

**CROCKETT COUNTY CONSOLIDATED
COMMON SCHOOL DISTRICT
District Improvement Plan
2017-2018**

**Date of School Board Approval
Updated 3-1-18**

Legal References

- Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)
- Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

Mission Statement

Our mission for Ozona Schools is to ensure student success through high expectations for all students by all stakeholders, establishing a culture of pride and excellence.

Vision Statement

Crockett County Schools will encourage, reward, and set expectations for lifelong learning where all people attain their greatest potential and help others to do the same, resulting in strong connections and contributions to society.

District Improvement Planning and Decision Making Committee

Dates:
 December 14, 2017
 February 15, 2018
 April 9, 2018

Name	Position
Bachman, Rick	OMS Principal
Chavarria, Raul	Superintendent
Childress, Kimber	Parent
Childress, Leanna	High School Counselor
Childress, Shelly	Parent
Cowley, Amy	Business Member
Criswell, Dana	Teacher
Davidson, Kayla	Parent
Delgado, Fabian	Parent
Fox, Jana	Teacher
Freeman, Kyle	Athletic Director
Gutierrez, Matias	Teacher
McWilliams, Tamara	OES Principal
Munoz, Vicky	OES Assistant Principal
Parker, Katie	OES & OMS Counselor
Perez, Domingo	Business Member
Poindexter, Tonya	Teacher/District Testing Coordinator
Richardson, Andie	Parent
Savala, Janina	Federal Programs Director
Valeriano, Rene	OHS Principal

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

District ESSA Requirements

Equity Plan /ESSA Sec. 1112(b)(2):

Long-Term Outcomes:

Crockett County Consolidated Common School district will be at or below the state average of inexperienced and out-of-field teachers.

Identified Root Cause	Selected Equity Plan Strategies	Outputs Benchmark 1	Short-Term Outcome Benchmark 2	Mid-Term Outcome Benchmark 3
There is a decrease of applicants applying in the school district.	Recruit experienced, certified teachers by attending teacher job fairs.	Ensure administrators attend at least two teacher job fairs (Angelo State University and Sul Ross State University) in one school year.	Begin or continue to develop a relationship with the universities' education department during the job fair visits.	Ensure administrators attend at least two teacher job fairs (Angelo State University and Sul Ross State University) in one school year.
Lack of new teacher orientation at the beginning of the year.	Provide professional development to inexperienced and out-of-field teachers beginning with the 2018 school year during the New Teacher Orientation.	Plan and prepare for the 2018 New Teacher Orientation that is held two to three days before school begins.	Campus principals will provide additional support and professional development to our new and returning teachers during the year.	Implement an exit interview process in order to gather data and input as to the reasons for leaving our district.
Shortage of quality housing due to local housing rent is too high.	Attract and retain experienced staff by offering district benefits such as quality housing and insurance.	The district will pay the majority of the fees for teacher health insurance.	Pass a bond to help with the cost of housing upgrades and the remodeling of teacher housing.	Continue remodeling, upgrading and finalizing the unfinished teacher houses.

Poverty Criteria [Sec. 1112(b)(4)].

Crockett County C.C.S.D. determines Title I eligibility and rank/serve order through the number of children eligible for free and reduced-price lunches and Direct Certification for the Community Eligibility Provision (CEP) under the National School Lunch Program.

Schoolwide Programs [Sec. 1112(b)(5)].

The comprehensive, intensive, accelerated instruction program at this district consists of: after, before and during school tutorials for students who are at-risk of failing; one teacher added to reduce the student teacher ratio at the High School; three paraprofessionals (one at each campus) added to provide additional help to the at-risk and special education subpopulations; a districtwide parent liaison to help increase student attendance and parent involvement; Imagine Learning for the ELL subpopulation; Edmentum for secondary students; and, summer school for all students who are at-risk.

Upon evaluation of the effectiveness of this program the committee finds that the reduced student to teacher ratio and added paraprofessionals at each campus provide additional support to the at-risk students. At the end of the year, 5 ELL students exited the ELL program. Parent involvement has increased in attendance at Elementary and student home visits have an increase as our parent liaison encourages student attendance. Campuses provide summer school for students who are at risk in order target specific skills and gaps. Teachers and staff use local assessments and STAAR/EOC assessments to determine the groups and grades for students attending summer school. The District also provides an Adventure Summer Camp Program geared towards stay at home students of any age who can experience travel experiences through literature, technology and other learning opportunities.

Early Childhood Education:

Crockett County CCSD will coordinate and integrate with Early Childhood Education Programs by providing the following:

- Collaborative meetings with instructional members and leaders from Head Start, the Ozona Community Center and the Growing God's Children.
- Sharing resources such as instructional materials and classroom strategies with all programs.
- Inviting all programs to participate in schoolwide programs and school initiatives such as Drug-Free Week and Bullying Presentations.
- Sharing parenting resources and send-home activities with all programs.
- Collaborating with setting goals and expectations for students entering Pre-Kindergarten.
- Sharing State-adopted curriculum and assessment cycles with all programs, including local assessments and CLI Engage state assessments and resources.
- Coordinating trained personnel and provision of transitional activities for Head Start/Community Center/Growing God's Children to Pre-Kindergarten during the spring semester.

- Coordinate early registration for students entering Pre-Kindergarten. Crockett County CCSD provides translators, registration packets, immunizations, and English Language Learners and early childhood assessment results with parents and take-home back packs for students.

McKinney-Vento Student Services:

The McKinney-Vento Homeless Assistance Act which was reauthorized in 2002, ensures the education rights and protections for children and youth experiencing homelessness. The term “homeless” is broadly defined by the McKinney-Vento Act’s Education for Homeless Children and Youth Program (Sec. 725) as follows: The term “homeless children and youth” — (A) means individuals who lack a fixed, regular, and adequate nighttime residence ...; and (B) includes— (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings ... (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Provisions include “unaccompanied youth” which includes youth in homeless situations who are not in the physical custody of a parent or guardian, preschool children, migrant children, and youth whose parents will not permit them to live at home or who have run away from home (even if their parents are willing to have them return home) are considered homeless if they fit the definition. Homelessness is a lack of permanent housing resulting from extreme poverty, or, in the case of unaccompanied youth, the lack of a safe and stable living environment.

Crockett County CCSD serves our McKinney-Vento students by providing the following services:

- Enrolling students where the student’s shelter or temporary residence is located if it is in the student’s best interest.
- Provide students with a secure place to stay or shelter, if needed.
- Crockett County CCSD will provide students experiencing homelessness with transportation to and from the school of origin at the request of the parent, guardian or in the case of unaccompanied youth, the district McKinney-Vento liaison.
- Enrolling eligible students in prekindergarten programs.
- Enrolling eligible students immediately with or without documents or records.
- A teacher or counselor may help assess academic status if there are no school records.
- Student is given paper, pencils and important school supplies needed for the classroom.
- The student will have breakfast and lunch as arranged upon enrollment.

- Comparable services offered by other students in the school are offered. (Transportation, Title I educational services, Gifted and Talented programs, health programs, school nutrition programs, Pre-Kindergarten and English as a Second Language program).
- Provide flexibility with school assignments and assisting with accumulating credits toward graduation.
- Referral and support services may be referred for dental, medical, mental or other health services.
- Build networks with universities and other community organizations to ensure student success as they transition after graduation.
- Other district supports include the supply/clothing closet, mentoring program, district liaison, waive testing and activity fees, and positive parent involvement.

Parent and Family Engagement Plan:

Each Title I campus shall:

1. Conduct an annual Title I school-wide meeting during the fall semester to explain the requirements of the Campus' Title I program.
2. Involve parents in the planning, review and improvement of Title I, Part A programs, including the school parent involvement policy and Student/Teacher/Parent Compact.
3. Involve parents in the development of the Campus Improvement Plan.
4. Provide opportunities for parent participation.

Parent Involvement in Developing the Plan:

Since each campus of Crockett County CCSD is a Title I school, the Title I Committee in conjunction with the Campus Site Base Decision-Making Committee will act as the advisory committee for developing our campus Parent Involvement Policy and providing input concerning the campus-based plan. This committee is made up of parents, community members, business representatives, and school personnel. Parent comments from parent surveys, parent /teacher conferences and other meetings are used to solicit parent input and in the development and revision of this plan.

Annual Meetings for Title I Parents:

At the annual meeting for parents, parents will be given information about Title 1. At this meeting, copies of the parent involvement policy will be made available and parents will be offered a chance to become involved in revising and updating the policy as needed. Other items discussed will include the Student/Teacher/Parent Compact and the parent questionnaire. There is at least one districtwide Title I meeting held each semester in addition to any campus meetings.

Student/Teacher/Parent Compacts:

In accordance with Title I regulations, our campus must develop a school-parent compact with the parents of students attending. This compact will enable the school and parent to share the responsibility for student performance and success. The compact must explain that students, parents and staff will share responsibilities for promoting

student achievement. The committee will consult and implement the compact. All parents of the students attending the Title I schools will be given a copy of the compact detailing the responsibilities that the principal, teachers, parents and students have in making sure students accomplish their goals.

Staff and Parent Communications:

Parents will be welcomed through various avenues of communication throughout the school year. School Messenger alerts, newsletters, school marquee, website, conferences, home visits, phone calls and/or written notices will all be utilized to establish and maintain an open line of communication. Notices sent home will have the information in both English and Spanish and they may also call the school office and ask for a translator. Teachers will provide progress reports for parents every three weeks. At least one conference concerning the child's progress will be held at the end of the first reporting period. Secondary level conferences are held as needed. Conferences may also be held at the request of the parent or teacher. Parents are encouraged to call their child's teacher when they are concerned. School personnel will practice positive, effective home-school communications.

Coordination and Integration with Other Programs:

Crockett County will coordinate and integrate parenting programs with other programs, such as Head Start, State-run preschool programs, and local businesses. Trained personnel and provision of transitional activities for Head Start/Community Center/Growing God's Children to Pre-K, 5th grade to 6th grade and 8th grade to High School will be offered.

Evaluation:

Evaluations will be conducted through the following:

- Comprehensive Needs Assessment and Title I Committees review
- Annual Title I meetings on Title I campuses
- Annual Public Hearing for Title I programs
- Campus surveys conducted with parents

The district and campuses will use information from these sources to design strategies for school improvement and in order to revise the parental involvement plan.

Family Engagement Center:

Parent engagement activities and programs will be offered through the Family Engagement Center. Parents are encouraged to further their education through the GED, ESL, Gradebook, curriculum, STAAR explanation and technology classes that are offered during the day and evening. Babysitting and translators are available during the meetings. Parents are able to check-out educational resources including books, activities, and videos so that they may be able to help their child at home. They are also encourage to join PTA, Booster Club, Den Parents, LPAC meetings, and Site Base committee, SHAC and other district committees during the school year.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument 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 an 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 DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District: \$718,004

The process we use to identify at-risk students: Crockett County C.C.S.D. uses the state compensatory education student eligibility criteria for students in our district before snapshot in October of each school year.

The process we use to exit students from the SCE program who no longer qualify is: During the school year, students at-risk of failing receive interventions before, after and during the school day and progress is monitored closely by our grade level teachers. As the student progresses during the school year and no longer qualifies for the criteria, students are exited

State Compensatory Education

ELA	ENGLISH I			ENGLISH II	
	2015	2016	2017	2015	2016
All Students	55%	59%	61%	66%	50%
At Risk	26%	42%	53%	34%	21%
Not At Risk	88%	100%	86%	97%	86%

MATH	THIRD			FOURTH			FIFTH			SIXTH			SEVENTH			EIGHTH			ALGEBRA I		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
All Students	65%	76%	63%	56%	79%	79%	46%	43%	64%	73%	48%	58%	78%	73%	51%	62%	75%	81%	70%	83%	85%
At Risk	42%	62%	35%	47%	60%	68%	22%	28%	38%	68%	26%	45%	64%	63%	47%	56%	70%	79%	53%	73%	76%
Not At Risk	88%	90%	76%	91%	100%	86%	82%	85%	89%	100%	94%	88%	100%	100%	14%	78%	100%	89%	92%	100%	100%

READING/ELA	THIRD			FOURTH			FIFTH			SIXTH			SEVENTH			EIGHTH		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
All Students	68%	78%	66%	48%	82%	69%	60%	61%	57%	76%	51%	43%	85%	76%	70%	73%	87%	83%
At Risk	47%	62%	35%	37%	67%	50%	50%	53%	21%	70%	33%	29%	77%	67%	60%	57%	81%	77%
Not At Risk	91%	93%	78%	91%	100%	83%	76%	85%	91%	100%	89%	75%	100%	100%	100%	95%	100%	94%

SCIENCE	FIFTH			EIGHTH			BIOLOGY		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
All Students	50%	53%	70%	57%	83%	81%	85%	98%	89%
At Risk	32%	39%	44%	32%	71%	73%	72%	96%	81%
Not At Risk	80%	92%	94%	95%	100%	94%	100%	100%	100%

SOCIAL STUDIES	EIGHTH			US HISTORY		
	2015	2016	2017	2015	2016	2017
All Students	40%	50%	67%	98%	98%	84%
At Risk	18%	43%	50%	94%	93%	75%

Not At Risk	74%	61%	94%	100%	100%	100%
WRITING	FOURTH			SEVENTH		
	2015	2016	2017	2015	2016	2017
All Students	59%	80%	52%	92%	89%	64%
At Risk	49%	63%	32%	87%	85%	53%
Not At Risk	100%	100%	72%	100%	100%	100%

*All percentages represent students who meet: APPROACHES GRADE LEVEL

	Drop Out Data		Completion Data	
	2015-2016	2016-2017	2015-2016	2016-2017
Students At-Risk	0.5%	2.68%	100%	1.7%
Students Not At-Risk	0%	0%	100%	100%

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

FEDERAL	
Program/Funding Source	Amount of Funding
Free and Reduced Meals	\$132,387
Title I, Part A	\$121,804
Title I, Part C (Carl D. Perkins)	\$5,766
Title II, Part A (TPTR)	\$17,140
Title III, Part A LEP	\$10,882
Title IV-A	\$10,000
HQPK Grant	\$9,852
STATE	
Program/Funding Source	Amount of Funding
Career/Technology Education	\$435,927
State Compensatory Education	\$718,004
Gifted/Talented	\$34,532
Special Education	\$512,033
Bilingual/ESL Program	\$87,792
Foundation School Fund	\$158,162
Available School Fund	\$148,637
High School Allotment	\$54,732
Transportation Allotment	\$54,732
LOCAL	
Program/Funding Source	Amount of Funding
Local Funds	\$12,268,043

Comprehensive Needs Assessment Attendees

Date: August 10, 2017

Name	Position (Parent, Business, Community, Teacher, etc.)
Bachman, Rick	OMS Principal
Briggs, Anne	Parent
Chavarria, Raul	Superintendent
Childress, Leanna	OHS Counselor
DeHoyos, Janis	Parent Liaison
Esparza, Tiffany	Teacher/Web Page
Freeman, Kyle	Athletic Director
Gallegos, Lucinda	Technology
Harmsen, Keith	Technology Director
Johnson, Martha	Parent
Maldonado, Kimberly	Teacher
Martinez, Bernice	Parent
McWilliams, Tamara	OES Principal
Munoz, Vicky	OES Assistant Principal
Parker, Katie	OES/ OMS Counselor
Perez, Domingo	Business
Poindexter, Tonya	District Testing Coordinator/Teacher
Preddy, Nicole	Parent
Savala, Janina	Federal Programs Director
Valeriano, Rene	OHS Principal

Comprehensive Needs Assessment Summary 2017-2018

Data Sources Reviewed:			
<ul style="list-style-type: none"> • TXEIS Reports • STAAR/EOC/TELPAS/TSI • At-Risk by Category • Attendance • Curriculum Base Assessments/DMAC • Staff Development and Schedules • Special Program Participation/Surveys • Parent Involvement Data 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> • Key personnel overseeing special programs • Correspondence provided to parents in Spanish • Provide a safe learning environment for all students. • Pre-Kindergarten Grant 	<ul style="list-style-type: none"> • Continue Professional Development to address the needs of our ELL students. • Decrease length of time students are removed from the classroom for disciplinary reasons. • Training on coding\discipline referrals. • Reduce Pre K Teacher to Student Ratio • Continue to work towards the District attendance goal of 97.50. 	<ul style="list-style-type: none"> • Provide districtwide training to our staff on ELL strategies and interventions. • Parent Liaison continues to translate verbal and written communication with parents. • Train and pay for 11 teachers in the District to become ESL certified by summer 2018. • Offer creative attendance incentives at each campus.
Student Achievement	<ul style="list-style-type: none"> • CCCCSD Meets Standard Requirements • OMS: 8th Grade Science, Distinction • Earned: Top 25 % Student Progress • OHS: Science and Social Studies, • Two Distinctions Earned: Academic Achievement in Math & Social Studies, • 100% System Safeguards, AP\IB • Participation in ELA, Math & Social Studies • OES: 3rd Reading, 4th Math 	<ul style="list-style-type: none"> • Recruit personnel to build CTE Program • Train and retain ESL & High Quality Staff • Plan Vertical Alignment between campus • Address Special Education, ELL, and economically disadvantaged gap • Increase Post-Secondary Readiness • TA's to help with targeted interventions • 4th Writing • 6th Reading • English I and English II 	<ul style="list-style-type: none"> • OES & OMS will increase student performance by 10% and OHS will improve English. • Address and plan for special education students. • Increase the number of students who score Level III: Advanced on STAAR. • Offer online tutorials for Grades 4th- 8th, as needed. • Pay testing fees and provide professional development to teachers as they challenge the ESL Certification TEXES Exam. • Build CTE courses and actively seek personnel at job fairs. • Testing and certification opportunities for students attending Welding course. • Explore criteria and testing options for students who are testing for AP/IB exams. • In Grades K-2nd, increase reading on or above grade level from 59% to 64%. • Update books and technology supplies at OMS and OHS libraries.
School Culture and Climate	<ul style="list-style-type: none"> • Districtwide tutorials • Parent input and survey 	<ul style="list-style-type: none"> • Continue to improve communication with parents • Provide additional opportunities for parent/grade level support. 	<ul style="list-style-type: none"> • Gather documentation of teacher conferences at the end of each semester.

	<ul style="list-style-type: none"> • Community participation at all events • Community support • High level of participation on parental events • Survey teachers and staff 	<ul style="list-style-type: none"> • Continue to increase observation and walkthroughs • Continue to hold conferences with parents • Educate adults and students on how to respond to bullying 	<ul style="list-style-type: none"> • Student-led Parent Conferences once a semester for Grades Pre K through 8th. • Survey our students during the year and hear student suggestions through the Student Council or other student groups. • Teachers will be on a rotation schedule for observations districtwide, once every 3 yrs. • Include teachers in the evaluation of school and district programs at the end of the year. • In response to large request for more parenting services, our district will invest in Parent Engagement Center.
Staff Quality / Professional Development	<ul style="list-style-type: none"> • Teacher-Student Ratios • Paraprofessionals • Provide additional support for at-risk students • District PEIMS personnel oversee coding • School Housing • Benefits- Health and Disability Insurance • OES & OMS Mentoring Program 	<ul style="list-style-type: none"> • Retain high quality teachers • Continue to pair at-risk student with high-capacity instructors. • Continue to provide additional support to new teachers. 	<ul style="list-style-type: none"> • Recruitment & retention of quality teachers & paraprofessionals in their content area. • Pair at-risk students with high-capacity instructors through before or after school tutorials and/or academic support during the school day. • Use paraprofessionals to provide additional help with targeted populations. • Provide a systematic orientation system for new teachers through staff development and Mentor teachers. • Provide professional development on adopted curriculum and current technologies. • Attend teacher/job fairs in the spring to seek personnel certified in their content area and ESL teachers.
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> • Professional Development • Technology • 6th, 7th & 8th Grade Gifted & Talented • GT and Dyslexia- districtwide screening and testing procedures • Campus Based Assessments- districtwide • Offer OHS students ACER tablets for checkout 	<ul style="list-style-type: none"> • Data-driven instructional decisions • Continue to increase depth and complexity of instruction • Credit Recovery for OHS students • Saxon Math curriculum training • Improve Domain IV: Post-Secondary Readiness • Districtwide training on <i>SchoolView</i>, Office 365 and <i>LivingTree</i>. 	<ul style="list-style-type: none"> • Align vertically with the State-adopted curriculum. • Increase depth and complexity of instruction. • Provide tablets for students to take home and access resources. • Textbook coordinator will coordinate Math trainings at campuses, as needed. • Monitor student progress on computer programs. • Improve the systematic system of training our new and returning teachers on curriculum programs, computer programs, and other district procedures. • Teachers will meet during the year and make data-driven instructional decisions.

<p>Family and Community Involvement</p>	<ul style="list-style-type: none"> • High attendance percentage at events • OES PTO • Newspaper keeps community informed • Web-based district calendar • School Twitter • Nurse offers health talk at OES • Tea Party and Orienteering at OMS 	<ul style="list-style-type: none"> • Address sex education through Health Sciences • Continue communication with parents • Increase the percentage of surveys returned at OHS • Seek outside agencies. • Improve CTE Program 	<ul style="list-style-type: none"> • Establish parent participation through Den Parent Meetings at OHS. • Teachers and staff will address character education during the day and after school. • Advertise to OHS students and parents of the opportunity to borrow tablets so that students will have additional accessibility to online textbooks at home. • Seek CTE opportunities for students by actively searching personnel certified in CTE courses. • Address sex education through Health Science.
<p>School Context and Organization</p>	<ul style="list-style-type: none"> • Lead/Mentor teachers at each grade, Pre-K thru 8th • Textbook Scope & Seq. vertically aligned • Local Diagnostician • Monthly online District/Campus Calendar • Administration meetings with key personnel • District priority list for facilities and programming • Homework House and tutorials 	<ul style="list-style-type: none"> • Consider bond proposal to meet district needs • Improve district attendance rate • Establish Districtwide Parent Center • Address CCCSD Priorities List • OMS Counselor • Districtwide Vertical Alignment with specificity of skill sets at each grade 	<ul style="list-style-type: none"> • Provide Pre-K thru 8th grade opportunities for vertical alignment. • Seek to add an OMS counselor in the future. • Provide Team Leaders/Mentor teachers at each grade level (Pre K thru 8th) and master schedules that will allow them time for teaming during the day. • Provide Homework House & Tutorials before & after school for district. • Establish a Parent Engagement Center to offer parenting services. • Address the Crockett County CCSD Priorities List and consider bond proposal. • Fund teacher test and training for teachers to become ESL certified.
<p>Technology</p>	<ul style="list-style-type: none"> • iPad, projector, phones, ACERs, and student laptops • Technology personnel • Increased internet availability • 10 GB network with fiber connectivity • Teacher computers, teacher laptops, docking stations, presentation carts, and document camera. 	<ul style="list-style-type: none"> • Provide additional support to new teachers and staff. • Web page and web app. • Training on <i>SchoolView</i>, <i>LivingTree</i>, and Office 365. • Set up the Parent Engagement Center with technology. • Set up Pre-K with new iPad. 	<ul style="list-style-type: none"> • Specific training on <i>SchoolView</i>, <i>LivingTree</i> and Office 365. • Inform parents and students of the opportunity of checking out tablets for home use or Bring Your Own Device to help with homework assignments. • Textbook Coordinator will contact new adoption companies to provide training for our teachers during the summer and at the beginning of the school year. • Supply technology items such as docking stations, document cameras, etc.
<p>Additional Information</p>			

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs in Math, English/Language Arts, Reading, Science, and Social Studies.

Objective 1: By May, 2018, 87% of all students and each student group, including Special Education students tested, will meet established standards on the state assessment.

Summative Evaluation: 87% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet System Safeguards.

Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
1. Identify strengths and weaknesses through individual students' profiles and include teachers in the decisions regarding the use of assessments.	2	Principals, Core Subject Teachers, Staff, Intervention Committee	Every 3 weeks	(S)State Assessment Results (L) DMAC Educational Software	Individual & group assessment progress	Improved six weeks grades Reduced failure list. Improve performance on concept-specific aligned assessment.
2. Disaggregate test data to identify instructional gaps and determine strategies to address these areas.	2,4	Principals, Core Subject Teachers,	Every 3 weeks	(L) DMAC Educational Software	Assessment results	Improved targeted instruction. Reduce failure list.
3. Use TEKS/Vertical Alignment Document/Instructional Focus Document to establish instructional priorities for STAAR, EOC.	2,4	Principals, Instructional Staff,	Every Six Weeks	(S)TEKS (L)DMAC Educational Software, Documents	Integration into all subject areas as revealed in planning documents and instructional activities.	Increased same- subject matter collaboration from campus to campus.
4. Continuous monitoring of student performance on performance objectives and provide appropriate remediation and interventions.	2,4	Principals, Classroom teachers, Federal Programs Directors, Counselor(s)	Every 3 weeks	(F)SCE funds, (L)CIA Notebooks & Process, DMAC Educational Software, STAAR /EOC Software & Materials, Progress Reports	Student performance data including TAKS results, EOC exams, and benchmarks, Tutorials and Homework House Logs, Summer School	Improved six weeks grades Reduced failure list.

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Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
5. Communicate student performance objectives and activities to all stake holders.	2	Parent Liaison, Counselor(s), District Testing Coordinator, Core Subject Teachers	Within 10 days of receipt results	(F)Title I, (S)Brochure (L)Technology	Open House & Parent Involvement Agendas, Documents and Brochures	Student-Led Conference are successful. Increase in parent involvement activities.
6. Ensure opportunities for all students with disabilities and English language learners to meet performance goals on the same basis as all students.	2	Principals, Counselor(s), Federal Programs Director, Assigned ELL and Special Education teachers, Counselor(s), Staff	2017-2018 School Year	(F)IDEA Pre School, IDEA Special Education (S)Bilingual/ELL Funds, SIOP (Sheltered Instruction Observation Protocol) (L)ARD meetings, DMAC Educational Software, RTI Guidelines, Inclusion	Assessment results Completion Rates Post-Secondary Engagement	ELL subpopulation has slight gains on State Assessments at OES.
7. Review current curriculum to align with STAAR and EOC objectives	2,3	Principals, Instructional Staff	At the end of every unit, semester, or state assessment	(S)TEKS, STAAR / EOC Released Tests and Study Guides, (L) DMAC Educational Software, TEKS Based Curriculum	Assessment results, including STAAR, EOC, AP, PSAT, SAT, ACT, student skills certifications, and student products, Instructional Focus Document, Curriculum	Continue to adjust teaching and interventions to assessment results.

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs in Math, English/Language Arts, Reading, Science, and Social Studies.

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Summative Evaluation: 87% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet System Safeguards.

Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
8. Build a foundation in reading and math.	1,2,3,4	Principals, Superintendent	2017-2018 School Year	(F)Title I, Title IIA (S)ESCXV (L)Saxon Math, Read Naturally	Benchmark and assessments Summer School Tutorials and Interventions Saxon Math, & Read Naturally Data	STAAR results increase in Reading and Math
9. Emphasize critical thinking skills in classroom instruction.	2	Principals, Instructional Staff,	2017-2018 School Year	(F)Title IIA Principal & Teacher Improvement (L)Technology, Differentiation Strategies, Staff Development Funds	Student Performance Indicators and Artifacts	Increase on the number of students meeting standard on all assessments.
10. Expand Technology Integration across the Curriculum for High Impact.	2,3	Staff, Principals, Technology Director and Assigned Staff	2017-2018 School Year	(F)Focus Grant (S)ESC XV, (L)Technology Funds/Integration, Curriculum Training	Schedules, Agendas, Sign-In Sheets	Observed increased student engagement and motivation. High quality products and experiences.
11. The percentage of students in Kindergarten through Second who are reading on or above grade level on multiple measures will increase from 59% to 64% by May 2018.	2	Principal, Staff	May 2018	(F)Title IA funds (S)TPRI (L)STAR Renaissance, Local assessment reports	Reports from TPRI, STAR Renaissance and other local assessments, RTI supplemental reading and math strategies	Increase the number of students reading on or above grade level for students in Kindergarten through second.

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs in Math, English/Language Arts, Reading, Science, and Social Studies.

Objective 1: By May, 2018, 87% of all students and each student group, including Special Education students tested, will meet established standards on the state assessment.

Summative Evaluation: 87% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet System Safeguards.

Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
12. Provide additional support to students and teachers by updating books and technology supplies at OMS and OHS libraries.	1,2	Principals, Librarian, Federal Programs Director	May 2018	(F)Title IV Funds (S)ESCXV Staff and Training	New books and technologies at OMS and OHS Libraries.	Students increase visits to libraries and reading levels.

Goal 2: All CCCCSD student will be educated in learning environments that are safe, drug-free and conducive to learning.

Objective 1: By May 2018, the number of incidents involving violence (to include dating violence), tobacco, alcohol, and other drug use, will be reduced by 25% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals.

Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
1. The district counseling program will promote anti-bullying, character education, healthy choices, dating violence awareness, nonviolent conflict resolution, cyberbullying, emotional & mental health, sexuality and relationships, and tolerance.	2,3	Principals, Counselor(s), Staff, District Nurse	2017-2018 School Year	(S)Dating Violence Programming, ESCXV (L)Bullying Curriculum, Counseling materials and services, Why Try Curriculum, Speakers, SHAC	Student participation, Counselor's Calendars, Pregnancy rates Discipline Data	Reduction of incidents and increased parent involvement in SHAC Committee.
2. Provide a wellness program that includes instruction in diet, nutrition and exercise for all students.	1	District Nurse, Teachers, SHAC Committee	2017-2018 School Year	(F)Free/Reduced Meals, (L) Community Resources, Counselor, SHAC Committee, Fresh Start to a Healthier You Curriculum	Student attendance, teacher and parent meeting attendance, promotion, completion rates	Positive response from students and community.
3. A high quality, comprehensive counseling program will be available to individual students and groups.	1,2,3	Counselor(s)	2017-2018 School Year	(L)Counseling materials, Why Try Curriculum	Program Records	Reduction of discipline referrals. Career Counseling provided to all students.
4. Students returning from suspensions or DAEP will be provided support to assist with their transition back to campus.	1,2,3	Principals, Counselor (s), Staff	2017-2018 School Year	(L)Counselors	Discipline data related to repeat offenses, placements.	Reduction of repeated student offenders.
5. Administrators and PEIMS staff network on the specifics of coding disciplinary referrals on TEXIS.	1	Principals, Counselor(s), Federal Programs Director, PEIMS Secretaries	Meetings as needed	(S)TEXIS (L)Meetings	Meetings	Campuses are consistent in coding.

6.	Decrease the number of referrals to ISS by providing an alternative to ISS, such as community service on Saturday or counseling.	1	Principals, Counselor(s)	2017-2018 School Year	(L)Why Try, ISS, Community Resources	Office Referrals, Counseling Records	Decrease the number of students going to ISS.
7.	Survey our students during the year and provide an avenue for student suggestions.	1	Principals, Parent Liaison	Once a year	(L) Suggestion Box	Suggestion box at each campus	Offer students the opportunity to voice their questions and concerns.
8.	Ensure support for smooth transitions for students across grade levels and campuses.	1,3	Principals, Counselor(s), Staff, Parent Liaison	2017-2018 School Year	(S) Region Newsletter (L)Title IV Safe and Drug Free, Early Childhood Programs, Counseling services, Parent Liaison, packet and backpacks, Student Handbook, FISH CAMP	Drop-Out rate Discipline Data Attendance Rates	Build relationships with parents and community childcare agencies. Students feel welcomed as they transition to Pre-Kindergarten, Kindergarten, 6 th Grade, and 9 th Grade.
9.	Collaborate and coordination with private nonprofit school leaders regarding Title I, Part A and providing them with opportunities to participate through the implementation and assessment of the program activities.	1,3	Counselor(s), Parent Liaison, Director of Federal Programs	2017-2018 School Year	(S)Training (L)Headstart Building	Meetings	Continue collaboration with Headstart, Community Center, local daycares, and all stakeholders.

Goal 2: All CCCCSD students will be educated in learning environments that are safe, drug-free and conducive to learning.

Objective 2: Crockett County CCSD will continually enhance safety and security processes for students and staff.

Summative Evaluation: Collaboration with community and county first responders in effort to enhance the district's emergency management plan.

Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
1. Maintain a comprehensive Emergency Response Database and Safety Audit Program to assist in monitoring safety, threats, and provide Staff and First Responders with support and information to ensure the safest campuses possible.	1	Principals, Superintendent, Technology Director	2017-2018 School Year	(L)Manual	Complete Database	No incidents reported.
2. The district will develop and maintain a comprehensive, coordinated Emergency and Crisis Response Plan to ensure the highest levels of safety and security for students and staff.	1	Principals, Crisis Safety Team, Superintendent	2017-2018 School Year	(S)ESC XV Staff (L)Budgeted funds, (L)Community Resources, Crisis Management Intervention, Disaster drill information, Facilities, Technology, Two-way radios	Documentation, Staff development records, Incident reports and safety records, School Safety Audit	No incidents reported.
3. School staff will receive training and support in specific crisis response and non-violent intervention techniques.	1	Principals, Counselor(s), Crisis Safety Team, Federal Programs Director	2017-2018 School Year	(S) ESCXV, Menard CO-OP (L)Campus Crisis management plan, CPI training, Intervention Team Manual, Team Leadership	Training verification	Training at the awareness level of new and returning staff on new changes in any areas.
4. The District will utilize collaborative, inclusive processes to develop a Facilities Plan to modernize campuses in support of the a 21 st Century Education (targeting the Ozona High School Campus).	1	Board of Trustees, Superintendent, Maintenance Director	May 2018	(L)Local Funds, School Personnel, Site-Base Committee	Comprehensive Facilities Plan for District Needs Safety Procedures	Continue to prioritize as issue arise.

Goal 3: The district will attract and retain high quality teachers.

Objective 1: The district will utilize strategies to attract and retain high quality teachers.

Summative Evaluation: The staff mobility rate for the CCCCSD has decrease incrementally.

Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
1. The district will employ robust recruitment strategies to attract high quality talent, including participation in College Job Fairs, and maintenance of strong relationships with educator preparation institutions.	1,4	Principals, Superintendent	May 2018	(L)Budgeted funds, School communications, Technology	All teachers will be certified by the end of the school year.	Alternative-certification candidates complete requirements.
2. Provide high quality on-going professional development.	1	Principals, Federal Programs Director, , Technology Director, Technology Integration Specialist, Superintendent,	2017-2018 School Year	(F)Title I, (F)Title IIA Principal and Teacher Improvement (S)ESC XV, SIOP(Sheltered Instruction Observation Protocol) (L)Differentiation Strategies, Technology Integration, New Teacher Orientation	Sign-in Sheets, Agendas, Schedules, Teacher walk-throughs	Student performance as revealed in classroom observations, products, assessment results.
3. Provide staff time for planning, development of instructional strategies and vertical alignment.	1,2,4	Principals, Superintendent	Every Six Weeks	(S)ESC XV (L)Scheduling, Staff Development	Principal Observations Planning documentation & Processes Assessment and Product evidence	Continue to provide opportunities for staff to meet vertically districtwide and with their teams.

Goal 3: The district will attract and retain high quality teachers.

Objective 1: The district will utilize strategies to attract and retain high quality teachers.

Summative Evaluation: The staff mobility rate for the CCCCSd has decrease incrementally.

Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
4. The district will continually examine recruitment and retention strategies, including strategic compensation to attract and retain instructional talent, especially in hard-to-fill and high-service areas.	1,2,3,4	Board of Trustees, Principals, Superintendent	Summer and as needed	(F)Title IIA Principal & Teacher Improvement, (L)Budgeted funds, Retention Stipend, Brochure, Teacher housing, Insurance	Teachers will teach in their area of expertise.	Slight decrease in staff mobility rate.
5. The CCCCSd will provide and maintain school housing, provide school employee insurance, and remain competitive in above state base pay.	1	Board of Trustees, Raul Chavarria	Spring 2018	(L)Budgeted funds	Board Reports, Agendas	Slight decrease in district staff mobility rate.
6. Provide a systematic orientation system to new teachers hired by the District.	1	Principals, Counselor(s), Staff, Textbook Coordinator	Beginning of the Year	(F) Istation Training (L) Technology, New Teacher In-service, District Procedures, Curriculum Training	PowerPoint Slideshow, Sign-in Sheet, Campus Teacher Manuals	Smooth start to the school year as new teachers transitioned into their classrooms.
7. Identify paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development.	1	Principal, Administration Staff, Federal Programs Director	Beginning and end of each semester	(F)Federal Guidelines (S)ESCXV Professional Development (L)Professional Development	Professional Development	100% paraprofessional with instructional duties meet NCLB requirements.
8. Improve CTE opportunities for students by actively searching personnel certified in Home Economics, Mechanics, Nursing, and other potential programs.	1,3	Superintendent, Principals	Beginning in Late April	(S)ESCXV (L)Website, District Benefits including housing	Principals actively search candidates.	Continue to seek personnel.

Goal 3: The district will attract and retain high quality teachers.

Objective 1: The district will utilize strategies to attract and retain high quality teachers.

Summative Evaluation: The staff mobility rate for the CCCCSD has decrease incrementally.

Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
9. As the district transitions from ESL Pull-Out to ESL Content-Based, provide staff development, support and guidance for our teachers to become certified and provide an ESL Content-Based Program.	1,2	Superintendent, Principal, Federal Programs Director	2017-2018 School Year	(S)Training (L)Testing Fees, Staff Development	Increase the number of ESL certified teachers at the elementary campus.	ESL Certification
10. Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers	1,2,4	Principals	Beginning of each semester	(L) Data	PEIMS data HR records	Low income and minority students are taught by certified teachers

Goal 4: All students in CCCCSO will graduate from high school.

Objective 1: *By May 2018, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 100%.*

Summative Evaluation: *Dropout rate of less than 1% and a completion rate of 90%*

Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
1. Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout	1,3,4	Principal, Counselor(s) Designated teachers	End of each semester	(S)Outreach Programs, State Compensatory (L)Edmentum, Acers	Program Records Drop Out and Completion Rate	Successful completion of course work to recover credits
2. Identify and address needs of LEP students.	1,2	Principals, Counselor(s), Federal Programs Director, Parent Liaison, Staff	2017-2018 School Year	(S)TAPR Data, ESCXV, ELL Guides (L) Attendance reports, Staff, Parent Liaison, LPAC Mtgs., PD	Attendance, performance data for LEP students, new identified forms, collaboration with ESCXV.	ELL subgroups have gains. Staff provides interventions and uses ELL strategies.
3. Promote pregnancy prevention programs.	2,3	OHS/OMS Principals, Designated, Counselor(s)	2017-2018 School Year	(S)Community Resources, SHAC (L)Budgeted funds, Materials	Completion Rates PEIMS data	Reduction of teenage pregnancy rate.
4. Coordinate and integrate federal, state, and local services and programs to enhance completion rates.	3	Principals, Counselor(s), Superintendent	2017-2018 School Year	(F)Concho Valley Workforce Solutions (S)State Resources (L)Staff	Number of successful graduates	Increase High School Graduation Rate
5. Identify, coordinate and address needs of migrant students.	1,2,3,4	Federal Programs Director, Parent Liaison, ESC Staff, Staff	As new students enroll	(S)ESC XV Staff (L)Registration Procedures, Parent Liaison	Registration Table, Collaboration with ESC XV Staff	Identified and serve students in district.
6. Increase the number of CTE classes offered at the Middle School and High School in order increase the number of students who graduate with certificates.	3	Superintendent, Principals, Counselor(s)	Beginning in Late April	(S)ESCXV (L)Website, District Benefits including housing	Principals actively search candidates. Seek certification programs.	Increase the number of students who graduate with a Welding, CNA, Computer Science and other certificates.

Goal 4: All students in CCCCS D will graduate from high school.

Objective 1: *By May 2018, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 100%.*

Summative Evaluation: *Dropout rate of less than 1% and a completion rate of 90%*

Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
7. Provide additional support to students and parents through the development of a District-wide Family Engagement Center.	1,2,3,4	Federal Programs Director, Parent Liaison	December 2018	(F)Supplies, Parent Liaison, HQPK Grant (S) Agencies (L)Building, Parent Liaison, Meetings	Building and center development initiated. Family Engagement Plan	Offer ESL\GED classes and create a calendar of parental involvement educational activities and check-out materials for Pre-Kindergarten parents.
8. Ensure our Pre-Kindergarten students are prepared to enter Kindergarten through the use of EOY Assessments and high-quality instruction.	1,2	Federal Programs Director, Parent Liaison, Principal, Pre-Kindergarten Teachers and Teacher Assistants	2017-2018 School Year	(F)HQPK Grant (S)Parent Liaison (L)Parent Engagement Center, Coordination with local educational child care centers	E-Circle Assessments, E-Circle and local staff development and mentoring, Take Home Activities and Newsletter	Assessment Results
9. Provide information to prepare students for the rigor of dual credit courses through the guidance counseling program.	1,3	Counselor, Teachers	2017-2018	(F)Testing Fee to qualifying students (L)Staff, Meetings	FISH Camp and Class meetings during the school year to provide information about testing and dual credit opportunities.	Students who qualify enroll in dual-credit courses.
10. Offer dual credit opportunities in collaboration with Midland College in order to promote success and college readiness instruction.	1,3	Principal, Counselor, Assigned Teacher	2017-2018	(L)Tuition, Technology, Staff	Number of students enrolled in dual credit courses.	Encourage students to meet criteria to enroll in dual credit opportunities.
11. Coordinate with local universities to provide information and help with completion and transition to post-secondary college readiness.	3	Principal, Counselor, Teachers, Federal Programs Director	2017-2018	(F)Financial Aid for Foster Care students (S) Financial Aid Night with ASU staff (L)College Day Field Trip	Increase the number of students attending College Day Field Trips to Angelo State, University of Texas Sul Ross University, and Texas Tech in Lubbock.	Increase number of students interested in attending a college after graduation.

Goal 5: A high attendance rate will be achieved and maintained.

Objective 1: By May 2018, Crockett County CCSD will maintain an attendance rate of 97.50 by all student populations for 2017-2018 school year.

Summative Evaluation: School records indicate that the attendance rate for 2017-2018 was 97.50.

Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
1. Provide process for recording and follow-up on daily attendance and continue Saturday School.	1,2,4	Principals, PEIMS Secretaries, Parent Liaison, Staff	2017-2018 School Year	(F)SCE funds (L)Assistant Principal, Bilingual Staff, Attendance reports, Exemption policy, Justice of The Peace, (S)State Compensatory	Attendance reports, Completion rates, Parent Contact Log	Decreased student absences. Decreased in student attending Saturday School.
2. Maintain an incentive program to promote increased attendance and reward perfect attendance.	1,2,4	Principals	Following every six weeks	(L)Budgeted money for rewards and incentives, Parent Liaison, PTO, Parent Participation, Phone calls	Attendance Reports, Saturday School Records, Completion Rates	Decreased student absences. Increase student participation with the student incentives.
3. Leverage school and community resources to promote awareness of the importance of regular attendance.	1	Principals, Counselor(s), Staff, Parent Liaison	2017-2018 School Year	(L)Attendance reports, Community Support Monies, Parent Liaison, Technology, School communications, Weekly attendance reports, Local Media	Attendance Reports, Parent participation	Local media recognition of student attendance and reward events continue to help with attendance. Translation of documents is beneficial.
4. Provide additional staff to each campus to help adhere with attendance, coding and changes in handbook related to student absences.	1	PEIMS Secretary	2017-2018 School Year	(S)TEXIS (L)CCCCSD Student Handbook, Federal Programs Director, PEIMS Staff	Attendance reports	Continual process of dissemination of information with regard to current changes.

Goal 5: A high attendance rate will be achieved and maintained.

Objective 1: By May 2018, Crockett County CCSD will maintain an attendance rate of 97.50 by all student populations for 2017-2018 school year.

Summative Evaluation: School records indicate that the attendance rate for 2017-2018 was 97.50.

Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
5. Due to increased cases of the flu and the stomach bug in our community, the district disinfects campuses during extended holidays and weekends.	1,2	Superintendent, Principals, Maintenance, Custodians	During holidays and scheduled days	(L) Disinfectant solution, staff	Staff sanitizes classrooms	Decrease the outbreak of students with flu and stomach bug.
6. Identification and collaboration with ESCXV, state and local agencies in order to meet student needs, ensure attendance, and have academic success for students who are migrant, homeless, unaccompanied youth and military students.	1	Principals, Counselor(s), Federal Programs Director, Parent Liaison	2017-2018 School Year	(F) Federal Agencies (S) ESCXV and other State Agencies (L) Local Agencies	Documentation of specific forms filled out during registration, Federal and State Agencies represented during Registration	Continue collaboration with all agencies and stakeholders to provide success for our students.

Goal 6: Students will take and improve improvement on college admissions test versus state, regional performance levels.

Objective 1: By May 2018, at least 50% of all High School seniors will take a college admissions test and 40% of them will score 1050 or above on the SAT or 25 or above on the ACT.

Summative Evaluation: Increase the number of students attending college after graduation.

Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
1. Increase student awareness of college admissions test and admissions processes.	3	OHS Counselor, Parent Liaison	2017-2018 School Year	(S)GO Center Resources, PSAT test (L)Test Prep Materials and Software, Fees, Technology, Field Trips	ACT/SAT results Post-Secondary Enrollment data Field Trips to Colleges	Slight increase in students attending college after graduation.
2. Increase participation in AP and Dual Credit classes.	3	OHS Counselor, Assigned Teacher	2017-2018 School Year	(L)Parent Liaison, Budgeted money for tuition, Technology, Information/ Counseling Strategies, Recruiting practices	AP and Dual Credit Enrollment, TAPR data related to College Readiness	Continued number of students participating in AP and Dual Credit classes through Midland College
3. Deliver a coordinated program of college awareness activities including campus visits, parent outreach, financial aid sessions and Community Job Fair.	3	Principal, Counselor(s), Teachers, Federal Programs Director	2017-2018 School Year	(S)High School Allotment, GO Center (L)Technology, Counseling materials, Test Prep Materials / Software, Transportation	ACT / SAT Participation / Results, AP and Dual Credit Enrollments, Parent Participation in College Readiness Activities	Students, including First Generation College students, attend college-day at different college campuses. Counselors visit with parents and plan 8 th Grade PGP's.
4. Publicize and promote the admission and financial gains and benefits of participation in the Foundation Plan with endorsements.	3	OHS Counselor, Principal, Parent Liaison, Staff	Spring Semester	(S)GO Center Resources (L)Advisory and counseling services, Mentor teachers	Completion Rate, Recommended Graduation Percentage, College Admissions Schedules	Seniors graduate with endorsements. Students visit with Mentor teachers and counselor.

Goal 7: The school will actively promote and support parent involvement.

Objective 1: By May 2018, at least 90% of all students' parents/guardian and/or family members will participate in at least one school sponsored academic activity for/with their children.

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Priority Number	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
1. Parents attending ARD meeting of special needs students and LPAC meeting will receive adequate information and support, including translation services.	1,2,3,4	Principals, Parent Liaison, Counselor(s), Special Ed. Staff	2017-2018 School Year	(S)ESCXV, Menard CO-OP, (L)LPAC, Progress Reports, Special Needs Data	ARD/LPAC meeting attendance	Positive rapport build with parents in the community.
2. Provide State assessment results to parents in a language they can understand.	1,2,3,4	Principals, Assessment Coordinator, Counselors, Parent Liaison	Within 10 days of receipt of reports	(S) State assessment brochures and flyers (L) Parent Liaison, PEIMS Sec., Student-Led Conferences,	Documentation, Update student information	Parents receive reports of assessment results
3. Implement parent/teacher conference practices that include examination and reflection on student work.	1,2,3,4	Principals, Parent Liaison	2017-2018 School Year	(L)Budgeted funds, Progress Reports, Student-Led Conferences	Conference Log, Sign-in sheets	Increase student responsibility.
4. Utilize strategies to increase parental involvement.	1,2,3,4	Principals, Counselor(s), Staff, Parent Liaison, Superintendent	2017-2018 School Year	(S) GED Classes, ESC XV Newsletter & Parent Workshops (L)Parent Liaison, PTO, Technology	Sign-in sheets of parent involvement events, parent surveys, Flyers sent to parents	Continued parent participation Increase number of parents sign-up for school committees
5. CCCCSO offers the Parent Engagement Center to increase awareness skills and opportunities aimed at assisting parents in supporting and extending learning at home.	1,2,3,4	Federal Programs Director, Parent Liaison, Counselor(s)	2017-2018 School Year	(F) Title I Funds (S)Parent Workshop Offering (L)Counselor, Local Funds, Parent Liaison	Flyers, ESL/GED Training, Parent Calendar of Opportunities	Increased utilization of outside resources through the dissemination of information to parents of special programs.

