS/EOC Alt exam. (Title I SW: 1,2,9,10) (Target Group: SPED) (NCLB: 1,2,5)	College Readiness Coordinator, OHS Counselor, OHS Principal, Staff	According to state testing calendar	(L)ARD meetings, (S)State Assessment Results	TAKS and EOC results ARD, PLAN test
8. Review current curriculum to align with TEKS, TAKS, and EOC objectives. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Classroom teachers, CSCOPE, Department Heads, OHS Counselor, OHS Principal, Region XV ESC, Staff	Fall 2013	(S)AEIS Data, (S)State Assessment Results	TAKS, EOC and CBA Results Dept. Heads, ESC XV

OZONA HS

Goal 1. All students will reach high standards, at a minimum attaining proficiency or better in Math, English/Language Arts, Science, and Social Studies as set forth by the No Child Left Behind Act of 2002, and Texas AEIS.

Objective 1. By the Spring of 2014, at least 100% of all students in all programs will pass the TAKS & EOC exams, or other appropriate exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Develop and implement TAKS/EOC strategies and activities to aid LEP and special needs students. (Title I SW: 1,2,9,10) (Target Group: LEP, SPED) (NCLB: 1,2,5)	Cheryl Bricken, ESL Coordinator, ESL Teacher, OHS Counselor, OHS Principal, Teacher(s), Tonya Poindexter, Veronica Newlin	each grading period	(F)SIOP Coach, (L)CSCOPE, (L)Lesson Plans, (L)Scheduling, (S)ESC XV Staff, (S)SIOP(Sheltered Instruction Observation Protocol), (S)STAAR / EOC Released Tests, (S)STAAR / EOC Study Guide, (S)STAAR / EOC Workbooks, (S)State Assessment Results	TAKS, EOC, and CBA testing results, DMAC data, observations.
10. Classroom observations for special programs (ESL, Special Ed) (Title I SW: 1,2,9,10) (Target Group: ESL, SPED) (NCLB: 1,2,5)	ESL Coordinator, ESL Teacher, OHS Principal, Special Education Staff	Each semester	(L)Instructionally focused calendar	Observations
11. Teachers will implement higher order thinking skills into their classroom instruction. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	OHS Principal, Staff	each grading period	(L)Class Curriculum, (L)Five E Model, (L)OHS Schedule, (S)ESC XV	TAKS and EOC results, observation.
12. Teacher will provide a regular TAKS/EOC/SAT test taking activities. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	OHS Principal, Staff, Teacher(s)	each grading period	(L)Instructionally focused calendar, (L)Library	TAKS and EOC results, observation, lesson plans.
13. Use OHS schedule as well as extended tutorials times before and after school to address needed improvement in all core subjects especially math and science achievement discovered in Needs Assessment. Additionally, the extended period is to be used to pair at-risk students with high capacity teachers when possible, as this need was identified in the Comprehensive Needs Assessment. (Target Group: All) (NCLB: 1,2,5)	Core Subject Teachers, OHS Counselor, OHS Principal, SBDM Team	yearly/each grading period	(L)Faculty & Staff, (L)OHS Schedule	TAKS and EOC results, Staff Development.

OZONA H S

Goal 1. All students will reach high standards, at a minimum attaining proficiency or better in Math, English/Language Arts, Science, and Social Studies as set forth by the No Child Left Behind Act of 2002, and Texas AELIS.

Objective 1. By the Spring of 2014, at least 100% of all students in all programs will pass the TAKS & EOC exams, or other appropriate exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
14. Maintain note-taking strategies and Cornell note-taking for students. (Target Group: All) (NCLB: 1,2,5)	College Readiness Coordinator, Department Heads, Faculty & Staff, OHS Principal	daily	(L)Principal, (L)Staff and faculty	Lesson plans, Observation.
15. Staff development, training and implementation of strategies in Sheltered Instruction Observation Protocol (SIOP) to address findings in Needs Assessment to better educate LEP students. (Target Group: LEP) (NCLB: 1,2,5)	Cheryl Bricken, Faculty & Staff, OHS Counselor, OHS Principal, Special Education Staff, Superintendent, Tonya Poindexter	each grading period	(F)SIOP Coach, (L)Budgeted funds, (L)Lesson Plans	Lesson plans, observation, staff development sessions.
16. Maintain implementation of AVID (Achievement via Individual Determination) strategies to help students become more goal oriented, better organized and have higher expectations, thus creating more complete students. (Title I SW: 1) (Target Group: All, ECD)	College Readiness Coordinator, Instructional Staff, OHS Counselor, OHS Principal, Teacher(s)	yearly	(F)Title I, (L)Budgeted funds, (L)Campus budget	PLAN, PSAT, TAKS and EOC Results

OZONA HS

Goal 2. A high attendance rate will be achieved and maintained.

Objective 1. Ozona High School will maintain an attendance rate of 97% by all students and student populations for the 2013-2014 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide process for recording and follow up on daily attendance and continue Saturday School. (Title I SW: 1,2,9,10) (Target Group: All)	CC Sheriff's Department, OHS Principal, PEIMS Coordinator	weekly	(F)SCE funds	Attendance reports
2. Maintain exam exemption policy. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	College Readiness Coordinator, OHS Counselor, OHS Principal	Each semester	(L)Attendance reports	Attendance reports
3. Maintain incentive programs to promote increased attendance and reward perfect attendance. (Title I SW: 1,2,9,10) (Target Group: All)	OHS Principal	Each grading period	(L)Budgeted money for rewards and incentives, (L)Exemption policy	Attendance reports
4. Use PDAS Domain VII-Criterion 6 to hold staff accountable for attendance. (Title I SW: 1,2,9,10) (Target Group: All)	OHS Principal, Staff	Each semester	(L)Weekly attendance reports, (S)PDAS	Attendance reports
5. Use pregnancy prevention and other community sponsored programs. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	OHS Counselor, OHS Principal, PEIMS Coordinator	Each semester	(L)Budgeted funds, (L)Parent Participation	Attendance reports
6. Monitor LEP students and provide learning environment. (Title I SW: 1,2,9,10) (Target Group: LEP)	ESL Teacher, Instructional Staff, OHS Counselor, OHS Principal, Tonya Poindexter	each grading period	(F)SCE funds, (F)SIOP Coach, (L)Weekly attendance reports	Attendance reports

OZONA HS

Goal 3. A low drop-out rate will be maintained.

Objective 1. Ozona High School will have a drop-out rate of 2.0% or less for the 2013-2014 school year

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue a needs assessment which includes needs of LEP students. (Title I SW: 1,2,9,10) (Target Group: LEP) (NCLB: 5)	ESL Coordinator, ESL Teacher, OHS Counselor, OHS Principal, SBDM Team	Each semester	(S)AEIS Data	AEIS data
2. Monitor OHS schedule. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	OHS Counselor, OHS Principal, Staff	yearly	(S)AEIS Data	PEIMS data Observations
3. Maintain TAKS/EOC tutoring classes and summer school for those who fail the TAKS or EOC. (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	Faculty & Staff, OHS Counselor, OHS Principal	Each semester	(F)Title I, (L)Computers	TAKS results
4. Maintain a diversity of courses offering life skills classes (Title I SW: 1,2,9,10) (Target Group: SPED) (NCLB: 5)	College Readiness Coordinator, OHS Counselor, OHS Principal	Each semester	(L)OHS Schedule, (L)Scheduling	Student and community surveys
5. Continue implementing student/teacher mentor program (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	College Readiness Coordinator, OHS Counselor, OHS Principal, Staff	Each semester	(L)Advisory classes, (L)Teacher mentors	Principal observations AEIS data
6. Provide opportunities and programs for OHS campus to recapture drop-outs and save at-risk students (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	OHS Counselor, OHS Principal, Staff	Fall 2012	(L)Budgeted funds, (S)ESSC XV	AEIS data
7. Pregnancy prevention programs (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	OHS Counselor, OHS Principal	Each semester	(L)Budgeted funds	AEIS data

OZONA HS

Goal 4. Students will take college admission tests.

Objective 1. At least 95% of all Ozona High School Junior and Senior students will take a college admissions test and 60% of those students will score 1200 or above on the SAT or 23 on the ACT for the 2013-2014 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Publicize importance of college admission tests and times (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	College Readiness Coordinator, Counselor(s), OHS Counselor, OHS Principal, Staff	each grading period	(L)Bulletin Board, (L)Counselor Information, (L)Library, (L)Newspaper, (L)Television	ACT/SAT participation results PSAT participation results.
2. Increase student awareness of college admissions tests (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	College Readiness Coordinator, OHS Counselor, OHS Principal	each grading period	(L)Counselor visits, (L)PLAN tests	ACT/SAT participation and results
3. Increase participation in pre-AP classes, AP classes and Dual-Credit classes (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	College Readiness Coordinator, Faculty & Staff, OHS Counselor, OHS Principal	Each semester	(L)AP/pre-AP classes	ACT/SAT results Pre-AP, AP, and Dual-Credit participation Implementation and specification and qualification
4. Increases critical thinking/teaching strategies through rigorous curriculum and implement lesson plan template, thus addressing the need identified in the Comprehensive Needs Assessment to improve instructional design and differentiated instruction. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	Faculty & Staff, OHS Counselor, OHS Principal	each grading period	(L)AP training, (L)Bloom's Taxonomy, (L)Staff Development Funds, (S)ESCC XV	Teacher evaluations ACT/SAT results
5. Provide opportunities for and encourage juniors to take an ACT/SAT exam during their junior year. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	College Readiness Coordinator, Faculty & Staff, OHS Counselor, OHS Principal	Each semester	(L)School communications	ACT/SAT participation

OZONA HS

Goal 5. Students will graduate.

Objective 1. At least 99% of all Ozona High School students will graduate and will participate in some post-secondary training in the 2012-2013 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue a student advisory program for all students. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	College Readiness Coordinator, Faculty & Staff, OHS Counselor, OHS Principal	each grading period	(L)Teacher mentors	AEIS results
2. Provide staff development for informal teacher mentors. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	Dean of Student Services, OHS Principal	each grading period	(S)ESCC XV	Principal observations AEIS results
3. Conduct advisor/mentor surveys for students. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	College Readiness Coordinator, Dean of Student Services, OHS Counselor, OHS Principal	Each semester	(S)ESCC XV	Student Advisory class participation and Student surveys
4. Promote pregnancy prevention program and PRS sponsored projects. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	College Readiness Coordinator, OHS Counselor, OHS Principal	Each semester	(L)Budgeted funds	Low teenage pregnancy rate
5. Continue and expand Career and Technology classes. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	College Readiness Coordinator, OHS Counselor, OHS Principal, Superintendent	Each semester	(F)Perkins Federal Grant	AEIS results CATE participation Tech Prep
6. Participation in Top 10% guaranteed admission to a public Texas state college or university. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	College Readiness Coordinator, OHS Counselor, OHS Principal	Each semester	(L)Counseling services, (L)Teacher mentors	College admissions Work programs
7. Texas Grant program for students with financial need and participate in the Recommended or Distinguished Diploma program. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	College Readiness Coordinator, OHS Counselor, OHS Principal	Each semester	(L)Counseling services, (L)Teacher mentors	College admissions
8. Maintain PRS (Programming related services). (Target Group: All)	OHS Counselor, OHS Principal, PEIMS Operator			

OZONA HS

Goal 6. The school will provide a safe learning environment.

Objective 1. Maintain a safe and drug free environment by providing awareness activities and involve stakeholders in developing meaningful intervention plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development for intervention techniques. RTI, Bullying, Cyber bullying, Emergency notebook, Faculty meeting. (Title I SW: 1,2,4,9,10) (Target Group: All) (NCLB: 4)	Department Heads, OHS Counselor, OHS Principal	Each semester	(L)RTI Guidelines	Training verification, staff development attendance sheets.
2. Create awareness sessions through awareness programs. Topics will include all types of bullying (ie. cyber, media, physical, verbal). (Title I SW: 1,2,4,9,10) (Target Group: All) (NCLB: 4)	Faculty & Staff, OHS Counselor, OHS Principal	Each semester		Evaluation sheet for students Student surveys
3. Parent and students surveys concerning safe and drug free schools. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 4)	OHS Counselor, OHS Principal	Each semester	(L)Newsletter mail out, (L)Newspaper	Culmination of results from parent and student surveys
4. Distribute emergency notebooks and practice emergency procedures. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	OHS Principal, Staff	Each semester		Feedback from faculty and staff
5. Implement a parent/teacher conference day that includes student work and facilities (open house) and provide all information including presentation for parents in Spanish. The Comprehensive Needs Assessment indicated a need to reach parents of all ethnicities more effectively. (Title I SW: 1,2,6,9,10) (Target Group: All, H, Migrant, AtRisk) (NCLB: 4)	Dean of Student Services, OHS Principal	Each semester	(L)Facilities, (L)Progress Reports	Parent attendance as measured via classroom visitor logs
6. Parents attending ARD meetings of special needs students and LPAC meetings will receive parental information. (Title I SW: 1,2,6,9,10) (Target Group: ESL, SPED) (NCLB: 4)	Dean of Student Services, Educational Diagnostician, ESL Coordinator, ESL Teacher, OHS Principal, Special Education Staff	Each semester	(L)LEP, (L)Progress Reports, (L)Special Needs Data	ARD/LPAC meeting attendance
7. All teachers will have a minimum of 3 parent contacts bi-weekly to improve parent awareness and parent involvement. (Target Group: All, ECD)	OHS Principal, Teacher(s)	each grading period	(L)Faculty & Staff	Principal and Lead teachers checking documentation. Phone contact log in CIA notebooks.

OZONA HS

Goal 7. The school will hire and retain highly qualified teachers.

Objective 1. To provide an education for all students with the most qualified staff available.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attend job fairs at nearby universities to acquire highly qualified teachers. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 3)	OHS Principal, Superintendent	Each semester		Viable Applicants
2. Provide and maintain competitive salaries. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 3)	Board of Trustees, Superintendent	yearly	(L) Budgeted funds	Regional and state salary reports/comparisons of public schools.
3. Obtain applicants and maintain dialogue with ESCS, universities, and other SBEC approved Alternative Certification Programs for eligible applicants. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 3)	OHS Principal, Superintendent	Each semester	(S) ESC XV	Viable Candidate participation

State Compensatory Education

STATE COMPENSATORY EDUCATION

Students at risk for drop out/failure at Ozona High School are identified using the following state eligibility criteria:

A student under 21 years of age who...

1. Is in Pre-Kindergarten – Grade 3 and did not perform satisfactory on a readiness test/assessment given in the current school year.
2. Did not maintain a 70 average in two or more subjects in the preceding or current school year or is not maintaining a 70 average in two or more subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument or has failed TAKS in prior year and currently has passed; however, has not passed at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in DAEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current year, been referred to DPRS by school official, officer of juvenile court, or officer of law.
12. Is homeless, as defined by 42 U.S.A.C. 11302, and its amendments.
13. Resided in the preceding school year or current school year in a residential placement facility in the district, including a foster group home.

At the end of the school year, student cases are again reviewed. All students are given an appropriate reading and math test at the end of the year. The passing criteria is determined by the OHS grade level committee prior to the administration of the tests. Criterion #1 is re-evaluated again at this time. Students who were at-risk for current year (beginning of year) assessment may be taken off of the at-risk list and others may remain. Students who were not at-risk at the beginning of the year for current year assessment may be noted at the end of the year to be at-risk due to EOY assessment. For Criterion #3, students who have been retained remain on the at-risk list for duration of their education (through grade 12). For Criterion #10, students who are LEP based on their spring LPAC meeting are considered at-risk at the end of the year. The other state criteria are reviewed at this time to determine if any of the students meet the definitions of at risk.

Campus Improvement Plan & Signature Page

Crockett County Consolidated Common School District

Superintendent
Raul Chavarria

Ozona High School Administration
Ronny Clayton, Principal
Tisha Harrison, Counselor

Ozona High School Planning and Decision Making Committee

The following members of the OHS Campus Site Base Decision Making Committee have reviewed and evaluated the initial input from involved parties and have recommended the attached Campus Improvement Plan for the school year 2013-2014:

Committee Chair:

Ronny Clayton (Principal)

Erick Thormaehlen – Teacher

Ariel Kellogg – Teacher

Kimberly Maldonado – Teacher

Zack Youngblood – Teacher

Krystal Smith – Teacher

Special Programs Representative:

Lyon Lofland – Teacher

ESL Representative:

Cheryl Bricken

Parent Representatives:

Carlos Cantu

Vicki Childress

Student Representatives:

Vivian Medina- Senior

Nathaniel Valdez-Junior

Esterania Torralba- Soph.

Meagan Vasquez-Freshman

Business Representative:

Mingo Perez

Jody Upham

Community Representative:

Carlos Cantu

Permanent Terms:

Ronny Clayton (Principal)

Tisha Harrison (Counselor)

Ozona High School Improvement Plan for 2013-2014

Resources

Resource	Source
No rows defined.	

OZONA MIDDLE

Mission

We believe that OMS, as a community of learners, will aspire to challenge and value each student. We will prepare each student with equal opportunities to reach for the highest achievements in all they do; through mutual respect and leadership, OMS students will be empowered, prepared and motivated to become productive global citizens.

Nondiscrimination Notice

OZONA MIDDLE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the Rehabilitation Act of 1973; as amended.