

DISTRICT/CAMPUS PLAN COMPONENT CHECKLIST 2016-2017

✓	COMPONENT & SUPPORTING INFORMATION
MISSION STATEMENT	
	The Mission Statement is the foundation of the plan that provides direction and clearly indicates what the staff cares most about. It incorporates key district expectations and provides a guideline and a sense of direction that must be lived.
LIST OF COMMITTEE MEMBERS & ROLES – TEC 11.251 (E) & BOB LEGAL	
	At least two-thirds of elected professional staff must be teachers <ul style="list-style-type: none"> • Must be nominated and elected by other professional staff members (see local policy for procedure and terms) • Must include district level staff
	Parents <ul style="list-style-type: none"> • Must be in parental relationship to a student enrolled in the district • Cannot be employee of the district
	Community Members <ul style="list-style-type: none"> • Cannot be parent of student enrolled in the district's schools (if campus level committee, community member may be parent of student enrolled in the same district but different campus) • Must reside within the district • Must be at least 18 years of age • Must include business representative (does not have to reside in the district unless serving as community member) • Should reflect community's diversity
COMPREHENSIVE NEEDS ASSESSMENT (TEC 11.252)	
	Sign-in sheet of committee members
	Agenda (date, time, place)
	Minutes
	Copies of data considered
	Summary of findings
STATE COMPENSATORY EDUCATION	
	Brief overview of the State Compensatory Education Program
	List of state criteria used to identify students in at-risk situations (SCE)
	List of local criteria used to identify students for SCE, if applicable
	Description of how students are entered into the SCE program
	Description of how students are exited from the SCE program
	Total # of FTEs funded through SCE at the District or Campus level

	<p>SCE Program evaluation previous-to-present year showing the difference between at-risk/not at-risk in</p> <ul style="list-style-type: none"> • Performance on state assessment • Dropout numbers • Budget summary
REQUIREMENT FOR TITLE I SCHOOLWIDE SCHOOLS	
	List of Federal, State and local funding sources and/or programs that will be coordinated to upgrade the entire educational schoolwide program
	Date of Board Approval
	Made available to parents
GOALS	
LONG RANGE (3-5 YEARS) GOALS TO ATTAIN THE STATE STANDARDS IN EACH AREA	
	Academic Goal (including special education and LEP) (TEC/NCLB)
	Dropout/At-Risk (TEC/NCLB)
	Violence Prevention/Intervention (TEC/NCLB)
	Highly Qualified Teachers (NCLB)
	Parent Involvement (TEC/NCLB)
	Other as identified (optional)
OBJECTIVES	
MUST BE SPECIFIC, MEASUREABLE, ANNUAL TARGETS (TEC)	
	<p>Address in each objective:</p> <ul style="list-style-type: none"> • All student groups • Students in special education, and/or students in special program areas, especially Federal programs
DISTRICT WITH SHARED SERVICE ARRANGEMENTS FOR DAEP SERVICES	
	<p>A district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall ensure that the District improvement plan and each campus-level plan include the performance of the DAEP student group for the District. The identified objectives for the improvement plans shall include:</p>
	1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;
	2. Attendance rates;
	3. Pre- and post-assessment results;
	4. Dropout rates;
	5. Graduation rates; and
	6. Recidivism rates.

DISTRICT IMPROVEMENT PLAN PROVISIONS

	<p>A comprehensive needs assessment addressing performance on the student achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the District, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.</p>
	<p>Measurable District performance objectives for all appropriate student achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.</p>
	<p>Strategies that include:</p> <ol style="list-style-type: none"> 1. Instructional methods for addressing the needs of student groups not achieving full potential.
	<ol style="list-style-type: none"> 2. Methods for addressing the needs of students in special programs including suicide prevention (in accordance with Health and Safety Code requirements regarding parental or guardian notification procedures), conflict resolution, violence including dating violence prevention or dyslexia treatment programs .
	<ol style="list-style-type: none"> 3. Dropout reduction.
	<ol style="list-style-type: none"> 4. Integration of technology in instructional and administrative programs.
	<ol style="list-style-type: none"> 5. Discipline management.
	<ol style="list-style-type: none"> 6. Staff development for professional and paraprofessional staff based on the district/campus comprehensive needs assessment.
	<ol style="list-style-type: none"> 7. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
	<ol style="list-style-type: none"> 8. Comprehensive, Intense, Accelerated education. (at-risk, SCE)
	<p>Strategies for providing information to Middle School, Jr. High School, and High School parents, counselors, students on:</p> <ul style="list-style-type: none"> • higher education admissions and financial aid opportunities • The TEXAS grant program and the Teach for Texas grant program • The need to make informed curriculum choices to be prepared for success beyond high school • Sources of information on higher education admissions and financial aid
	<p>A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. [TEC 37.083(a)]</p>
	<p>Dating violence policy (TEC Section 37.0831)</p> <p>A dating violence policy must:</p> <ol style="list-style-type: none"> 1. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Section 71.0021 Family Code; and 2. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

	<p>A policy addressing sexual abuse and other maltreatment of children that must include:</p> <ol style="list-style-type: none"> a) Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or other maltreatment, using resources developed by TEA. These methods must include the staff training described at Education Code 38.0041(c) [see DMA]; b) Actions that a child who is a victim of sexual abuse or other maltreatment should take to obtain assistance and intervention; and c) Available counseling options for students affected by sexual abuse or other maltreatment. <p>*The policy must be included in any informational handbook provided to students and parents. (see TEC Section 38.004)</p>
	<p>Dropout Prevention Review – The District-Level committee of a district with a junior, middle, and high school campuses will analyze information related to dropout prevention and use the information to develop plans.</p> <ol style="list-style-type: none"> 1. Results of audit of dropout records; 2. Campus graduation, dropout, and high school equivalency rates, and the percentage of students who remain in high school more than four years after entering grade 9; 3. Number of students who enter high school equivalency programs (HSEPs) and a) do not complete the HSEP, b) complete the HSEP but do not take the high school equivalency examination, or c) complete the HSEP and take the high school equivalency examination but do not obtain a high school equivalency certificate; 4. Students enrolled in grades 9 and 10, academic credit hours earned, retention rates, and AEP placements and expulsions; 5. Results of an evaluation of each school-based dropout prevention program in the district.
	<p>Services to the Homeless Student (<i>NCLB</i>)</p>
	<p>Pregnancy Related Services (Section 9.5 in SAAH)</p> <ol style="list-style-type: none"> 1. Description of your district’s PRS program; 2. Describe the specific services available to a student through the PRS program; and 3. Summarize the use of the compensatory education allotment for PRS in the strategies when the PRS program is used to serve prenatal and postpartum students.
CAMPUS IMPROVEMENT PLAN PROVISIONS	
	<p>Each campus improvement plan must:</p> <ol style="list-style-type: none"> 1. Assess the academic achievement for each student in the school using the student achievement indicator system.
	<ol style="list-style-type: none"> 2. Set the campus performance objectives based on the student achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.
	<ol style="list-style-type: none"> 3. Identify how the campus goals will be met for each student.
	<ol style="list-style-type: none"> 4. Determine the resources needed to implement the plan.
	<ol style="list-style-type: none"> 5. Identify staff needed to implement the plan.
	<ol style="list-style-type: none"> 6. Set time lines for reaching the goals.
	<ol style="list-style-type: none"> 7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

	8. Provide for a program to encourage parental involvement at the campus.
	9. Include goals and methods for violence prevention and intervention on campus.
	10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on: <ol style="list-style-type: none"> a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention; b. Student academic performance data; c. Student attendance rates; d. The percentage of students who are educationally disadvantaged; e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and f. Any other indicator recommended by the local school health advisory council.
	Dropout Prevention Review – The campus-Level committee of a junior, middle, and high school campus will analyze information related to dropout prevention and use the information to develop plans. <ol style="list-style-type: none"> 1. Results of audit of dropout records; 2. Campus graduation, dropout, and high school equivalency rates, and the percentage of students who remain in high school more than four years after entering grade 9; 3. Number of students who enter high school equivalency programs (HSEPs) and a) do not complete the HSEP, b) complete the HSEP but do not take the high school equivalency examination, or c) complete the HSEP and take the high school equivalency examination but do not obtain a high school equivalency certificate; 4. Students enrolled in grades 9 and 10, academic credit hours earned, retention rates, and AEP placements and expulsions; 5. Results of an evaluation of each school-based dropout prevention program in the district.
	Strategy for how the school will provide the parents individual student assessment results in a language the parents can understand.
	Pregnancy Related Services (Section 9.5 in SAAH) <ol style="list-style-type: none"> 4. Description of your district’s PRS program; 5. Describe the specific services available to a student through the PRS program; and 6. Summarize the use of the compensatory education allotment for PRS in the strategies when the PRS program is used to serve prenatal and postpartum students.
	CAP components for Special Education: Campus Plans (Optional) <ul style="list-style-type: none"> • Timeline for initial evaluation • Least Restrictive Environment • Related Services • Timeline for Reevaluation • Transition Services

TITLE I SCHOOLWIDE CAMPUSES ONLY: REQUIRED 10 COMPONENTS FOR TITLE I SCHOOLWIDE PROGRAMS	
	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 Even Start, 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
TITLE I TARGETED ASSISTANCE CAMPUSES ONLY: REQUIRED 8 COMPONENTS FOR TITLE I TARGETED ASSISTANCE PROGRAM	
	1. Program resources are used to help participating children meet state academic achievement standards
	2. Planning for identified students is incorporated into existing school planning
	3. Effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program
	4. Each targeted assistance program is coordinated with and supports regular education programs
	5. Instruction is provided by highly qualified teachers
	6. Opportunities for professional development are provided
	7. Strategies to increase parental involvement are used
	8. Federal, state, and local services and programs are coordinated and integrated with the targeted assistance program

STAFF RESPONSIBLE	
	Positions of those who will implement and monitor the strategy
RESOURCES	
(CLEARLY SPECIFIED FUNDING, MATERIALS, PERSONNEL, ETC.)	
	State Comp Education dollar amounts and FTE's. 52% of the SCE funds must be specifically linked to appropriate strategies. A budget summary must also be attached.
	Federal funding sources such as: Title I, Title II, Title IV, Title III, etc. (or SSAs when applicable)
	Other grant sources
	State/Local funding sources
EVALUATION	
	Formative evaluation (periodic, measureable outcomes)
	Summative evaluation (annual measures of progress made toward stated objectives)

Ozona High School
Campus Improvement Plan
2017-2018

Date of School Board Approval

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

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

Vision-

Ozona High School exists for the education of the children of Crockett County

Ozona High School exists to support the relationship between teachers and students

Ozona High School will focus on improving student performance for all high school students

Ozona High School will require a common core of academic subjects for all high school students as determined by the State of Texas

Ozona High School will decentralize curriculum decisions by involving all of the stakeholders through departmentalization

The OHS Principal, College Readiness Coordinator, the OHS Counselor, and the Special Programs Directors shall initiate a process for implementing the beliefs detailed in this process.

Campus Improvement Planning and Decision Making Committee

Name	Position <small>(Parent, Business, Community, Teacher, etc.)</small>	Signature
Rene Valeriano	Principal	
Leanna Childress	Counselor	Not Present
Kimberly Maldonado	Teacher	
Dottie De Leon	Teacher	
Mingo Perez	Business	Not Present
Jody Upham	Business	
Veronica Newlin	Teacher	Not Present
Lydia Martinez	Parent	Not Present
Laura Valeriano	Teacher	
Jason Davis	Teacher	

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.

Title I, Part A Schoolwide Components

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 parent involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, 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

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

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 FTEs funded through SCE at this District/Campus: *(insert FTEs)*

The process we use to identify students at-risk is:

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.

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

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

State Compensatory Education

STAAR	Algebra I % Met Standard			English I % Met Standard			English II % Met Standard			Biology % Met Standard			US History % Met Standard		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
All Students	50%	68%	67%	48%	62%	64%	46%	62%	52%	79%	75%	83%	91%	90%	86%
Hispanic	46%	56%	67%	43%	57%	50%	41%	61%	45%	73%	76%	82%	89%	86%	88%
White	73%	67%	83%	71%	71%	85%	64%	74%	63%	100%	73%	85%	100%	100%	81%
Special Education	*	*	*		*	*		*	*	*	*	*		*	*
Economically Disadvantaged	43%	55%	63%	37%	54%	47%	47%	45%	41%	76%	67%	81%	90%	88%	81%

	Drop Out Data			Graduation Rate Data			
	2013-2014	2014-2015	2015-2016	2013-2014	2015-2016	2014-2015	2015-2016
All Students	1.3%	1.8%	.5%	91.8%		97.8%	88.2%
Hispanic	1.1%	1.8%	.6%	92.3%		97.4%	86.5%
White	0.0%	1.9%	0%	100%		100%	92.3%
Special Education	0.0%			100%		*	*
Economically Disadvantaged	1.0%	1.6%	1.0%	93.3%		95.2%	82.6%
ELL	25.0%	*	*	*		*	*
Asian	*	*	*	*		*	100%

The comprehensive, intensive, accelerated instruction program at this district/campus... *consists of tutorials during the school day for students at-risk, a freshman study skills class, and implementation of test prep for ACT/SAT*

Upon evaluation of the effectiveness of this program the committee finds that ... we will continue to provide tutorials and a freshman study skills class as part of the school day

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.

This schoolwide program will consolidate funds in the following way: Title I, Part A only

Federal	
Program/Funding Source	Amount of Funding
<i>Title I, Part A</i>	
<i>Title I, Part C (Migrant)</i>	
<i>Title II, Part A (TPTR)</i>	
<i>Title II, Part D Technology</i>	
<i>Title III Bilingual/ESL</i>	
<i>Title IV Safe and Drug Free</i>	
<i>Title VI, Part B Rural/Low Income</i>	
<i>Carl Perkins</i>	
<i>REMS Grant</i>	
State	
Program/Funding Source	Amount of Funding
<i>Career/Technology Education</i>	
<i>State Compensatory Education</i>	
<i>Dyslexia</i>	
<i>Gifted/Talented</i>	
<i>Special Education</i>	
<i>Bilingual/ESL Program</i>	
Local	
Program/Funding Source	Amount of Funding
<i>DMAC Educational Software</i>	
<i>Services Using Region XV Education Service Center</i>	
<i>SHAC Committee</i>	
<i>Special Ed shared services with Menard Coop</i>	
<i>State Compensatory</i>	
<i>Edmentum Software</i>	

Comprehensive Needs Assessment Attendees

Date(s):

Name	Position <small>(Parent, Business, Community, Teacher, etc.)</small>	Signature
Rene Valeriano	Principal	
Kimberly Maldonado	Teacher	
Dottie De Leon	Teacher	
Jody Upham	Business	
Laura Valeriano	Teacher	
Jason Davis	Teacher	

Comprehensive Needs Assessment Summary 2016-2017

Data Sources Reviewed:			
<ul style="list-style-type: none"> • Attendance • • Discipline Referrals • • ISS Placements • 			
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			
Student Achievement	All Students: Ethnicity: Economically Disadvantaged: Gender: Special Program Groups: (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.) At-Risk:	All Students: Ethnicity: Economically Disadvantaged: Gender: Special Program Groups: (Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.) At-Risk:	
School Culture and Climate			
Staff Quality / Professional Development			
Curriculum, Instruction, Assessment			

Comprehensive Needs Assessment Summary 2016-2017

Data Sources Reviewed:			
<ul style="list-style-type: none"> • Attendance • • Discipline Referrals • • ISS Placements • 			
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?
Family and Community Involvement			
School Context and Organization			
Technology			
Additional Information			

***NOTE:** Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.*

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in Math, English/Language Arts, Science, and Social Studies as set forth by the No Child Left Behind Act of 2002 (NCLB was replaced by Every Student Succeeds Act of 2015), and Texas AEIS (Renamed to Texas Academic Performance Reports or TAPR as of 2012-2013).

Objective 1: By the Spring of 2018 all students and each student group, including Special Education students will show improvement on the EOC exams, or other appropriate exams.

Summative Evaluation:

	Subject	All Students	H	W	AA	ED	Migrant	ELL	Spec. Ed.
2016-2017 % Met Standard	Algebra I								
	English I								
	English II								
	Biology								
	US History								
2015-2016 % Met Standard	Algebra I	69	65%	88%	N/A	63%	N/A	50%	*
	English I	55	50	85		47			
	English II	49	45	63		41			
	Biology	83	82	85		63		83	
	US History	86	88	81		81			
2014-2015 % Met Standard	Algebra I								
	English I	65%	63%	79%	N/A	57%	N/A	*	*
	English II	66%	68%	85%	N/A	54%	N/A	*	*
	Biology	85%	83%	91%	N/A	77%	N/A	*	*
	US History	98%	97%	100%	N/A	96%	N/A	N/A	*
2013-2014 % Met Standard	Algebra I	50%	46%	73%	N/A	43%		*	*

English I	48%	43%	71%	N/A	37%	N/A	*	*
English II	46%	41%	64%	N/A	47%	N/A	*	*
Biology	79%	73%	100%	N/A	76%	N/A	*	*
US History	91%	89%	100%	N/A	90%	N/A	*	*

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
1. Identify strengths and weaknesses through individual student profiles	1,2,9,10	College Readiness Coordinator, OHS Principal, Staff, Superintendent	Each grading period	Team Leaders, DMAC Data, State Assessment Results	DMAC Results, PSAT Scores, ASPIRE scores, EOC Scores	Improved six weeks grades Reduced failure rate
2. Use TEKS to establish instructional priorities for EOC	1,2,9,10	College Readiness Coordinator, OHS Counselor, Staff	Each grading period	Tutorials, TEKS, ESC XV	Lesson Plans, DMAC Results	Improved performance on concept specific aligned assessment
3. Provide staff time for lesson planning, vertical alignment and creating new instructional strategies	1, 2, 4, 9, 10	OHS Principal	Yearly	SCE funds, Team Leaders, TEKS Based Curriculum, TEKS, ESC XV	Principal observations and EOC results	Student success as evidenced by walkthrough documentation
4. Provide EOC remediation and preparation classes for all students and maintain vertical alignment	1,2,9,10	College Readiness Coordinator, Department Heads, OHS Counselor, OHS Principal, Staff	Each Semester	SCE funds, Team Leaders, STAAR/EOC Material	DMAC and EOC results	Increased scores on targeted CBAs and EOCs
5. Maintain the summer remediation program.	1,2,9,10	OHS Counselor,	Yearly	Title 1	EOC Results, Credit Needs	Increased scores on EOCs

		OHS Principal, Superintendent				
6. Communicate EOC objectives and activities to all stake holders	1,2,9,10	Classroom teachers, Faculty and Staff, OHS Counselor, OHS Principal, SBDM Team	Each semester	Flyers, Parent/Staff Contact, Team Leaders	Parent Conferences, mailouts, TEKS, student folders for EOC remediation	Increased performance on EOC tests
7. Provide opportunities for all special needs students to take EOC exam, STAAR online	1,2,9,10	OHS Counselor, OHS Principal, Staff	According to state testing calendar	ARD meetings, STAAR results	EOC Results, ARD	Increase in percentage of Sped. Ed. students taking EOC and STAAR Exams
8. Review current curriculum to align with TEKS and EOC objectives	1,2,9,10	Classroom teachers, OHS Counselor, OHS Principal, Region XV ESC, Staff	Fall 2015	DMAC Data, State Assessment Results	EOC and CBA Results, Team Leaders, ESC XV	Increased performance on EOC tests
9. Develop and implement EOC strategies and activities to aid LEP and special needs students	1,2,9,10	ESL Coordinator, ESL teacher, OHS Counselor, OHS Principal, Teacher(s)	Each grading period	SIOP, Lesson Plans, Scheduling, TEKS Based Curriculum, ESC XV Staff, STAAR/EOC Released Tests, STAAR/EOC Study Guide, STAAR/EOC Workbooks, State Assessment Results	EOC and DMAC testing results, observations	Increased performance on EOC tests by LEP and SPED populations

10. Classroom observations for special programs (ESL, Special Ed)	1,2,9,10	ESL Coordinator, ESL Teacher, OHS Principal, Special Education Staff	Each Semester	Instructionally focused calendar	Observations	Teachers will meet the needs of ESL and SPED populations as evidenced in walkthroughs and test results
11. Teachers will implement higher order thinking skills into their classroom instruction	1,2,9,10	OHS Principal, Staff	Each grading period	Class Curriculum, Five E Model, OHS Schedule, ESC XV	EOC Results, Observations	Increased performance on EOC tests
12. Teachers will provide regular EOC/SAT/ACT test taking activities	1,2,9,10	OHS Principal, Staff, Teacher(s)	Each grading period	Instructionally focused calendar, Library	EOC/SAT/ACT Results, Observations, Lesson Plans	Increased performance on EOC/SAT/ACT tests
13. Include a tutorial period in the OHS schedule to address needed improvement in all core subjects especially math and science achievement discovered in Needs Assessment. Additionally, the tutorial period is to be used to pair at-risk students with high capacity teachers when possible, as this need was identified in	1,2,9, 10	Core Subject Teachers, OHS Counselor, OHS Principal, SBDM Team	Yearly/ Each grading period	Faculty & Staff, OHS Schedule	EOC results, staff development	Increased performance on EOC tests

the Comprehensive Needs Assessment						
14. Maintain note-taking strategies and Cornell note-taking for students	1,2,9, 10	College Readiness Coordinator, Department Heads, Faculty & Staff, OHS Principal	Daily	Principal, Staff and Faculty	Lesson Plans, Observations	Increased performance on EOC tests
15. Staff development, training and implementation of strategies in Sheltered Instruction Observation Protocol (SIOP) to address findings in Needs Assessment to better educate LEP students.	1,2,9, 10	ESL Coordinator, Faculty & Staff, OHS Counselor, OHS Principal, Special Education Staff, Superintendent	Each grading period	SIOP Coach, Budgeted funds, Lesson plans	Lesson plans, observation, staff development sessions	Increased performance on EOC tests by LEP population
16. Maintain implementation of strategies to help students become more goal oriented, better organized and have higher expectations, thus creating more complete students	1,2,9, 10	College Readiness Coordinator, Instructional staff, OHS Counselor, OHS Principal, Teacher(s)	Yearly	Title I, Budgeted funds, Campus budget	PLAN, PSAT, EOC Results	Increased performance on standardized tests by all students

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

Objective 1: *Ozona High School will maintain an attendance rate of 97% by all students and student populations for the 2017-2018 school year.*

Summative Evaluation:

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
1. Provide process for recording and follow up on daily attendance and continue Saturday School	1,2,9,10	CC Sheriff's Department, OHS Principal, PEIMS Coordinator	Weekly	SCE Funds	Attendance reports	Attendance rate will increase to 97% or better
2. Maintain exam exemption policy	1,2,9,10	OHS Principal, OHS Counselor	Each semester	Attendance reports, Grade Reports	Attendance reports, Grade reports	Increase in the number of students that are eligible for exemption from semester exams
3. Maintain incentive programs to promote increased attendance and reward perfect attendance.	1,2,9,10	OHS Principal	Each grading period	Budgeted money for rewards and incentives, Exemption policy	Attendance reports	Increase in the number of students that are eligible for incentives
4.						

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

Objective 1: *Ozona High School will maintain an attendance rate of 97% by all students and student populations for the 2017-2018 school year.*

Summative Evaluation:

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
5. Use pregnancy prevention and other community sponsored programs	1,2,9,10	OHS Counselor, OHS Principal, PEIMS Coordinator	Each semester	Budgeted funds, Parent participation	Attendance reports	Decrease of the pregnancy rate at OHS
6. Monitor LEP students and provide learning environment	1,2,9,10	ESL teacher, Instructional staff, OHS Counselor, OHS Principal	Each grading period	SCE funds, SIOP coach, Weekly attendance reports	Attendance reports	Increase in attendance and scores of LEP students

Goal 3: All students in Crockett County CCSD will graduate from high school

Objective 1: By May 2018, a dropout rate of less than 2.0% for all students and all student groups will be maintained and achieve a completion rate of 90%.

Summative Evaluation:

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
1. Continue a needs assessment which includes needs of LEP students	1,2,9,10	ESL Coordinator, ESL teacher, OHS Counselor, OHS Principal, SBDM Team	Each semester	AEIS Data	AEIS Data	Decrease in the number of drop-outs
2. Monitor OHS schedule	1,2,9,10	OHS Counselor, OHS Principal, Staff	Yearly	AEIS Data	PEIMS data and observations	Decrease in the number of drop-outs
3. Maintain EOC tutoring classes and summer school for that who fail the EOCs	1,2,9,10	Faculty & Staff, OHS Counselor, OHS Principal	Each semester	Title I	EOC Results	Increase in the number of students passing the EOCs
4. Maintain a diversity of courses offering life skills classes	1,2,9,10	OHS Counselor, OHS Principal	Each semester	OHS Schedule, Scheduling	Student and community surveys	The OHS schedule will include a variety of electives based on the interests of students
5. Implement a student/teacher mentor program	1,2,9,10	OHS Counselor, OHS Principal	Each semester	Tutorial class, Teacher mentor	Principal observations, AEIS data	Increased participation of students in academics and extracurricular

Goal 3: All students in Crockett County CCSD will graduate from high school

Objective 1: By May 2018, a dropout rate of less than 2.0% for all students and all student groups will be maintained and achieve a completion rate of 90%.

Summative Evaluation:

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
6. Provide opportunities and programs for OHS campus to recapture drop-outs and save at-risk students	1,2,9,10	OHS Counselor, OHS Principal, Staff	May 2016	Budgeted funds, ESC XV	AEIS data	Decrease in the drop-out rate and successful completion of course work to recover credits
7. Pregnancy prevention programs	1,2,9,10	OHS Counselor, OHS Principal	Each semester	Budgeted funds	AEIS data	Decrease in the drop-out rate

Goal 5: *Parents and Community will be partners in the education of students in Crockett County CCSD.*

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

Summative Evaluation:

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand	6	Principal	Within 10 days of receipt of reports			Parents receive reports of assessment results
Provide and advertise a "Parent Center" where educational and parenting information can be accessed.	6, 10	Counselor, Principal	Monitor usage each 6 weeks	Title I, State and local funds, PTA funds, Parent Liaison, Web-based resources, Community agencies		Documentation of usage

Goal 4: Students will take college admission tests

Objective 1: At least 95% of all Ozona High School Juniors and Seniors students will take a college admissions test and 60% of those students will score 1200 or above on the SAT or 23 on the ACT for the 2017-2018 school year.

Summative Evaluation:

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
1. Publicize importance of college admission test and times	1,2,9,10	College Readiness Coordinator, OHS Principal, OHS Counselor, Staff	Each grading period	Bulletin Board, Counselor information, Library, Newspaper, Television	ACT/SAT participation results, PSAT participation results	Increase in the number of students taking ACT or SAT
2. Increase student awareness of college admission tests	1,2,9,10	College Readiness Coordinator, OHS Counselor, OHS Principal	Each grading period	Counselor visits, PLAN tests	ACT/SAT participation and results	Increase in the number of students taking ACT or SAT
3. Increase participation in pre-AP classes, AP classes, and dual credit classes	1,2,9,10	College Readiness Coordinator, Faculty & Staff, OHS Counselor, OHS Principal	Each semester	AP/pre-AP classes	ACT/SAT results, Pre-AP, AP, and Dual Credit participation	Increase in the number of students taking advanced courses

Goal 4: Students will take college admission tests

Objective 1: At least 95% of all Ozona High School Juniors and Seniors students will take a college admissions test and 60% of those students will score 1200 or above on the SAT or 23 on the ACT for the 2017-2018 school year.

Summative Evaluation:

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
4. Increase critical thinking/teaching strategies through rigorous curriculum and implement lesson plan template, thus addressing the need identified in the Comprehensive Needs Assessment to improve instructional design and differentiated instruction.	1,2,9,10	Faculty & Staff, OHS Counselor, OHS Principal	Each grading period	AP training, Bloom's Taxonomy, Staff Developmental Funds, ESC XV	Teacher evaluation. ACT/SAT results	Increased test scores
5. Provide opportunities for and encourage juniors to take an ACT/SAT exam during their junior year	1,2,9,10	College Readiness Coordinator, Faculty & Staff, OHS Counselor, OHS Principal	Each semester	School communications	ACT/SAT Participation	Increase in the number of students taking ACT or SAT

Goal 4: Students will take college admission tests

Objective 1: At least 95% of all Ozona High School Juniors and Seniors students will take a college admissions test and 60% of those students will score 1200 or above on the SAT or 23 on the ACT for the 2017-2018 school year.

Summative Evaluation:

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact

Goal 6: Students will graduate on the Foundations plan with at least one endorsement.

Objective 1: At least 99% of all Ozona High School students will graduate and will participate in some post-secondary training in the 2017-2018 school year.

Summative Evaluation:

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
1. Create a student advisory program for all students through a teacher mentor program	1,2,9,10	College Readiness Coordinator, Faculty & Staff, OHS Counselor, OHS Principal	Each grading period	Teacher mentor	AEIS results	Increased participation of students in academics and extracurricular
2. Conduct advisor/mentor surveys for students	1,2,9,10	OHS Counselor, OHS Principal	Each semester	ESC XV	Student mentor participation and student surveys	Increased participation of students in academics and extracurricular
3. Promote pregnancy prevention program and PRS sponsored projects.	1,2,9,10	OHS Counselor, OHS Principal	Each semester	Budgeted funds	Low teenage pregnancy rate	Continue to look for prevention programs to decrease pregnancy rate
4. Continue and expand Career and Technology classes.	1,2,9,10	OHS Counselor, OHS Principal	Each semester	Perkins Federal Grant	AEIS results, CATE participation, Tech Prep	Recruitment of CTE personal continues to be a priority at our campus

Goal 6: Students will graduate on the Foundations plan with at least one endorsement.

Objective 1: At least 99% of all Ozona High School students will graduate and will participate in some post-secondary training in the 2017-2018 school year.

Summative Evaluation:

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
5. Participation in Top 10% guaranteed admission to a public Texas state college or university.	1,2,9,10	OHS Counselor, OHS Principal	Each semester	Counseling services, teacher mentors	College admissions	Increased student awareness of programs available for post- secondary education
6. Texas Grant program for students with financial need and participate in the Recommended or Distinguished Diploma program.	1,2,9,10	OHS Counselor, OHS Principal	Each semester	Counseling services, teacher mentors	College admissions	Increased student awareness of programs available for post- secondary education
7. Parent attending ARD meetings of special needs students and LPAC meetings will receive parental information.	1,2,6,9,10	Educational Diagnostician, ESL Coordinator, ESL teacher, OHS Principal, Special Education Staff	Each semester	LEP, Progress Reports, Special Needs Data	ARD/LPAC meeting attendance	The number of special populations students will graduate under the Recommended or Distinguished Plan

Goal 7: The school will provide a safe learning environment

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

Summative Evaluation:

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
1. Provide staff development for intervention techniques. RTI, Bullying, Cyberbullying, Emergency notebook, Faculty meeting.	1,2,4,9,10	OHS Counselor, OHS Principal	Each semester	RTI Guidelines, Local Funding	Training verification, staff development attendance sheets.	Decreased number of discipline incidents
2. Create awareness sessions through awareness programs. Topics will include all types of bullying (ie. cyber, media, physical, verbal).	1,2,4,9,10	Faculty & Staff, OHS Counselor, OHS Principal	Each semester		Evaluation sheet for students, Student surveys	Decreased number of incidents
3. Parent and student surveys concerning safe and drug free schools	1,2,6,9,10	OHS Counselor, OHS Principal	Each semester	Newsletter mail out, Newspaper	Results from parent and student surveys	

Goal 7: The school will provide a safe learning environment

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

Summative Evaluation:

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
4. Distribute emergency notebooks and practice emergency procedures	1,2,9,10	OHS Principal, Staff	Each semester	Local Personal	Feedback from faculty and staff	Firedrills done twice a year
5. Implement a parent/teacher conference day that includes student work and facilities (open house) and provide all information including presentations for parents in Spanish. The Comprehensive Needs Assessment indicated a need to reach parents of all ethnicities more effectively.	1,2,6,9,10	OHS Principal	Each semester	Facilities, Progress Report	Parent attendance as measured via classroom visitor logs, Student-Parent-Teacher compact	Improved communication between school personal and parents

Goal 7: The school will provide a safe learning environment

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

Summative Evaluation:

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact
6. All teachers will have a minimum of 3 parent contacts bi-weekly to improve parent awareness and parent involvement.		OHS Principal, Teacher(s)	Each grading period	Faculty & Staff	Documentation of contacts in CIA notebook, Parent-Teacher contact logs, Student-Teacher-Parent Compact	Parents will be more informed of what is going on at school and in the classroom

Goal 8: The school will hire and retain highly qualified teachers.

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

Summative Evaluation:

High School	HQ Status	Leaving District
2016-2017	100% HQ	3
2015-2016	100% HQ	6
2014-2015	100% HQ	2
2013-2014	100% HQ	3
2012-2013	100% HQ	12

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1. Attend job fairs at nearby universities to acquire highly qualified teachers.	1,2,9,10	Superintendent, OHS Principal	Each semester	Local Funds	Viable applicants	Recruitment of highly qualified individuals
2. Provide and maintain competitive salaries.	1,2, 9,10	Board of Trustees, Superintendent	Yearly	Budgeted funds	Regional and state salary reports/ comparisons of public schools	Recruitment of highly qualified individuals
3. Obtain applicants and maintain dialogue with ESCs, universities, and other SBEC approved Alternative	1,2, 9,10	Superintendent, OHS Principal	Each semester	ESC XV	Viable candidate participation	Recruitment of highly qualified individuals

Certification Programs for eligible applicants.						
4. Provide staff development for informal teacher-teacher mentor program	1,2,9,10	OHS Counselor, OHS Principal	Each grading period	ESC XV	Master Schedule, informal teacher conferences	Teachers feel more supportive and continue to be part of the district.