OZONA EL
Campus Improvement Plan
2013/2014

Lion Pride Begins Here!

OZONA EL

Mission

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

Vision

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

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

OZONA EL Site Base

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

Resources

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

OZONA EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Paraprofessionals will have 45 college hours or pass state mandated test. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 3)	Region XV ESC	June 2013-May2014	(S)ESC XV Staff	College transcipt Certificate of completion Acceptable score on state mandated test
2. All teachers will be certified to teach the subject hired for. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 1,2,3)	Janina Savala	June 2013- May 2014	(L)Personnel files	Teacher certificates
3. GT Teachers will attend at least 6 hours of Gifted/Talented training each year. (Title I SW: 1,2,3,4) (Target Group: All) (NCLB: 3)	Janina Savala	June 2013- May 2014	(S)ESC XV Staff	Attendance certificates
4. Teachers will pursue and seek certification in ESL as appropriate to their teaching assignment. (Target Group: ESL)	Janina Savala	May 2014	(F)Title III Bilingual / ESL, (L)Staff and faculty	Teacher Certificates

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Objective 5. Plan and implement school safety procedures.

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

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Goal 7. Ozona Elementary School will encourage parent involvement.

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

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

No Child Left Behind Performance Goals

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

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

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

Goal 3. By 2005-2006, all students will be taught by highly qualified teachers.

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

Goal 5. All students will graduate from high school.

Declaration of Beliefs and Visions

A DECLARATION OF BELIEFS AND VISIONS

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

GUIDELINES FOR EDUCATIONAL EXCELLENCE

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

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

CAMPUS IMPROVEMENT PLAN AND STRATEGIES

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

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

INDICATORS OF SUCCESS

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

ACCOUNTABILITY AND RESULTS

* Achievement of Student Performance: Attainment of Excellence and Equity as measured by valid assessments such as the AEIS report and test scores.
* Standardized Test Scores: STAAR scores, TPRI and others (percent passing and excelling; trends for the campus and district, "expected" v. "actual" results).
* Portfolios of Student Work, Teacher Generated TEKS aligned assessments, alternative assessment methods, observation of student growth patterns, curriculum based

assessments.
* Academic Progress of Students with Special Needs (e.g. Limited English Proficient, At-Risk, Dyslexic, and Special Education).
* School Promotion and Attendance Rates.
* Post Elementary School Success (6th grade STAAR scores, etc).

OZONA ELEMENTARY SCHOOL
PRIORITIES AND GOALS

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

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

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

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

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

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

7. PRODUCTIVITY THROUGH TECHNOLOGY
Maintain access to learning for students and employees through technology and reduction of paperwork and bureaucracy.

8. SCHOOL CLIMATE AND FACILITIES
Ensure a climate conducive to teaching by providing and maintaining clean, safe, and secure facilities.

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

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

State Compensatory Education

STATE COMPENSATORY EDUCATION

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

A student under 21 years of age who…
1. Is in Pre-Kindergarten – Grade 3 and did not perform satisfactory on a readiness test/assessment given in the current school year.
2. Did not maintain a 70 average in two or more subjects in the preceding or current school year or is not maintaining a 70 average in two or more subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument or has failed STAAR in prior year and currently has passed; however, has not passed at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current year, been referred to DPRS by school official, officer of juvenile court, or officer of law.
12. Is homeless, as defined by 42 U.S.AC 11302, and its amendments.
13. Resided in the preceding school year or current school year in a residential placement facility in the district, including a foster group home.

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

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

Annual Report of Ozona Elementary School

2012-2013 ANNUAL REPORT OF OZONA ELEMENTARY SCHOOL

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

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

1. Development of a Professional Learning Community- The Crockett County School Board developed a call for action to build a new educational framework in Ozona Elementary School that is founded on the basic assumptions that we emphasize the relationship between teacher and student, and that we collaborate on the decision making. The faculty and staff at Ozona Elementary School has built upon that call to action and has collaborated many of the curriculum decisions through the campus grade level teams. The district has focused on student performance based on what research and best practices have indicated, making student performance non-negotiable.

2. Data-driven Decision Making- To provide the campus with guide-posts along the road to educational reform, and delineate nine critical areas which all district initiatives will support. Our campus is now focused on these priorities, which were developed with input from campus staff and the community.

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

SUMMARY OF FINDINGS FROM NEEDS ASSESSMENT

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

PRIORITIES OF THE OZONA ELEMENTARY SCHOOL COMMUNITY

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

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

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

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

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

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

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

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

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

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

HOW WILL THE PUBLIC KNOW THAT PROGRESS IS BEING MADE?
Progress will be measured and compared from year to year for our campus. This Annual Report of Campus Progress will be made public, so that the entire Ozona community will know how well we are progressing in improving student achievement and effectiveness.

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

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

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

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

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

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

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

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

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

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

2000-2001 School Year Attendance
Crockett County Consolidated Common School District 96.9%
Ozona Elementary School.....97.0%
State.....95.5%

2001-2002 School Year Attendance
Crockett County Consolidated Common School District 97.1%
Ozona Elementary School ……...96.3%
State.....95.6%

2002-2003 School Year Attendance
Crockett County Consolidated Common School District 96.5%
Ozona Elementary School.....95.8%
State.....95.6%

2003-2004 School Year Attendance
Crockett County Consolidated Common School District ……96.8%
Ozona Elementary School ……96.1%
State.....95.7%

2004-2005 School Year Attendance
Crockett County Consolidated Common School District ……96.2%
Ozona Elementary School ……95.5%
State.....95.7%

2005-2006 School Year Attendance
Crockett County Consolidated Common School District ……96.6%
Ozona Elementary School ……95.7%
State.....95.5%

2006-2007 School Year Attendance
Crockett County Consolidated Common School District.....96.9%
Ozona Elementary School.....96.7%
State.....95.5%

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

**Campus not reported due to consolidated campus

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

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

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

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

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

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

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

PRODUCTIVITY AND TECHNOLOGY
Instruction is Ozona Elementary School’s main focus, but it is also a multi-million dollar business that includes food service, bus transportation, data processing, public relations, maintenance and grounds, a communications network, library services, printing, auditing, personnel management, warehousing, accounting, and more. It is

important that our progress and productivity not be hampered by out-moded technology, unnecessary paperwork, and bureacracy to be certain that all functions within the campus are well run, up to peak performance, and contributing to student achievement.

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

Campus Improvement Plan Members & Signature Page

Crockett County Consolidated Common School District

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

Superintendent
Raul Chavarria

Ozona Elementary School Administration
Janina Savala, Principal
Vicky Munoz, Assistant Principal
Katie Parker, Counselor

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

Committee Chair:
Janina Savala (Principal)

One Year Terms:
Sara Tandy - Teacher
Peggy Logan – Teacher
Jana Fox – Teacher
Patricia Sutton - Instructional Aide

Two Year Terms:
Jami Chavarria – Teacher
Erica Venegas – Teacher
Rebecca Kain – Teacher
Connie Crenwelge – Teacher

Special Programs Representative:
Justina Saunders – Teacher

Parent Representatives:
Kayla Davidson
Naomi Perez

Business Representatives:
Karin Childress
Russell Crenwelge

Community Representatives:
Diana Mata
Elizabeth Vargas

Permanent Terms:
Janina Savala (Principal)
Vicky Munoz (Assistant Principal)
Katie Parker (Counselor)

Ozona Elementary School Improvement Plan for 2013-14
We as members of the Ozona Elementary School site base committee endorse this campus improvement plan.

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