

# **OZONA ELEMENTARY SCHOOL**

## **Campus Improvement Plan**

*Lion Pride Begins Here!*

# **2017-2018**

10-25-17  
Date of CIP Team Adoption

# Mission Statement

## MISSION

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

## VISION

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

## Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Rebecca Kain	Teacher	
Ann Harmsen	Teacher	
Jessica Luckie	Teacher	
Peggy Logan	Teacher	
Briana Clark	Teacher	
Jessica Cathey	Teacher	
David Porter	Teacher	
Connie Crenwelge	Special Programs Teacher	
Patricia Tambunga	Teacher Assistant	
Stacia Oñate	Specials Teacher	
Tamara McWilliams	Principal	
Vicky Muñoz	Assistant Principal	
Katie Parker	Counselor	
Andi Richardson	Parent Representative	

<b>Kay Shaffer</b>	<b>Business Representative</b>	
<b>Susan Williams</b>	<b>Community Representative</b>	

# Comprehensive Needs Assessment

**A Comprehensive Needs Assessment was conducted with the Committee on *November 17, 2016***

Participants in Attendance	Data Sources Examined
<i>Peggy Logan; Yvette Martinez; Florencia Correa</i>	<div style="border: 1px solid black; padding: 10px;"> <p><b>AEIS</b>  <b>Federal Accountability Data for AYP</b>  <b>State Assessment Data—disaggregated</b>  <b>District PEIMS reports</b>  <b>PBMAS reports</b>  <b>District retention data</b>  <b>District discipline referral data</b>  <b>Parent, Community, Teacher, and /or Student surveys</b>  <b>Student attendance data</b>  <b>Benchmark testing data</b>  <b>Referral percentages for students in Special Education</b>  <b>TPRI data</b>  <b>Campus parent participation records</b>  <b>Campus mentor participation records</b>  <b>Community education program records</b>  <b>Homeless population analysis</b>  <b>Teacher retention data</b>  <b>Istation</b>  <b>Accelerated Reader</b></p> </div>
<i>Jadyn Poindexter; Stacia Onate; Raquel Maldonado</i>	
<i>Rita Rios; Kim Davis; Alexa Cervantez</i>	
<i>Dena Porter; Rebecca Kain;</i>	
<i>Whitney Tambunga; Patricia Tambunga;</i>	
<i>David Lee Borrego ; Irma Flores</i>	
<i>Jodie Baggett; Isabel Geary; Victoria Lara</i>	
<i>Ann Harmsen; Marie Pierce; Debbie Abbey</i>	
<i>Jackie Martinez; Vicki White; Farran Morris</i>	
<i>Michael Gully; Connie Crenwelge;</i>	
<i>Katie Ross; Whitney Turland</i>	
<i>Briana Clark; Vicky Munoz</i>	
<i>Tamara McWilliams; Katie Parker</i>	

<b>Identified Areas of Strengths and Concerns</b>	
<b>Areas of Strengths</b>	<b>Data Source</b>
<b>ELL Students showed growth on all areas of STAAR</b>	<b>STAAR Results</b>
<b>Response to Intervention Scheduled Hour</b>	<b>Decreased number of Tier 3 Students</b>
<b>Summer School</b>	<b>Attendance</b>
<b>Safe and Secure Environment</b>	<b>Discipline Referrals</b>
<b>Phonics &amp; Phonemic Awareness</b>	<b>Saxon Phonics Materials</b>
<b>Morning Math Meeting</b>	<b>Morning Math Meeting Materials</b>
<b>Parent Involvement</b>	<b>Sign In Sheets</b>
<b>4<sup>th</sup> Grade Writing Scores</b>	<b>STAAR Results</b>
<b>White Subpopulation Increased in Reading</b>	<b>STAAR Results</b>
<b>Areas of Concern</b>	<b>Data Source</b>
<b>Reading; Math &amp; Science</b>	<b>State Accountability (AEIS)</b>
<b>Vocabulary Development</b>	<b>State Accountability (AEIS)</b>
<b>Planning with Rigor</b>	<b>TEKS Resource System</b>
<b>Decreased Teacher Retention</b>	<b>Staff Turn-over Rate</b>
<b>Lack of Teacher Instructional Support for ELL Students</b>	<b>Student achievement, Student data</b>
<b>Technology is not reliable</b>	<b>Computer Labs, Data</b>
<b>Attendance Rate</b>	<b>Weekly Attendance Data</b>

# State Compensatory Education

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 SCE funds allotted to this District/Campus 74,475.00.

\*Goal 2, Obj. 1 \*Goal 5, Obj. 1 \*Goal 5, Obj. 2 \*Goal 6, Obj. 1

The process we use to identify students at risk is:

At Ozona Elementary School, students are entered into the SCE program at the beginning of the year if any of the above State qualifications are met. Student entering school after the initial enrollment are screened soon after their arrival and the arrival of the school records. The OES Counselor identifies students who are At-Risk and documents in their permanent folders in PEIMS this At-Risk status. If a student is not At-Risk, it is also documented in his/her permanent folder. Students At-Risk for drop out/failure at Ozona Elementary School are identified using the 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 assessment given during the current school year.
2. Did not maintain a 70 average in two or more subjects in the preceding or current school year or is not maintaining a 70 average in two or more subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument or has failed STAAR in prior year and currently has passed; however, has not passed at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency?
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current year, been referred to DPRS by school official, officer of juvenile court, or officer of law.

12. Is homeless, as defined by 42 U.S. AC 110302, 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.

**The process we use to exit students from the SCE program who no longer qualify is:**

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

*At Ozona Elementary School State Compensatory Funds are used to support Title I initiatives.*



## OES STAAR Scores

STAAR	3 <sup>rd</sup> Math % Met Standard	3 <sup>rd</sup> Reading % Met Standard
2016-2017	64%	66%
2015-2016	75%	77%
2014-2015	65% (NA)	70%
2013-2014	18%	46%
STAAR	4 <sup>th</sup> Math % Met Standard	4 <sup>th</sup> Reading % Met Standard
2016-2017	79%	69%
2015-2016	76%	79%
2014-2015	48% (NA)	50%
2013-2014	45%	63%
STAAR	5 <sup>th</sup> Math % Met Standard	5 <sup>th</sup> Reading % Met Standard
2016-2017	77%	77%
2015-2016	59%	71%
2014-2015	46% (NA)	72%
2013-2014	68%	66%

## Attendance Rates

School Attendance	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Ozona Elementary	96.18	95.93	95.93	95.98	96.33
State	95.7	95.9	95.9	95.7	95.9

## 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.

**Federal, State and Local Funding Sources**

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

<b>Program/Funding Source</b>
<b>Federal Programs</b>
IDEA Special Education
Title I
Title I 1003A Priority & Focus School Grant
Title IIA Principal and Teacher Improvement
Title IID Technology
Title III Bilingual/ESL
Menard COOP
<b>State Programs/Funding Source</b>
State Compensatory Education
<i>Think Through Math</i>
Region XV Education Service Center
<b>Local Programs/Funding Source</b>
Accelerated Reading and Math
DMAC Educational Software
Imagine Learning
SHAC Committee
Professional Development

### **Required 10 Components for Title I School wide Campuses**

- 1. Comprehensive Needs Assessment**
- 2. Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards**
- 3. Instruction by highly qualified teachers**
- 4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others**
- 5. Strategies to attract high-quality highly qualified teachers**
- 6. Strategies to increase parental involvement**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Community Center, to local elementary school programs**
- 8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program**
- 9. Effective, timely additional assistance for students that experience difficulty mastering state standards**
- 10. Coordination and integration of Federal, State, and local services and programs**

**Goal 1:** Students at Ozona Elementary will reach high standards, and obtain measurable growth in Reading, Math, Writing and Science.

**Objective 1:** Through instructional strategies, monitoring and support, 65% of our At-Risk students will score at Phase II at Level I or above on the 2017-2018 STAAR Test.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
1. First through Fifth grade students will take STAAR aligned benchmarks in Reading, Math, and Science. 4 <sup>th</sup> Grade students will also test in Writing. (Target Group: All)	1,2,3,8,9,10	Lead Teachers Katie Parker Lucinda Gallegos	May 2018	(S) TEKS Resource System or STAAR Aligned Benchmarks (L) Scantron Score Sheets (L) Substitutes for assessment student accommodations	Test Results
2. Staff will analyze reading, math, science and writing objectives to address areas of need. (Target Group: All)	1,2,9,10	Instructional Staff Katie Parker Tamara McWilliams Vicky Munoz	December 2017-February 2018	(S) TEKS Resource System (L) DMAC Reports (L) RTI Meetings	Tutorial Rosters Curriculum-Based Assessments (CBA) Monitor At-Risk Students
3. Students identified as ELL will receive additional instruction through <i>Imagine Learning, Think Through Math, AR Star Reading</i> . (Target Group: ELL)	1,2,9,10	Instructional Staff Jadyn Poindexter Lucinda Gallegos Tamara McWilliams Vicky Munoz	August 2017- May 2018	(S) LPAC guidelines (L)ELL funds, (L) RTI Guidelines	Monitoring Reports TPRI TELPAS

**Goal 1:** Students at Ozona Elementary will reach high standards and obtain measurable growth in Reading, Math, Writing and Science.

**Objective 2:** By May 2018, 85% of K-2 students will be able to read on grade level as defined by the end of the year TPRI and 85 % of grades 3-5 students will pass their STAAR exams.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
1. Third through Fifth grade students will take STAAR aligned benchmarks in Reading. (Target Group: All)	1,2,3,8,9,10	Lead Teachers Katie Parker	May 2018	(S) TEKS Resource System or STAAR Aligned Benchmarks (L) Scantron Score Sheets (L) Substitutes	Test Results
2. Instruction will be guided based on information gained from students' performance of on-going formal and informal assessments. (Target Group: All)	1,2,3,8,9,10	Grade Level Teachers Instructional Staff Tamara McWilliams Vicky Munoz	August 2017- May 2018	(S)TEKS (L) DMAC Reports (L) TPRI (L) STAR Reading & Math	Lesson plans Data will indicate level of student mastery. Grade Level Meetings STAR Reports
3. Accelerated Reader program will be continued to encourage reading for students in 1 <sup>st</sup> -5 <sup>th</sup> grade levels. (Target Group: All)	1,2	Instructional Staff Lead Teachers Margaret Riquelmy	August 2017- May 2018	(L) Accelerated Reader (L) AR Rewards	AR Reports
4. Students will take fluency assessments to determine what level they are performing from initial point and student growth will be recorded. (Target Group: All)	1,2,3,8	Instructional Staff	August 2017- May 2018	(L) Istation (L) Fluency Reports	Data will indicate level of student growth. TPRI Istation Reports
5. Training and continued modeling and teaching of best practices in Saxon Phonics during small group instruction. (Target Group: All)	1,3,4,9,10	Instructional Teachers Tamara McWilliams Connie Crenwelge Jessica Luckie Peggy Logan	August 2017- May 2018	(S) ESCXV (L) Continued Staff Development (L)Saxon Phonics	Teacher modeling Teacher observations Increase student growth

**Goal 1:** Students at Ozona Elementary will reach high standards, and obtain measurable growth in Reading, Math, Writing and Science.

**Objective 3:** All of our student subgroups will score at 65% or above on Phase II at Level I on the 2017-2018 STAAR Test in Mathematics.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
1. Third through Fifth grade students will take STAAR aligned benchmarks in Math. (Target Group: All)	1,2,3,8,9,10	Lead Teachers Katie Parker	May 2018	(S) TEKS Resource System or STAAR Aligned Benchmarks (L) Scantron Score Sheets (L) Substitutes	Test Results
2. Instruction will be guided based on information gained from students' performance of on-going formal and informal assessments. (Target Group: All)	1,2,3,8,9,10	Grade Level Teachers, Instructional Staff, Tamara McWilliams Vicky Munoz	August 2017- May 2018	(S)TEKS (L) DMAC Reports (L) AR Star Math	Lesson plans Data will indicate level of student mastery. Grade Level Meetings AR Star Math Reports
3. Students will take a math and diagnostic test to determine what level they are performing. Initial point and student growth will be recorded. (Target Group: All)	1,8	ESCXV Staff Instructional Staff Jaydn Poindexter	August 2017- May 2018	(L) Teacher developed assessment	Data will indicate level of student growth.

**Goal 1:** Students at Ozona Elementary will reach high standards, and obtain measurable growth in Reading, Math, Writing and Science.

**Objective 4:** All of our student subgroups will score at 65% or above on Phase II at Level I on the 2017-2018 STAAR Test in Science.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fifth grade students will take STAAR aligned benchmarks in Science and tutorial groups will be formed. (Target Group: All)	1,2,3,8,9,10	Lead Teachers Katie Parker	May 2018	(S) TEKS Resource System or STAAR Aligned Benchmarks (L) Scantron Score Sheets (L) Substitutes (L) STAAR Resources	Test Results Tutorial List
2. Improve academic vocabulary and increase student engagement in using the scientific method through the use of student journaling at all grade levels. (Target Group: All)	1,3	Lead Teachers Instructional Staff Tamara McWilliams Vicky Munoz	August 2017- May 2018	(L) Lead/Mentor Teachers (L) Science Journals	Science Journals checks
3. Science teachers will plan using the Instructional Focus Document during Team Planning. (Target Group: All)	1,4,8	Lead Teachers Instructional Staff	August 2017- December 2018	(S) ESCXV Steps for Planning (L) Team Planning (L) Lead/Mentor Teachers	Lesson Plans Six Weeks Planning Calendar



**Goal 2: All Ozona Elementary teachers and paraprofessionals will meet highly qualified standards applicable to their assignment.**

**Objective 1: All core academic classes will be taught by Highly Qualified teachers and Highly Qualified paraprofessionals. The LEA will recruit and retain highly qualified staff.**

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will be certified to teach the subject hired for.(Target Group: All)	1,2,3	Tamara McWilliams	June 2017 - May 2018	(S) Compensatory Funds (L) Personnel files (L) Job Fair	Teacher Certificates
2. Identify teachers and paraprofessionals who do not meet requirements and provide specific professional development. (Target Group: All)	3,4	Raul Chavarria Raedene Flores Tamara McWilliams	Beginning and End of each semester	(S) ESC XV Staff (L) Transportation	Teachers and Paraprofessionals meet Highly Quality Requirements
2. GT Teachers will attend at least 6 hours of Gifted/Talented training each year. (Target Group: All)	1,2,4	Tamara McWilliams	June 2017 May 2018	(S) ESC XV Staff	Attendance Certificates
3. Teachers will pursue and seek certification in ESL as appropriate to their teaching assignment (Target Group: ELL)	1,2,4,10	Tamara McWilliams	May 2018	(F) Title III Bilingual/ESL (S) ESC XV Training (L) Certification Fee	Teacher Certificates
4. Paraprofessionals will have 45 college hours or pass state mandated test. (Target Group: All)	1,2,4	ESC XV Tamara McWilliams	June 2017-May 2018	(S) ESC XV Staff (S) Compensatory Funds	College Transcript Certificate of Completion Acceptable score on State Mandated Test
5. Administrative staff will actively seek out Highly Qualified Certified Instructors or assist the current staff to become certified. (Target Group: ESL, LEP)	1,2,3,5,10	Tamara McWilliams Vicky Munoz	August 2017- May 2018	(S) TEA Guidelines (S) ESCXV (L) Recruiting practices (L)Schedule	Number of ESL certified instructors employed.

**Goal 2: All Ozona Elementary teachers and paraprofessionals will meet highly qualified standards applicable to their assignment.**

**Objective 2: Provide alternative certified teachers and new teachers to subject/grade area with additional support.**

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue a Lead/Mentor Teacher in Grades Pre-Kindergarten thru 5 <sup>th</sup> Grade to set expectations and lead grade level teams to success. (Target Group: All)	1,2,3,4,5	Lead/Mentor Teachers Tamara McWilliams Vicky Munoz	August 2017-May 2018	(L) Stipend to Lead/Mentor Teacher	Lead/Mentor Teacher Meetings
2. Vertical alignments meetings with other teachers. (Target Group: All)	1,2,3,9,10	Lead Teachers Instructional Teachers Tamara McWilliams Vicky Munoz	August 2017-May 2018	(S) TEKS (L) Team Planning (L) Grade Level Meetings	Planning once a semester Instructional Focus Calendar Grade Level Meetings
3. Coordination with alternative certified program supervisors on the instructional methods and classroom best practices. (Target Group: All)	1,2,4,10	Supervisors Tamara McWilliams	August 2017-May 2018	(S) Region Center	Teacher Observations Discussions

**Goal 3: Ozona Elementary School will provide a safe learning environment for all students at Ozona Elementary School.**

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

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
1. A Student Code of Conduct will be maintained focusing each student's action on desired behaviors. (Target Group: All)	1,2	Raul Chavarria Administrators Board of Trustees Staff	June 2017- May 2018	(L) Code of Conduct (L) CHAMPS (L) ISS-CHAMPS Training Rm.	Decrease number of discipline referrals.
2. Establish an intervention team, if necessary, to assist students experiencing difficult behavioral problems. (Target Group: All)	1,2,9	Intervention Committee, Katie Parker, Tamara McWilliams Vicky Munoz	June 2017- May 2018	(S) ESC XV Behavioral Specialist (S) ESCXV Training (L) Intervention Committee (L)CPI Team	Pre-Referral Packets Documentation of Meetings
3. Guidance lessons on school bullying, to include prevention activities and reporting incidents. (Target Group: All)	1,2,3,9,10	Katie Parker	August 2017- May 2018	(S)TEA Guidelines (S) ESC XV Training (L) Counselor	Decrease number of referrals.
4. Student survey concerning school safety. (Target Group: All)	1,2,9,10	Katie Parker SHAC Committee	Fall 2017	(L)SHAC Committee	Culmination of results.

**Goal 3: Ozona Elementary School will provide a safe learning environment for all students at Ozona Elementary School.**

**Objective 2: Plan and implement school emergency procedures to ensure school safety.**

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will review and practice fire drill and disaster procedures with all students. (Target Group: All)	1,3,10	Staff Tamara McWilliams Vicky Munoz	August 2017- May 2018	(L) Emergency Procedures Information (L) Fire Escape and Tornado Drill Maps (L) Local Emergency Agents	Escape routes posted. Monthly practice drills.
2. Sign In procedures will be continued for all visitors. (Target Group: All)	1	Staff Misty Jurado Patty Villarreal	August 2017- May 2018	(L) Visitor Pass/Software	Successful use of sign in procedures.
3. Maintain communication between office personnel and other campuses. (Target Group: All)	1	Administrators Misty Jurado Patty Villarreal	August 2017- May 2018	(L) Two-way radios	Quick access to staff members and other campuses
4. All staff responsibilities during a crisis will be provided and reviewed annually. (Target Group: All)	1,7,9,10	Crisis Safety Team Tamara McWilliams Vicky Munoz	August 2017- May 2018	(S) ESCXV Training (L) Intervention Committee (F) Title I	Attendance Certificates Documentation of Meetings
5. All staff will be trained and receive continuous training in classroom management. (Target Group: All)	1,3,5,9,10	Instructional Staff, ESC XV Staff, Tamara McWilliams	August 2017- May 2018	(F)CHAMPS, (L)Discipline Referrals, (S)ESC XV Staff	Increased reading and math scores. Decreased discipline referrals.

**Goal 4: A high attendance rate will be achieved and maintained.**

**Objective 1: Ozona Elementary School will maintain an attendance rate of 97.5% by all students and student population for the 2017-2018.**

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom teachers will focus on the importance of attendance and encourage regular attendance through a variety of approaches. (Target Group: All)	1,2	Instructional Staff, Tamara McWilliams	August 2017- May 2018	(L) Attendance reports (S) AEIS Data	Monthly Attendance Reports Parent/Teacher Contact Log Attendance Rate
2. Staff will contact/phone parents to check on students who are absent. ( Target Group: All)	1,2,6,9	Instructional Staff, Janis DeHoyos	August 2017- May 2018	(L) Attendance reports (L)Parent/Teacher Log (S) AEIS Data	Improved Attendance
3. Attendance records will be checked at least every month and notifications of excessive absences will be sent to parents. (Target Group: All)	1,2,9,10	Tamara McWilliams, Patty Villarreal	August 2017- May 2018	(L) Attendance reports (S) AEIS Data	Improved attendance
4. District Parent Liaison will make phone contacts and home visits on students who have been absent for 3 consecutive days. (Target Group: All)	1,2,6,10	Janis DeHoyos	August 2017- May 2018	(L)Transportation (L)Parent Liaison (L)Parent Contact Documentation	Documentation Student Attendance
5. Campus administration will provide incentive awards/activities for students with high attendance rates. (Target Group: ALL)	1,2,6	Tamara McWilliams Vicky Munoz Janis DeHoyos	August 2017- May 2018	(L) Attendance Budgeted Funds	Attendance Rate

**Goal 5: Students at Ozona Elementary will be provided opportunities to succeed in learning environments designed to meet their individualized needs (which will result in a future low drop-out rate).**

**Objective 1: By May 2018, Ozona Elementary School will coordinate and integrate federal, state, and local programs to identify and provide optimal individualized differentiated instruction for all student populations.**

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
1. Self-contained classrooms in grades Pre-Kindergarten through Third to provide more time for instruction. (Target Group: All)	1,2,3,9	Staff Tamara McWilliams	August 2017- May 2018	(L) Schedule	Increased student growth. Increased student/teacher relationships.
2. Staff will use all available resources to provide individualized instruction to students, especially those identified as At-risk. (Target Group: All, At-Risk)	1,2,3,9,10	Instructional Staff, Teacher Assistants, Katie Parker Tamara McWilliams Vicky Munoz	August 2017- May 2018	(S) ESCXV Training (L) RTI Guidelines (L) Differentiation Strategies and Small Group Instruction (L) Identification of At-Risk (L) STAAR Tutorials	At-Risk Screening Grade Level Meetings Guided Reading and Learning Stations
3. Students identified as Dyslexic will receive accelerated instruction in addition to regular instruction. (Target Group: DYS)	1,2,9,10	Connie Crenwelge, Intervention Committee, Katie Parker	August 2017- May 2018	(S) 504 Accommodations (S) Compensatory Funds (L) Dyslexia Funds (L) Local Funds, (L) RTI Guidelines	Students served during RTI Report Cards
4. Special education students will be ensured the least restrictive environment by periodic review of all available options. (Target Group: SPED)	1,2,3,9,10	Special Education Staff Tamara McWilliams Vicky Munoz	August 2017- May 2018	(L) Menard CO-OP (L) ARD	Teacher observation ARD minutes Student IEP
5. Administrators and staff will seek out and develop improved processes in identifying and serving Gifted and Talented students. (Target Group: GT)	3,4	Gifted and Talented Committee Instructional Staff Tamara McWilliams Vicky Munoz	August 2017- May 2018	(S) TEA Guidelines (S) ESCXV Training (L) GT Committee (L) GT Teachers (L) RTI Guidelines	Students served during RTI Planning meetings
6. Information about various social services and agencies will be available as needed on an individual basis. (Target Group: All)	1,2,9,10	ESCXV Staff Janis DeHoyos Farran Morris	August 2017- May 2018	(S) ESCXV Staff (L) Community Resources	Number of students receiving social services

		<b>Katie Parker</b>			
<b>7. Migrant students will be identified and receive related services. (Target Group: Migrant)</b>	<b>1,2,9,10</b>	<b>ESCXV Staff Raul Chavarria Janina Savala</b>	<b>August 2017- May 2018</b>	<b>(F) Free/Reduced Meals (S) ESCXV Staff (L) Parent Liaison</b>	<b>Number of students receiving Migrant services.</b>
<b>8. Surveys will be given upon enrollment to identify homeless students and parents will be given information and referred to appropriate social services. (Target Group: All, At-Risk)</b>	<b>1,2,6,9,10</b>	<b>ESCXV Staff Raul Chavarria Janina Savala Janis DeHoyos Tamara McWilliams Vicky Munoz</b>	<b>August 2017- May 2018</b>	<b>(S) ESCXV Staff (L) Community Resources (L) Parent Liaison</b>	<b>Parent Liaison Records</b>

**Goal 5: Students at Ozona Elementary will be provided opportunities to succeed in learning environments designed to meet their individualized needs (which will result in a future low drop-out rate).**

**Objective 2: At-risk students will be given additional opportunities and various instructional methods will be used to bring those identified students to grade level.**

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
1. Appropriate identification of at-risk students. (Target Group: At-Risk)	1,2,3,9,10	Instructional Staff, Katie Parker, Patty Villarreal, Tamara McWilliams	August 2017- May 2018	(S) TEA Guidelines (S)TPRI (L) At-Risk Criteria Assessments	Results of Assessments At-risk indicators
2. Schedule designated time in schedule to serve identified at-risk students. ( Target Group: At-Risk)	1,2,9,10	Instructional Staff, Tamara McWilliams	August 2017- May 2018	(S) Compensatory Funds (L)Materials/Equipment (L) RTI Schedule (L) Small Group Instruction	Progress Reports Interventions during the day
3. Tracking At-risk student data, regrouping and intervening through additional support. (Target Group: At-Risk)	1,2,9,10	Instructional Staff	August 2017- May 2018	(L) TEKS aligned test in core subjects (S) STAAR & TPRI (S)Compensatory Funds (L) Local assessments (L) After School Tutorials	Test Results Reports from Programs
4. Homework House, during school and after school tutorials is provided for At-Risk students.(Target Group: At-Risk)	1,3,8,9,10	Instructional Staff Tamara McWilliams Vicky Munoz	August 2017- May 2018	(S) Compensatory Funds (L) Instructional Staff (L) After School Snacks	Report Cards Progress Reports



**Goal 6: Ozona Elementary School will encourage parent involvement.**

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

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student/parent/teacher compacts will be reviewed and updated annually. (Target Group: All)	1,2,6,9,10	Instructional Staff Janis DeHoyos Parents	September 2017	(L) Classroom Teachers (L) Parent Liaison	Completed Signed Compacts
2. Evening activities and opportunities for parent involvement will be provided.(Target Group: All)	1,2,6,9,10	Instructional Staff, Teacher Assistants Janis DeHoyos Tamara McWilliams Vicky Munoz	August 2017- May 2018	(SCE) Parent Liaison (L) Instructional Staff (L) Texas Public School Week (L) Open House (L)Thanksgiving and Christmas Luncheon (L) STAAR Informational Meetings	Parental Participation Data
3. Increase the number of parent/teacher conferences and provide a translator if needed. (Target Group: All)	1,2,6,9,10	Instructional Staff Janis DeHoyos Tamara McWilliams Vicky Munoz	August 2017- May 2018	(SCE) Parent Liaison (L) Instructional Staff (L)Principal Translators	Documented Conferences
4. Coordination of planned orientations with Pre-Kindergarten, Kindergarten and 5 <sup>th</sup> Grade students in order to ensure a smooth transition between local pre-schools and middle school.(Target Group: All)	1,2,9,10	Janis DeHoyos Tamara McWilliams Vicky Munoz Katie Parker Staff	Spring 2018	(L) Staff (L) Local Budgeted Funds	Feedback

**Goal 6: Ozona Elementary School will encourage parent involvement.**

**Objective 2: Increase communication with parents and guardians about educational decisions and teacher/parent activities at Ozona Elementary.**

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus newsletter and Campus Calendar of Events will be distributed to parents each month. (Target Group: All)	1,2,6,9,10	Katie Parker Vicky Munoz	August 2017- May 2018	(L) Counselor's Newsletter (S) ESC XV Newsletter (L) Campus Calendar of Events	Parental awareness of academic expectations.
2. Communication and information about school activities is distributed through school and local media in order to facilitate parental involvement. (Target Group: All)	1,2,6,9,10	Instructional Staff, Katie Parker, Janis DeHoyos, Tamara McWilliams, Vicky Munoz, Tiffany Esparza, PTO	August 2017- May 2018	(L) Local Newspaper (L) School Media & Webpage (L) Counselor's Newsletter (L) Radio Station (L) PTO Newsletter	Improve parent/school relationship.
3. Parents of special needs students will be actively involved in the IEP/ARD process. (Target Group: SPED)	1,2,6,9,10	Tammy Farley Allison McGuire, Special Education Staff, OT & PT Staff, Tamara McWilliams, Vicky Munoz	August 2017- May 2018	(S) Menard CO-OP Staff (L) ARD Meetings (L) Translator Provided	Increased parental attendance at ARD meetings.
4. Parents of dyslexic and 504 students will be actively involved in the academic committee decisions. (Target Group: Dyslexia and 504)	1,2,6,9,10	Instructional Staff, Connie Crenwelge, Katie Parker, Tamara McWilliams, Vicky Munoz	August 2017- May 2018	(S) Dyslexia Training (L) Counselor Training (L) Instructional Staff (L) Translator Provided	Increased parental attendance at 504 meetings.
5. Parents of English Language Learners will be actively involved in the LPAC committee decisions. (Target Group: ELL)	1,2,6,9,10	Instructional Staff, Parent Liaison, Rebecca Kain, Tamara McWilliams, Vicky Munoz, Janina Savala	August 2017- May 2018	(SCE) Parent Liaison (L) ELL Campus Teacher (L) Instructional Staff	Minutes of LPAC meetings

<b>6. Increase parent involvement in school-related committees. (Target Group: All)</b>	<b>1,10</b>	<b>Instructional Staff, Parent Liaison, Tamara McWilliams, Vicky Munoz Farran Morris PTO</b>	<b>August 2017- May 2018</b>	<b>(F) ESL Staff (L) Parent Liaison (L) Instructional Staff (L) Nurse</b>	<b>Increased parental attendance at SHAC, CIP, DIP and LPAC Committees.</b>
---	-------------	--	----------------------------------	---	---