

OZONA H S

Mission Statement

Vision

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.

Federal, State, and Local Funding Sources

Program	Funding Source
No funds defined.	

OZONA H S

Campus Improvement Plan

2010/2011

Date Reviewed: 11/15/10

Date Approved: 11/19/10

OZONA H S

Mission Statement

It is our philosophy that with a purposeful curriculum, a competent faculty and support staff, a supportive community, and diligent labor, we can equitably serve and recognize all members of the diverse Ozona High School community, empowering them to be a knowledgeable, socially responsible, well-rounded life long learners who will contribute to society as successful and productive members.

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*

Nondiscrimination Notice

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OZONA H S Site Base

Name	Position
Carol, Stevens	Counselor
Clayton, Ronny	Teacher
DeLeon, Dottie	Teacher
duBois, Susie	College Readines Coordinator
English, Cathy	Teacher
Granger, Benny	Principal
Gutierrez, Matias	Dean of Students
Jackson, John	Teacher
Lunn, Ethan	Special Education Teacher
Maldonado, Kimberly	Teacher
Morrow, Georgia	Business member
Newlin, Veronica	ESL Teacher
Ortiz, Jesse	Parent
Ramon, Guadalupe	Teacher
Tammy, McWilliams	Teacher
Volpe, Paul	Teacher
Williams, Ty	Community member

Federal, State, and Local Funding Sources

Program	Funding 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

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2010/2011 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 2011, at least 85% of all students in all programs will pass the TAKS exams, or other appropriate exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify strengths and weaknesses through individual student profiles. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Benny Granger, Matt Gutierrez, Staff, Susie duBois	Fall 2010	(L)Team Leaders, (S)AEIS Data, (S)TAKS test results	Individual assessment
2. Use TEKS to establish instructional priorities for TAKS (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Carol Stevens, Matt Gutierrez, Staff, Susie duBois	Fall 2010	(L)Tutorial classes, (O)TEKS, (S)ESC XV	Integration into all subject areas
3. Provide staff time for planning and creating new instructional strategies such as the 5-E Lesson Plan Model as Indicated in Comprehensive Needs Assessment. (Title I: 1,2,4,9,10) (Target Group: All) (NCLB: 1,2,5)	Benny Granger, Matt Gutierrez	Fall 2010	(F)SCE funds, (L)Team Leaders, (O)TEKS, (S)ESC XV	Principal observations
4. Provide TAKS remediation and preparation classes for all students and maintain vertical alignment. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Benny Granger, Carol Stevens, Department Heads, Matt Gutierrez, Staff, Susie duBois	Fall 2010	(F)SCE funds, (L)Team Leaders, (S)TAKS Materials	Targeted benchmark results, TAKS results.
5. Communicate TAKS objectives and activities to all stake holders (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Benny Granger, Carol Stevens, Classroom teachers, Faculty & Staff, Matt Gutierrez, SBDM Team, Susie duBois	Fall 2010	(L)Flyers, (L)Parent/Staff contact, (L)Team Leaders	Parent conferences, mailouts, TEKS, Student folders for TAKS remediation.
6. Maintain the summer remediation program. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Benny Granger, Carol Stevens, Chris duBois, Matt Gutierrez	Fall 2010	(F)Read/Right, (F)Title I	TAKS results, credit recovery needs.
7. Provide opportunity for all special needs students to take TAKS exam, TAKS M exam, TAKS Alt exam. (Title I: 1,2,9,10) (Target Group: SPED) (NCLB: 1,2,5)	Benny Granger, Carol Stevens, Staff, Susie duBois	Fall 2010	(L)ARD meetings, (S)TAKS test results	TAKS results ARD, PLAN test
8. Review current curriculum to align with TAKS objectives (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Benny Granger, Carol Stevens, Classroom teachers, CSCOPE, Department Heads, Matt Gutierrez, Region XV ESC, Staff	Fall 2010	(S)AEIS Data, (S)TAKS test results	TAKS Results Dept. Heads, ESC XV

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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 2011, at least 85% of all students in all programs will pass the TAKS exams, or other appropriate exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Develop and implement TAKS strategies and activities to aid LEP and special needs students. (Title I: 1,2,9,10) (Target Group: LEP, SPED) (NCLB: 1,2,5)	Benny Granger, Carol Stevens, Matt Gutierrez, Teacher(s), Tonya Poindexter, Veronica Newlin	Fall 2010	(F)SIOP Coach, (L)JCSCOPE, (L)Lesson Plans, (L)Scheduling, (S)ESC XV Staff, (S)SIOP (Sheltered Instruction Observation Protocol, (S)TAKS Released Tests, (S)TAKS Study Guide, (S)TAKS test results, (S)TAKS Workbooks	TAKS results, Benchmark testing results, DMAC data, observations.
10. Classroom observations for special programs (ESL, Special Ed) (Title I: 1,2,9,10) (Target Group: ESL, SPED) (NCLB: 1,2,5)	Special Education Staff, Veronica Newlin	Fall 2010	(L)Instructionally focused calendar	Observations
11. Provide staff time for planning and creating new instructional strategies and providing time for vertical alignment. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Benny Granger, Matt Gutierrez	Fall 2010	(F)SCE funds, (L)Team Leaders, (S)ESC XV	Principal observations TAKS results
12. Teachers will implement higher order thinking skills into their classroom instruction. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Benny Granger, Matt Gutierrez, Staff	Fall 2010	(L)Class Curriculum, (L)Five E Model, (L)OHS Schedule, (L)Team Leaders, (S)ESC XV	TAKS results, observation.
13. Teacher will provide a daily TAKS/SAT activity (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Benny Granger, Staff	Fall 2010	(L)Instructionally focused calendar, (L)Library	TAKS results, observation, lesson plans.
14. Use OHS 8 period modified block schedule with extended times and tutorials to address needed improvement in 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)	Benny Granger, Carol Stevens, Matt Gutierrez, SBDM Team	Fall 2010	(L)Faculty & Staff, (L)OHS Schedule	TAKS results, Staff Development.

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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 2011, at least 85% of all students in all programs will pass the TAKS exams, or other appropriate exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
15. Implement Cornell note-taking for students. (Target Group: All) (NCLB: 1,2,5)	Benny Granger, Carol Stevens, Department Heads, Faculty & Staff, Matt Gutierrez, Susie duBois	Fall 2010	(L)Principal, (L)Staff and faculty	Lesson plans, Observation.
16. 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)	Benny Granger, Carol Stevens, Chris duBois, Faculty & Staff, Special Education Staff, Tonya Poindexter	Fall 2010	(F)SIOP Coach, (L)Budgeted funds, (L)Lesson Plans	Lesson plans, observation, staff development sessions.

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

Objective 1. Ozona High School will maintain an attendance rate of 96% by all students and student populations for the 2010-2011 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: 1,2,9,10) (Target Group: All)	Benny Granger, CC Sheriffs Department, Maria Perez, Matt Gutierrez, PEIMS Coordinator	Fall 2010	(F)SCE funds	Attendance reports
2. Maintain final exam exemption policy. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Carol Stevens, Susie duBois	Fall 2010	(L)Attendance reports	Attendance reports
3. Maintain an incentive program to promote increased attendance and reward perfect attendance. (Title I: 1,2,9,10) (Target Group: All)	Benny Granger	Fall 2010	(L)Budgeted money for rewards and parties, (L)Exemption policy	Attendance reports
4. Use PDAS Domain VII-Criterion 6 to hold staff accountable for attendance. (Title I: 1,2,9,10) (Target Group: All)	Benny Granger, Staff	Fall 2010	(L)Weekly attendance reports, (S)PDAS	Attendance reports
5. Use pregnancy prevention and other community sponsored programs. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Carol Stevens, PEIMS Coordinator, Susie duBois	Fall 2010	(L)Budgeted funds, (L)Parent Participation	Attendance reports
6. Monitor LEP students and provide learning environment. (Title I: 1,2,9,10) (Target Group: LEP)	Benny Granger, ESL Teacher, Principal, Tonya Poindexter, Veronica Newlin	Fall 2010	(F)SCE funds, (F)SIOP Coach, (L)Weekly attendance reports	Attendance reports

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

Objective 1. Ozona High School will have a drop-out rate of 0.5% or less for the 2010-2011 school year

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue a needs assessment which includes needs of LEP students. (Title I: 1,2,9,10) (Target Group: LEP) (NCLB: 5)	Benny Granger, Carol Stevens, Counselor(s), Patty Villarreal, SBDM Team	Fall 2010	(S)AEIS Data	AEIS data
2. Monitor OHS schedule. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Staff	Fall 2010	(S)AEIS Data	PEIMS data Observations
3. Maintain TAKS tutoring classes and summer school for those who fail the TAKS. (Title I: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	Benny Granger, Carol Stevens, Counselor(s), Staff	Summer 2010	(F)Title I, (L)Computers	TAKS results
4. Maintain an alternative high school to recapture drop-outs and save at-risk students (Title I: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	Benny Granger, Campus Principals, Carol Stevens, Susie duBois	Fall 2010	(S)ESC XV	AEIS data
5. Maintain a diversity of courses offering life skills classes (Title I: 1,2,9,10) (Target Group: SPED) (NCLB: 5)	Benny Granger, Carol Stevens, Susie duBois	Fall 2010	(L)OHS Schedule, (L)Scheduling	Student and community surveys
6. Continue implementing student/teacher mentor program (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Carol Stevens, Counselor(s), Staff, Susie duBois	Fall 2010	(L)Advisory classes, (L)Teacher mentors	Principal observations AEIS data
7. Odysseyware program for OHS campus to recapture drop-outs and save at-risk students (Title I: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	Benny Granger, Carol Stevens, Keith Harmsen	Fall 2010	(L)Budgeted funds	AEIS data
8. Pregnancy prevention programs (Title I: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	Benny Granger, Carol Stevens, Counselor(s), Susie duBois	Fall 2010	(L)Budgeted funds	AEIS data

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Goal 4. Students will take college admission tests.

Objective 1. At least 50% of all Ozona High School students will take a college admissions test and 40% of those students will score 1200 or above on the SAT or 23 on the ACT for the 2010-2011 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Publicize importance of tests and times (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Carol Stevens, Counselor(s), Staff, Susie duBois	Fall 2010	(L)Bulletin Board, (L)Counselor information, (L)Library, (L)Newspaper, (L)Television	ACT/SAT participation
2. Increase student awareness of college admissions tests (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Carol Stevens, Counselor(s), Susie duBois	Fall 2010	(L)Counselor visits, (L)PLAN tests	ACT/SAT results
3. Increase participation in AP classes and pre-AP classes (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Carol Stevens, Counselor(s), Staff, Susie duBois	Fall 2009	(L)AP/pre-AP classes	ACT/SAT results
4. Increases critical thinking/teaching strategies through rigorous curriculum and implement the 5-E Lesson Plan Model, thus addressing the need identified in the Comprehensive Needs Assessment to improve instructional design and differentiated instruction. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Carol Stevens, Staff, Susie duBois	Fall 2009	(L)AP training, (L)Bloom's Taxonomy, (L)Staff Development Funds, (S)ESC XV	Teacher evaluations ACT/SAT results
5. Encourage juniors to take an ACT/SAT exam during or after the second semester of their junior year. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Carol Stevens, Staff, Susie duBois	Fall 2010	(L)School communications	ACT/SAT participation

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Goal 5. Students will graduate.

Objective 1. At least 99% or all Ozona High School students will graduate and will participate in some post-secondary training in the 2010-2011 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue a student advisory program for all students. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Carol Stevens, Susie duBois	Fall 2010	(L)Teacher mentors	AEIS results
2. Provide staff development for informal teacher mentors. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger	Fall 2010	(S)ESC XV	Principal observations AEIS results
3. Conduct advisor/mentor surveys for students. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Carol Stevens, Susie duBois	Fall 2010		Advisory class Student participation
4. Promote pregnancy prevention program and other sponsored projects. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Carol Stevens, Susie duBois	Fall 2010	(L)Budgeted funds	Low teenage pregnancy rate
5. Continue Career and Technology classes (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Carol Stevens, Chris duBois, Susie duBois	Fall 2010	(F)Perkins Federal Grant	AEIS results CATE participation Tech Prep
6. Participation in Top 10% guaranteed admission to Texas state college. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Carol Stevens, Staff, Susie duBois	Fall 2010	(L)Counseling services, (L)Teacher mentors	College admissions Work programs
7. Texas Grant program for students with financial need and participate in the Recommended Diploma program. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Carol Stevens, Counselor(s), Staff, Susie duBois	Fall 2010	(L)Counseling services, (L)Teacher mentors	College admissions
8. Teach for Texas Program which informs middle and high school students, their parents and teachers, concerning loan repayment for teaching in needy areas. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Carol Stevens, Counselor(s), Susie duBois	Fall 2010	(L)Counseling services, (L)Teacher mentors	College admissions

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

Objective 1. Lower all types of violent acts by developing meaningful intervention plans and involving stakeholders in awareness activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development for intervention techniques. (Title I: 1,2,4,9,10) (Target Group: All) (NCLB: 4)	Benny Granger, Carol Stevens, Department Heads, Matt Gutierrez	Fall 2010		Training verification, staff development attendance sheets.
2. Create awareness sessions through SDFS programs. (Title I: 1,2,4,9,10) (Target Group: All) (NCLB: 4)	Carol Stevens, Staff, Susie duBois	Fall 2010		Evaluation sheet for students
3. Parent survey concerning school violence. (Title I: 1,2,6,9,10) (Target Group: All) (NCLB: 4)	Carol Stevens, Counselor(s)	Fall 2010	(L)Newsletter mail out, (L)Newspaper	Culmination of results
4. Distribute emergency flip charts and practice emergency procedures. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Benny Granger, Matt Gutierrez, Staff	Fall 2010		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: 1,2,6,9,10) (Target Group: All, H, Migrant, AtRisk) (NCLB: 4)	Benny Granger, Dean of Student Services, Matt Gutierrez	Fall 2010	(L)Facilities, (L)Progress Reports	Parent attendance
6. Parents attending ARD meetings of special needs students and LPAC meetings will receive parental information. (Title I: 1,2,6,9,10) (Target Group: ESL, SPED) (NCLB: 4)	Benny Granger, Matt Gutierrez, Special Education Staff, Veronica Newlin	Fall 2009	(L)JLEP, (L)Progress Reports, (L)Special Needs Data	ARD/LPAC meeting attendance

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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. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 3)	Benny Granger, Chris duBois, Matt Gutierrez	Spring 2010		Viable Applicants
2. Competitive salaries. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 3)	Board of Trustees, Chris duBois, Superintendent	Spring 2010	(L) Budgeted funds	H.Q. Teachers
3. Maintain dialogue with ESCS for eligible applicants from Alternative Certification Programs. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 3)	Benny Granger, Chris duBois	Fall 2010/Spring 2011	(S) ESC XV	Viable Candidate participation
4. Obtain applicants from other SBEC approved Alternative Certification programs. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 3)	Benny Granger, Chris duBois, OHS Principal, Superintendent	Fall 10/Spring 11		Viable Candidate participation

Declaration of Beliefs and Vision

OZONA HIGH SCHOOL A DECLARATION OF BELIEFS AND VISIONS

- *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 STUDENTS.
- *OZONA HIGH SCHOOL REQUIRES A COMMON CORE OF ACADEMIC SUBJECTS FOR ALL STUDENTS AS DETERMINED BY THE STATE OF TEXAS

The OHS Principal and the OHS Counselor 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 educational 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 (public meetings, 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
- * Research-based schools of excellence and quality
- * Student attendance, suspension, corporal punishment, and expulsion rates
- * Staff effectiveness
- * Administrative and instructional leadership
- * Parent and community support and involvement in assisting students to achieve success

Accountability and Results

- * Achievement of Student Performance: Attainment of excellence and equity as measured by valid assessments such as the AEIS report
- * Standardized Test Scores: TAKS, TAKS M, SAT, or ACT, and others (percent passing and excelling; trends for the campus and district, "expected" v. "actual" results)
- * Enrollment in higher level courses, college courses, or advanced courses, and tech prep courses
- * Graduation with advanced courses on students' transcripts
- * Academic progress of students with special needs (e.g., Limited English Proficient, Exceptional Student Education and Title I regular)
- * School promotion, Ozona High School graduation, drop-out, and attendance rates
- * Post graduation success (e.g., job placement, success in the work-place, further education, post-high school training, etc.)

Ozona High School Priorities and Goals

1. Student Achievement

Improve the overall academic achievement of all students (grades nine through twelve) 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. Decentralization and Site-Based Decision-Making

Implement decentralization through department meetings and site-based 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 academic departments and the site-based decision making committee: What does research or best practice say, and will it enhance student performance? Other guidelines are: it cannot be illegal, immoral, or in violation of state or federal laws.

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 other goals. The OHS administration will continue to follow school board policy guidelines and the Family Code to enforce attendance rules.

5. High Quality Staff and Staff Development

Attract, retain, and educate through staff development, the most effective and highly qualified teachers, administrators, and other staff.

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. Graduation and Dropout Rates

Increase the OHS student graduation rate and reduce the OHS student dropout rate by meeting or exceeding the state graduation standard of 99% while maintaining a student dropout rate lower than the state standard of 1%.

8. Productivity Through Technology

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

9. School Climate and Facilities

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

10. 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.

11. School to Work and College Preparation

Prepare all students with relevant career and life skills that reflect both the needs of the global economy and the students' individual needs and aspirations. Additionally, OHS will provide opportunities for an accelerated graduation schedule.

12. Counseling

Counseling services will be made available to all students. Those services will include suicide prevention, conflict resolution, violence prevention, or dyslexia treatment as necessary. Additionally, the high school counselor's office will make available to high school students, those students' teachers, and those students' parents information about:

- a) higher education admissions and financial aid opportunities
- b) the TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56
- c) the need for students to make informed curriculum choices to be prepared for success beyond high school
- d) sources of information on higher education admissions and financial aid

A half-day at-risk counselor will be added beginning with the 2008-2009 school year. It will be their charge to follow up with students and parents of those students in order to help identified students be successful

2010-2011 Annual Report of Ozona High School

Ozona High School has made progress as indicated by meeting AYP. With enthusiasm, and shared determination we, as a campus, are working to produce more signs of success and to raise scores. We adjusted the HS bell schedule to accommodate the needs of struggling math and science students by allowing for 75 minutes of instruction 4 days a week and 50 minutes of instruction one day a week in those classes. We added classes in which students may receive college credit for their efforts, core curriculum teams have been provided a common planning time to target student needs identified by grades and test results. In addition, we have added an at-risk counselor who will track at-risk student grades, progress, and attendance. Our challenge is to realize an upward improvement on the Texas Assessment of Knowledge and Skills (TAKS), especially in our 9th and 10th grade math scores and in all areas of the Academic Excellence Indicator System (AEIS). Additionally, our goal is to increase the number of commended performances in all areas of TAKS.

Ozona High School has begun its progress toward becoming an educational institution of excellence and equity. For several years, our school district has been building its commitments to improve student achievement and school effectiveness based upon two fundamentals of reform:

***Support for Change and Decentralization** - The Crockett County School Board developed a call for action to build a new educational framework in Ozona High School that is founded on the basic assumptions that we emphasize the relationship between teacher and student, and that we decentralize by featuring site-based decision-making. The faculty and staff at Ozona High School has built upon that call to action and has decentralized many curriculum decisions through the departmentalization of Science, Math, Social Studies, and English Language Arts. In addition, those core subjects have been provided a common planning period to better address the needs of all students. The district has focused on student performance on what research and best practices indicates, thus, making the students and student performance non-negotiable.

*** Priorities** - 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 at all levels.

Priorities of the Ozona High 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.

*** Decentralization and Site-Based Decision-Making** - Implement decentralization through site-based decision-making and departmentalization. Eliminate unnecessary rules/regulations. Our campus has a site-based decision-making committee and departments which follow all legal guidelines. Any teacher who wishes may attend any and all meetings, participate actively, and have a voice in decisions made on our campus.

- * **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).
- * **Graduation and Dropout Rates** - Increase the graduation rates; reduce the dropout rates; and increase the attendance rates at OHS. The dropout rate in the district has declined and the dropout rate at Ozona High School has decreased to well below 1.5%. The graduation rate is gradually improving but more improvement is still needed.
- * **Highly Qualified 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** - Increase 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** - The development of a comprehensive discipline program that teaches manners and ensures respect for others, laws, and property. The district's In-school Suspension Program and Alternative Education Program Center is contributing significantly to improving student discipline.

Campus TAKS Scores

The Texas Assessment of Knowledge and Skills (TAKS) scores are an important factor in measuring improved student performance. These figures are from the 2007-2008 AEIS reports and campus level TAKS results.

OHS TAKS SCORES

Students	Reading Mastery	Math Mastery	ELA Mastery	Science Mastery	Soc. Studies Mastery
9th, '05	91%	61%	-	-	-
10th, '05	-	48%	59%	42%	76%
11th, '05	-	78%	94%	82%	96%
Students	Reading Mastery	Math Mastery	ELA Mastery	Science Mastery	Soc. Studies Mastery
9th, '06	96%	74%	-	-	-
10th, '06	-	57%	88%	76%	92%
11th, '06	-	82%	90%	76%	95%
Students	Reading Mastery	Math Mastery	ELA Mastery	Science Mastery	Soc. Studies Mastery
9th, '07	93%	58%	-	-	-
10th, '07	-	68%	92%	55%	83%
11th, '07	-	86%	98%	88%	97%
Students	Reading Mastery	Math Mastery	ELA Mastery	Science Mastery	Soc. Studies Mastery
9th, '08	89%	40%	-	-	-
10th, '08	-	62%	94%	51%	86%
11th, '08	-	77%	93%	80%	91%

Students	Reading Mastery	Math Mastery	ELA Mastery	Science Mastery	Soc. Studies Mastery
9th, '09	93%	61%	-	-	-
10th, '09	-	50%	95%	43%	82%
11th, '09	-	85%	96%	85%	98%
Students	Reading Mastery	Math Mastery	ELA Mastery	Science Mastery	Soc. Studies Mastery
9th, '10	90%	55%	-	-	-
10th, '10	-	56%	92%	73%	90%
11th, '10	-	78%	94%	80%	89%

OHS SAT Scores

No. of students taking the SAT	Avg. Score	Texas	National
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Seniors 2004

All Students	35	995	
Anglo Students	28	1050	
Hispanic Students	7	837	

Seniors 2005

All Students	21	917	
Anglo Students	15	975	
Hispanic Students	6	890	

Seniors 2006

All Students	15	905	
Anglo Students	9	965	
Hispanic Students	6	810	

Seniors 2008

All Students	8	1700*	
Anglo Students	6	1603*	
Hispanic Students	1	1330*	
Other	1	2050*	

Seniors 2009

All Students	N/A		
Anglo Students	N/A		
Hispanic Students	N/A		

*SAT changed the way they scored and added an optional writing test.

Ozona High School ACT Scores

No. of Students taking the ACT	Avg. Score	Texas	National
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<u>Seniors 2005</u>				
All Students	24	20.6	20.2	NA
Anglo Students	-	-		
Hispanic Students	-	-		
<u>Seniors 2006</u>				
All Students	28	20.5	20.3	NA
Anglo Students	-	-		
Hispanic Students	-	-		
<u>Seniors 2007</u>				
All Students	34	19.0	20.5	NA
Anglo Students	19	19.9	22.2	NA
Hispanic Students	12	17.0	18.1	NA

*2005-2007 scores are from ACT scoring facility or the College Board.

<u>Seniors 2008</u>				
All students	17	18.4		
Anglo Students	10	23		
Hispanic Students	7	18		
<u>Seniors 2009</u>				
All students	24	21.7	20.5	N/A
Anglo students	12	23.1		
Hispanic students	11	19.7	15.0	
Other	1			

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 High 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 various academic departments.

The OHS Site-based decision-making committee is made up of teachers that are elected, but any professional who desires to participate is allowed to do so equally with those elected. The committee, chaired by the campus principal or some other selected/elected professional, is made up of teachers, teacher aides, and other school based professionals, parents, and community representatives. This group considers policies and programs that affect both students and faculty alike which includes curriculum, instruction, budgeting, staffing, special programs, and partnerships. They have an active part in providing input for final campus and decision making. It also offers issues and innovative, effective ideas transmitted up to the Superintendent and School Board for district-wide consideration and possible implementation.

In addition to Site-based Decision-making, the OHS campus is taking advantage of departmentalization. Currently, there are departments in English, Social Studies, Math, and Science. These departments meet occasionally to make instructional and curriculum decisions based upon data gleaned from the campus AEIS report, ADM, and

other sources.

Another component of decentralization 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.

Decentralization Requires Accountability

Ozona High 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 over a five to eight year period;
- * Annual Report of Campus Progress to monitor and publicly report progress and ensure that each campus improves;
- * Assessment and contract renewal of district administrators linked to student achievement;
- * Annual Parent/Community/Teacher committees and surveys to determine our customers' perceptions of campus and district quality

Everyone is Represented in Restructuring

Every OHS community member is important, and everyone is represented when it comes to making decisions. Parents and community members are represented and provide input to the principal, assistant principal, counselor, and campus. 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 OHS administration, faculty, and staff have high expectations for all students. A core curriculum that is in line with more rigorous national standards is being designed to make certain our students graduate from Ozona High School fully prepared to compete and succeed in colleges and universities or the world of work.

We have already begun updating our learning standards by eliminating lower-level courses for graduation at Ozona High School. We are also updating our methods of evaluating student achievement and delivery of instruction. Finally, OHS offers many advanced courses in many academic areas.

Graduation/Dropout Rates

One of the most significant events in a person's life is graduation from high school. This moment is filled with a sense of accomplishment, mixed with anticipation of where that high school diploma will lead and what doors it will open. Seniors graduating from Ozona High School demonstrate a commitment not only to themselves and their families, but also to the long-held belief that a high school diploma is the first step to success.

On the other end of the spectrum are those students who elect to drop out of school for reasons ranging from job requirements to peer pressure, to frustration, to family problems, to boredom, and to teenage pregnancy. These are the students whose future is limited, because they are limiting their access to opportunity.

The 2002-2003 graduation rate was 100% and the dropout rate was 0.0%. The 2003-2004 graduation rate was 98.4% and the dropout rate was 0.0%. The 2005-2006 dropout rate was 0.8%. The graduation rate of 2006 was 94.9%, and for 2007 it was 96.7%. Part of the reason for the drop in the graduation rate is due to the change in definition by TEA of graduation.

Both of these statistics are below the state average, but we must continue to seek ways to maintain and increase performance in these areas.

Attendance is also important and good attendance leads to better student performance which leads to more students graduating and reduces the dropout rate.

2003-2004 School Year Attendance

Crockett County Consolidated Common School District 96.8%
 Ozona High School 97.1%

2004-2005 School Year Attendance

Crockett County Consolidated Common School District 96.2%
 Ozona High School 96.3%

2005-2006 School Year Attendance

Crockett County Consolidated Common School District 96.6%
 Ozona High School 97.1%

2006-2007 School Year Attendance

Crockett County Consolidated Common School District 96.9%
 Ozona High School 97.9%

2007-2008 School Year Attendance

Crockett County Consolidated Common School District 96.1%
 Ozona High School 96.1%

2008-2009 School Year Attendance

Crockett County Consolidated Common School District 96.0%
 Ozona High School 95.4%

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 was, and continues to be, very important for the district due to the isolated geographical location of Ozona and Crockett County. Ozona High 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 that are more directly involved, and responsible for, TAKS scores and UIL sponsorships. 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 primary partnership should be with parents, and we need to make a major effort to involve parents to 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 High 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 High 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. To be certain that all functions within the campus are well run, up to peak performance, and contributing to student achievement, it is important that our progress and productivity not be hampered by outmoded technology, unnecessary paperwork, and bureaucracy.

Today's world is computer driven. There are few areas in our society that have not benefited 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 the knowledge 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 helps us teach more effectively and provides us with better ways to explain, instruct, and demonstrate.

Ozona High School's Goals for 2010-2011

Goal #1 Improve Student Performance

Goal Indicators and Objectives:

#1 Improve Academic Performance Measured by TAKS and the SAT

Objective #1:

The relative change when compared to the national norms in the SAT or ACT results in the grades ten for the P-SAT, eleven, and twelve will also reflect positive gains.

Objective #2:

85% of the students in the ninth, tenth, and exit level grades will pass the TAKS examinations in all subject areas.

#2 Increase Enrollement in Advanced Courses at Ozona High School

Objective #1:

The percentage of students taking at least one advanced course will increase by 5% by the beginning of the 2010-2011 school year.

#3 Reduce Dropout Rate

Objective #1:

The percentage of students reported as dropouts in grades 9-12 will remain lower than the state standard of 1%.

#4 Improve SAT/ACT Scores

Objective #1:

At least 50% of the students graduating in 2010-2011 school year will take the SAT or ACT, and at least 40% of those taking the SAT or ACT will score 1100 or above on the SAT and 23 or above on the ACT.

Activities:

- * Regular reports from OHS related to campus improvement plans including proactive actions being implemented will be given to the Board of Trustees.
- * Data analysis will continue to be reported to the Board and Superintendent by the principal, assistant principal or counselor.
- * The administration and teaching staff will continue implementing plans to align curriculum vertically and horizontally.
- * The administration will develop plans to ensure students with special needs have been identified and are being served.
- * The administration will develop a method of tracking students after graduation.

Goal #2 Facilitate Process for Meeting Facility Needs on the Campus

Activities:

- * The principal, assistant principal, and maintenance director will update and maintain plans for meeting facility needs of the district.
- * Continue developing specific plans for improved grounds and general maintenance care. Plans will include regular "walk-through" inspections jointly conducted by superintendent, principal, and maintenance director.

Goal #3 Develop a Comprehensive Technology Plan in Such a Way to Positively Impact Curriculum

Goal Indicators and Objectives:

#1 Facilitate and assist technology director

Objective #1:

Implement the board-approved District Technology Plan and continue to seek novel and productive ways to include computers in students' lives.

Goal #4 Continue to Focus on Academic Excellence, Equity, and Professional Growth

Activities:

- * Continue regular department meetings and campus-level committee meetings where professional growth is promoted.
- * Develop a theme in staff development for staff and meet 1-2 times per month to share and discuss strategies and techniques.
- * Continue to focus on accountability, evaluations, and professional growth opportunities.

Goal #5 Continue to Maintain Fiscal Responsibility

Goal Indicators and Objectives:

Objective #1:

Operate in such a way that expenses do not exceed budget in any functions.

Activities:

- * Continue professional growth training in office.
- * Continue to improve use of technology in office.
- * Continue to monitor budget expenditures on a regular basis.

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
Chris duBols

Ozona High School Administration
Benny Granger, Principal
Carol Stevens, Counselor
Matias Gutierrez, Dean of Students

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 2009-2010:

Committee Chair:
Benny Granger (Principal)

John Jackson – Teacher
Ronny Clayton – Teacher
Dottie DeLeon – Teacher
Cathy English – Teacher
Guadalupe Ramon – Teacher
Kimberly Maldonado – Teacher
Tammy McWilliams – Teacher
Paul Volpe - Teacher

Special Programs Representative:
Ethan Lunn – Teacher

ESL Representative:
Veronica Newlin - Teacher

Parent Representative:
Jesse Ortiz

Business Representative:
Georgia Morrow

Community Representative:
Ty Williams

Permanent Terms:
Benny Granger (Principal)
Carol Stevens (Counselor)
Matias Gutierrez (Dean of Students)

Ozona High School Improvement Plan for 2010-2011

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













