

OZONA MIDDLE

Campus Improvement Plan

2010/2011

212 The Extra Degree

Date Reviewed: 02/05/10

Date Approved: 02/05/10

OZONA MIDDLE

Mission

Education is the key to my future. I must respect the opportunity I am given to acquire skills and obtain knowledge that will enable to make responsible decisions in order to become a productive citizen of tomorrow's society.

Nondiscrimination Notice

OZONA MIDDLE 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 MIDDLE Site Base

Name	Position
Childress, Vicky	Parent
Deaton, Fred	Business Representative
Harrison, Nikki	7th Grade Teacher - 1 year term
Hendryx, Houston	Principal
Hopper, Shawna	Business Representative
Johnson, Chrs	Community Member
Nanny, Betsy	6th Grade Teacher - 3 year term
Perez, Maria	Parent Liaison
Perez, Sammy	Parent
Polindexter, Tonya	Special Pops. Representative
Rivera, Ernesto	8th Grade Teacher - 2 year term
Stevens, Carol	Counselor
Williams, Allen	Community Member

Federal, State, and Local Funding Sources

Program	Funding Source
Read/Right	Federal
REMS Grant	Federal
Title I	Federal
Title I/A Principal and Teacher Improvement	Federal
Title IID Technology	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Accelerated Reader	Local
DMAC Educational Software	Local
Services Using Region XV Education Service Center	Local
SHAC Committee	Local
Special Ed Shared Services with Menard Coop	Local
Worth the Wait	Local
State Compensatory	State

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2010/2011 school year.)

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

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

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

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

Goal 5. All students will graduate from high school.

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Goal 1. All student groups taking the Reading/ELA TAKS test will reach high standards, at a minimum attaining proficiency or better as set forth by the NCLB and Texas AEIS.

Objective 1. By the Spring of 2011, at least 90% of all student groups in all programs will pass the Reading/ELA TAKS exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate TAKS data to identify strengths and weaknesses. (Title I: 1,2,8,9,10) (Target Group: All) (NCLB: 1,2)	Houston Hendryx, OMS Staff	Fall 2010 - Spring 2011	(S)ESCC XV, (S)TAKS test results	TAKS results
2. Work to vertically align curriculum in grades 6-8 through grade level teaming. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx, Teacher(s)	Fall 2010 - Spring 2011	(L)Lesson Plans, (S)ESCC XV	TAKS results Grade level meeting minutes
3. Provide TAKS remediation and preparation classes for all students and maintain vertical alignment. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx, Teacher(s)	Fall 2010 - Spring 2011	(S)TAKS Materials, (S)TAKS Study Guide	TAKS results Grade Reports
4. Continue and expand TAKS strategies and activities to aid LEP and special needs students. (Title I: 1,2,9,10) (Target Group: LEP, SPED, AtRisk) (NCLB: 1,2,5)	Houston Hendryx, OHS Counselor, Teacher(s), Tonya Poindexter	Fall 2010- Spring 2011	(S)ESCC XV, (S)TAKS test results	TAKS results
5. Administer Benchmark test in all testing areas with detailed analysis to pinpoint deficiencies. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Teacher(s), Tonya Poindexter	Fall 2010 - Spring 2011	(S)ESCC XV, (S)TAKS Released Tests	TAKS results Benchmark results
6. Teachers will implement higher order thinking skills into their classroom instruction. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Teacher(s)	Fall 2009 - Spring 2010	(L)Five E Model, (L)Lesson Plans	PDAS
7. Use academic learning to teach Reading/ELA across the curriculum. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	ELA Teachers	Fall 2010 - Spring 2011	(L)Lesson Plans, (O)Team period	TAKS results Observation
8. Use the STAR testing program to determine the Reading level and progress of the students. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Reading Teachers	Fall 2009 -Spring 2010	(L)STAR program	STAR progress reports

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Goal 1. All student groups taking the Reading/ELA TAKS test will reach high standards, at a minimum attaining proficiency or better as set forth by the NCLB and Texas AEIS.

Objective 1. By the Spring of 2011, at least 90% of all student groups in all programs will pass the Reading/ELA TAKS exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Use the Accelerated Reading program. (Title I: 1.2,9,10) (Target Group: All) (NCLB: 1,2,5)	Reading Teachers	Fall 2010 - Spring 2011	(L)AR Program	AR Reports Observations
10. Use Study Island as an additional tool to promote and evaluate reading. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Reading Teachers	Fall 2010 - Spring 2011	(L)Study Island	Study Island Data
11. Test endangered 7th grade students using the TMSFA testing instrument to determine specific problem areas for Reading. (Title I: 1,2,8,9,10) (Target Group: AtRisk) (NCLB: 1,5)	Reading Teachers	Fall 2010 - Spring 2011	(O)TMSFA testing instrument	Test results
12. Implement Read/Right Program for struggling readers. (Title I: 1,2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Betty Hawthorne, Sara Gonzalez	Fall 2010	(F)Read/Right, (L)Read/Right Consultants	Post test
13. Teachers will be provided staff development in Reading/ELA. (Title I: 1,2,4,9,10) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx	Fall 2010 - 2011	(S)ESCC XV	Implementation of new ideas learned.

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Goal 2. All student groups taking the Math TAKS test will reach high standards, at a minimum attaining proficiency or better as set forth by the NCLB Act and Texas AEIS.

Objective 1. By the Spring of 2011, at least 80% of all student groups in all programs will pass the Math TAKS exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate TAKS data to identify strengths and weaknesses. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	OMS Staff, Principal	Fall 2010 - Spring 2011	(S)ESC XV, (S)TAKS test results	TAKS results
2. Work to vertically align curriculum in grades 6-8 through staff development. (Title I: 1,2,4,8,9) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Math Teachers	Fall 2009 - Spring 2010	(S)ESC XV	TAKS results
3. Provide TAKS remediation and preparation classes for all students and maintain vertical alignment. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Math Teachers, Teacher(s)	Fall 2010 - Spring 2011	(S)TAKS Materials	TAKS results Grade Reports
4. Continue and expand TAKS strategies and activities to aid LEP and special needs students. (Title I: 1,2,9,10) (Target Group: All, LEP, SPED) (NCLB: 1,2,5)	Houston Hendryx, Teacher(s), Tonya Poindexter	Fall 2010 - Spring 2011	(S)ESC XV, (S)TAKS test results	TAKS results Benchmark results
5. Administer Benchmark test in all testing areas with detailed analysis to pinpoint deficiencies. (Title I: 1,2,8,9) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx, Teacher(s)	Fall 2010 -Spring 2011	(S)ESC XV, (S)TAKS Released Tests	TAKS results Benchmark results
6. Teachers will implement higher order thinking skills into their classroom instruction. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Classroom teachers	Fall 2010- Spring 2011	(L)Five E Model, (L)Lesson Plans	PDAS
7. Use academic learning to teach math and problem solving skills. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Math Teachers	Fall 2010 - Spring 2011	(L)Lesson Plans, (O)Team period	TAKS results Observation
8. Increase the use of manipulatives and applications in the math program. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Classroom teachers	Fall 2010 - Spring 2011	(L)Campus budget, (L)Lesson Plans	TAKS results
9. Continue the Glencoe math program in grades 6-8. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Math Teachers	Fall 2009 - Spring 2010	(O)Glencoe math materials	TAKS results AEIS

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Goal 3. All student groups taking the Writing TAKS test will reach high standards, at a minimum attaining proficiency or better as set forth by the No Child Left behind Act and Texas AElS.

Objective 1. By the Spring of 2011, at least 90% of all student groups in all programs will pass the Writing TAKS exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate TAKS data to identify strengths and weaknesses. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	ELA Teachers, Houston Hendryx	Fall 2009 - Spring 2010	(S)State Compensatory, (S)TAKS test results	TAKS results
2. Work to vertically align curriculum in grades 6-8 through grade level teaming. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx, Teacher(s)	Fall 2009 - Spring 2010	(L)Lesson Plans, (O)Margaret Kilgo, (S)ESC XV, (S)Inservice Training	TAKS results Team meeting minutes
3. Provide TAKS remediation and preparation classes for all students and maintain vertical alignment. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx, Teacher(s)	Fall 2009 - Spring 2010	(S)TAKS Materials, (S)TAKS Study Guide	TAKS results Grade Reports
4. Continue and expand TAKS strategies and activities to aid LEP and special needs students. (Title I: 1,2,9,10) (Target Group: LEP, SPED) (NCLB: 1,2,5)	Angela Smrkosky, Houston Hendryx, Teacher(s), Tonya Poindexter	Fall 2009 - Spring 2010	(S)ESC XV, (S)TAKS test results	TAKS results
5. Administer Benchmark TAKS test in all testing areas with detailed analysis to pinpoint deficiencies. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Teacher(s), Tonya Poindexter	Fall 2009 - Spring 2010	(S)ESC XV, (S)TAKS Released Tests	TAKS results Benchmark results
6. Teachers will implement higher order thinking skills into their classroom instruction. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Classroom teachers	Fall 2009 - Spring 2010	(L)Five E Model, (L)Lesson Plans	TAKS results
7. Use academic teaming to teach writing across the curriculum. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Teacher(s)	Fall 2009 - Spring 2010	(L)Lesson Plans, (O)Team period	TAKS results Observations
8. Promote Journal Writing in Science, Social Studies, Reading, and English to provide student practice for TEKS objectives. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Classroom teachers	Fall 2009 - Spring 2010	(L)Lesson Plans, (O)Team period	Journals

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Goal 3. All student groups taking the Writing TAKS test will reach high standards, at a minimum attaining proficiency or better as set forth by the No Child Left behind Act and Texas AEIS.

Objective 1. By the Spring of 2011, at least 90% of all student groups in all programs will pass the Writing TAKS exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Utilize computer labs to provide opportunities for students to use word processing for writing and editing of papers, publishing students newsletters, and other writing projects. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	ELA Teachers, Science Teachers, Social Studies Teachers	Fall 2009 - Spring 2010	(L) Computer Lab	Observation of projects
10. Teachers will be provided staff development in writing. (Title I: 1,2,4,9,10) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx	Fall 2009 - Spring 2010	(S) ESC XV	Implementation of new ideas

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Goal 4. All student groups taking the Science TAKS Test will reach high standards, at a minimum attaining proficiency or better as set forth by the No Child Left Behind Act and Texas AELs.

Objective 1. By the Spring of 2011, at least 70% of all student groups in all programs will pass the Science TAKS exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate TAKS data to identify strengths and weaknesses. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx, OMS Staff	Fall 2009 - Spring 2010	(S)ESSC XV, (S)TAKS test results	TAKS results
2. Work to vertically align curriculum in grades 6-8 through team meetings. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx, Teacher(s)	Fall 2009 - Spring 2010	(L)Lesson Plans, (S)ESSC XV	TAKS results Grade level meeting minutes
3. Provide TAKS preparation classes for all students and maintain vertical alignment. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx, Teacher(s)	Fall 2009 - Spring 2010	(S)TAKS Materials, (S)TAKS Study Guide	TAKS results Grade reports
4. Continue and expand TAKS strategies and activities to aid LEP and special needs students. (Title I: 1,2,9,10) (Target Group: LEP, SPED) (NCLB: 1,2,5)	Angela Smrkosky, Houston Hendryx, Teacher(s), Tonya Poindexter	Fall 2009 - Spring 2010	(S)ESSC XV	TAKS results
5. Administer Benchmark TAKS test in all testing areas with detailed analysis to pinpoint deficiencies. (Title I: 1,2,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Teacher(s), Tonya Poindexter	Fall 2009 - Spring 2010	(S)ESSC XV, (S)TAKS Released Tests	TAKS results Benchmark results
6. Teachers will implement higher order thinking skills into their classroom instruction. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Teacher(s)	Fall 2009 - Spring 2010	(L)Five E Model, (L)Lesson Plans	TAKS results
7. Use academic learning to teach Science across the curriculum. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Teacher(s)	Fall 2009 - Spring 2010	(L)Lesson Plans, (O)Team period	TAKS results Observation
8. See and use several kinds of Science equipment to learn and reinforce topics. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Science Teachers	Fall 2009 - Spring 2010	(L)Materials/Equipment	TAKS results Observation
9. Use hands on learning by using the scientific method to complete experiments. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Science Teachers	Fall 2009 - Spring 2010	(L)Materials/Equipment	TAKS results Observation

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Goal 4. All student groups taking the Science TAKS Test will reach high standards, at a minimum attaining proficiency or better as set forth by the No Child Left Behind Act and Texas AEIS.

Objective 1. By the Spring of 2011, at least 70% of all student groups in all programs will pass the Science TAKS exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Teachers will be provided staff development in Science. (Title I: 1,2,4,9,10) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx	Fall 2009 - Spring 2010	(S)ESC XV	Implementation of new ideas

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Goal 5. All student groups taking the Social Studies TAKS Test will reach high standards, at a minimum attaining proficiency or better as set forth by the No Child Left Behind Act and Texas AEIS.

Objective 1. By the Spring of 2011, at least 88% of all student groups in all programs will pass the Social Studies TAKS Exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate TAKS data to identify strengths and weaknesses. (Title I: 1,2,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx	Fall 2009 - Spring 2010	(S)ESC XV, (S)TAKS test results	TAKS results
2. Work to vertically align curriculum in grades 6-8 through grade level teaming. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx, Teacher(s)	Fall 2009 - Spring 2010	(L)Lesson Plans, (S)ESC XV	TAKS results Grade level meeting minutes
3. Provide TAKS remediation and preparation classes for all students and maintain vertical alignment. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx, Teacher(s)	Fall 2009 - Spring 2010	(S)TAKS Materials, (S)TAKS Study Guide	TAKS results Grade Reports
4. Continue and expand TAKS strategies and activities to aid LEP and special needs students. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Angela Smrkosky, Houston Hendryx, Teacher(s), Tonya Poindexter	Fall 2009 - Spring 2010	(S)ESC XV, (S)TAKS test results	TAKS results
5. Administer Benchmark TAKS test in all testing areas with detailed analysis to pinpoint deficiencies. (Title I: 1,2,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Teacher(s), Tonya Poindexter	Fall 2009 - Spring 2010	(S)ESC XV, (S)TAKS Released Tests	TAKS results Benchmark results
6. Teachers will implement higher order thinking skills into their classroom instruction. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Teacher(s)	Fall 2009 - Spring 2010	(L)Five E Model, (L)Lesson Plans	TAKS results
7. Use academic teaming to teach Social Studies across the curriculum. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Teacher(s)	Fall 2009 - Spring 2010	(L)Lesson Plans, (O)Team period	TAKS results Observation
8. Teachers will be provided staff development in Social Studies. (Title I: 1,2,4,9,10) (Target Group: All) (NCLB: 1,2,5)	Houston Hendryx	Fall 2009 - Spring 2010	(S)ESC XV	Implementation of new ideas learned

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Goal 6. To meet or exceed the attendance standards established by the AEIS for Texas schools.

Objective 1. By May 2011, the attendance rate of all students in the Middle School will meet or exceed 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor attendance daily - Office secretaries will call the parent of students who are absent each day. (Title I: 1,2,9,10) (Target Group: All)	Maria Perez, Valerie Sanchez	Daily	(L)Attendance reports, (S)RSCCC	AEIS RSCCC Reports Daily Attendance Log
2. Maintain an incentive program to promote attendance and reward perfect attendance. (Title I: 1,2,9,10) (Target Group: All)	Houston Hendryx	Each six weeks	(L)Campus budget	6 Weeks Attendance Report
3. Excessive absenteeism will be strictly monitored, with appropriate consequences. (Title I: 1,2,9,10) (Target Group: All)	Houston Hendryx, Maria Perez	Daily	(L)Jim Hearne, J.P., (L)Saturday School, (S)RSCCC	AEIS RSCCC Reports Daily Attendance Logs
4. The attendance committee will meet to address individual students who are not meeting the attendance goal. (Title I: 1,2,9,10) (Target Group: All)	Houston Hendryx	Each grading period	(L)Attendance reports	AEIS RSCCC Reports Daily Attendance Logs

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Goal 7. Ozona Middle School will provide a learning environment to meet the needs of students who are at-risk.

Objective 1. All of Ozona Middle School students will graduate from high school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Explore career opportunities through various curricular, extra-curricular, and non-curricular formats. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 5)	Susie dubois	Spring 2010	(L)Explorer Inventory	Career Plans
2. Monitor implementation of Texas Reading Initiative Reading Academy training strategies for 6th grade at-risk students. (Title I: 1,2,4,9,10) (Target Group: AtRisk) (NCLB: 5)	Classroom teachers, Houston Hendryx	Fall 2009	(S)State Funded, (S)TRF Funds	TAKS data AEIS reports
3. Provide individual graduation plans for 8th grade at-risk students. (Title I: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	Maria Hendryx	Spring 2010	(S)AEIS Data	Graduation Plans
4. Continue and expand school tutorials to assist at-risk students. (Title I: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	Houston Hendryx, Teacher(s)	Fall 2009 - Spring 2010	(L)Class Curriculum, (L)TAKS Software	Failure Reports Progress Reports TAKS results
5. Provide TAKS tutorial periods for 6th, 7th, 8th grade students who failed TAKS test in Spring. (Title I: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	Houston Hendryx, Teacher(s)	Fall 2009 - Spring 2010	(S)ESCC XV, (S)TAKS Workbooks	TAKS data Parent Surveys
6. Provide services to the homeless students as defined by NCLB. (Title I: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	Maria Perez	Fall 2009 - Spring 2010	(S)ESCC XV	PEIMS Report Documentation
7. Provide Summer School for 6th, 7th, and 8th grade students who fail to meet state guidelines on state assessment testing. (Title I: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	Houston Hendryx, Teacher(s)	Summer 2010	(L)Final Grade Report, (S)TAKS Review Material	Summer School Attendance Benchmark
8. Provide growth opportunities for at-risk members of the student body. Provide group and individual counselling. Provide discussion opportunities for good decision-making, teenage pregnancy, ethics and character development. (Title I: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	Houston Hendryx, Maria Hendryx	Fall 2009 - Spring 2010	(L)Counselor	Student evaluation Discipline referrals

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Goal 8. All students at Ozona Middle School will be provided a safe learning environment in order to achieve success at school.

Objective 1. Ozona Middle School will provide increased opportunities for inclusion of all groups in a safe and supportive learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evening parent meetings to discuss awareness of dating violence, bullying prevention, child abuse, and teenage pregnancy. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 4)	Houston Hendryx	Fall 2009 - Spring 2010	(L)Maria Hendryx	Parental feedback
2. Students and parents will participate in school safety survey. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 4)	Houston Hendryx	Fall 2009	(L)Maria Perez, (L)Survey	Survey results
3. 7th & 8th grade students will participate in an abstinence education program "Worth The Wait". (Title I: 1,2,9,10) (Target Group: All) (NCLB: 4)	Houston Hendryx, Maria Perez	Spring 2010	(L)Justina Sanders, (L)Shannon Hospital	Student feedback
4. Students will understand expectations for exemplary behavior as well as consequences. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 4)	Faculty & Staff, Houston Hendryx	Fall 2009 - Spring 2010	(L)Faculty & Staff, (L)Principal	Fewer discipline referrals

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Goal 8. All students at Ozona Middle School will be provided a safe learning environment in order to achieve success at school.

Objective 2. Ensure a smooth transition from Ozona Elementary to 6th Grade and from 8th Grade to Ozona High School.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 5th Grade students attend orientation. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 4)	6th Grade Teachers, Houston Hendryx	Spring 2010	(L)6th Grade Teachers, (L)Houston Hendryx	Feedback
2. Night time orientation for 5th grade parents. (Title I: 1,2,6,9,10) (NCLB: 4)	Houston Hendryx	Spring 2010	(L)Houston Hendryx, (L)P.T.O.	Attendance
3. 8th Grade students attend orientation. (Title I: 1,2,9,10) (Target Group: All) (NCLB: 4)	Benny Granger, Houston Hendryx	August 2010	(L)Maria Hendryx	Feedback

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Goal 9. Ozona Middle School will extend to all parents the opportunity to participate in the education of their child.

Objective 1. Ozona Middle School will initiate an increased number of parent contacts and maintain its established framework for parent cooperation through the academic learning process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule parent conferences with academic teams. (Title I: 1,2,6,9,10) (Target Group: All)	Houston Hendryx, Team Leaders	Fall 2009 - Spring 2010	(O)Team period	Observation
2. Elect parents, business owners and community members to membership on the campus site base decision making committee. (Title I: 1,2,6,9,10)	SBDM Team	Fall 2009 - Spring 2010	(L)Staff	Campus Improvement Plan
3. Back to School Open House for students and families. (Title I: 1,2,6,9,10) (Target Group: All)	Houston Hendryx, Maria Perez, OMS Staff	August of each year	(L)Food, (L)Handouts	Attendance
4. Implement an active Parent Teacher Organization. (Title I: 1,2,6,9,10) (Target Group: All)	Houston Hendryx, Maria Hendryx, Maria Perez	Fall 2009 - Spring 2010	(L)Flyers, (L)Local TV, (L)Newspaper, (L)Radio	Participation by parents

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Goal 10. All Ozona Middle School teachers will be highly qualified teachers.

Objective 1. Ensure that all Ozona Middle School teachers are highly qualified, no later than the end of the 2009-2010 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Aggressively recruit high quality, highly qualified teachers by attending job fairs, advertising, and posting job openings on numerous teacher employment websites. (Title I: 1,2,9,10) (NCLB: 3)	Houston Hendryx	Fall 2009 - Spring 2010	(L)TASA Website, (S)ESC XV, (S)SBEC	PEIMS and AEIS data indicating percentage of highly qualified teachers
2. Ensure that all Title I paraprofessionals currently employed must have completed two years of college, or met a rigorous standard of quality as demonstrated through an assessment no later than May of 2010. (Title I: 1,2,4,9,10) (NCLB: 3)	Houston Hendryx	Fall 2009 - Spring 2010	(S)ESC XV	Local data showing paraprofessionals who meet NCLB requirements
3. Provide teacher mentoring activities that consist of structured monitoring and ongoing support for teachers (especially beginning teachers). (Title I: 1,2,9,10) (NCLB: 3)	Houston Hendryx	Fall 2009 - Spring 2010	(S)ESC XV	Employment records indicating efforts to train teachers
4. Implement a professional development program that builds knowledge and skills necessary to achieve excellence and equity for all students. (Title I: 1,2,4,9,10) (NCLB: 3)	Houston Hendryx, SBDM Team	Fall 2009 - Spring 2010	(S)ESC XV	Staff development documentation Staff development calendar and evaluations

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Goal 11. All students at Ozona Middle School and staff will be provided equitable access to technological, instructional resources (which will provide more students able to graduate from high school especially through career/tech programs).

Objective 1. Ozona Middle School will provide and sustain adequate equipment, software, and access to technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Technology Integrated into instruction will provide enriched learning opportunities to all students. (Title I: 1,2,9,10) (Target Group: All)	Courtney Beck, Keith Harmesen, Tiffany Esparza	Fall 2009 - Spring 2010	(L)Internet, (L)Software, (L)Technology Funds	Increase use of technology in instructional setting (PDAS)
2. Student's instruction in Math & Science will be enhanced through the use of interactive whiteboards. (Title I: 1,2,9,10) (Target Group: All)	6th - 8th Grade Math Teachers, 6th - 8th Grade Science Teachers	Fall 2009 - Spring 2010	(L)Mimio Training, (L)Promethian Board Training, (L)Software/Hardware	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: 1,2,9,10) (Target Group: All)	Houston Hendryx, Region XV ESC	Fall 2009 - Spring 2010	(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: 1,2,9,10) (Target Group: All)	Houston Hendryx, Keith Harmesen	Fall 2009 - Spring 2010	(L)Internet, (L)Software, (L)Technology Funds	Increased use of technology in instructional setting(PDAS)

Declaration of Beliefs and Visions

A DECLARATION OF BELIEFS AND VISIONS

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

The OMS Principal shall initiate a process for implementing the beliefs detailed in this process.

GUIDELINES FOR EDUCATIONAL EXCELLENCE

I. BROAD-BASED INVOLVEMENT AT THE CAMPUS LEVEL

- * The governance structure of educational programs, the selection of instructional methods and strategies, the plans and decisions for improvement of programs and services: all of these aspects of 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 (Parent Teacher Organization, 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.
- * TAKS score 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 TAKS scores.
- * Standardized Test Scores: TAKS scores, (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.
- * Academic Progress of Students with Special Needs (e.g. Limited English Proficient, At-Risk, Dyslexic, and Special Education).
- * School Promotion and Attendance Rates.

**OZONA MIDDLE SCHOOL
PRIORITIES AND GOALS**

1. STUDENT ACHIEVEMENT

Improve the overall academic achievement of all students (grades 6th – 8th) 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. COLLABORATIVE AND SITE-BASED DECISION-MAKING

Continue collaboration through grade level decision-making to determine the methods and assume responsibility for improved student achievement and increased school effectiveness. There are two main guidelines that govern decisions made by grade level committees: 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 97% of students in average daily attendance throughout each of the next two years knowing that the State's Standard is 95%. Attendance contributes to the accomplishment of all other goals. The OMS 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 through PTO and partnerships with parents, businesses, community organizations, local and state agencies, and institutions of higher learning.

7. PRODUCTIVITY THROUGH TECHNOLOGY

Continued support in technological needs through technology training and education.

8. SCHOOL CLIMATE AND FACILITIES

Insure 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 suicide prevention, bullying intervention, conflict resolution, violence prevention, awareness of dating violence, child abuse and teenage pregnancy as necessary.

OZONA MIDDLE SCHOOL

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 Middle School.....	96.2%
State.....	95.5%
2001-2002 School Year Attendance	
Crockett County Consolidated Common School District	96.9%
Ozona Middle School	95.8%
State.....	95.6%
2002-2003 School Year Attendance	
Crockett County Consolidated Common School District	96.5%
Ozona Middle School.....	96.8%
State.....	95.6%
2003-2004 School Year Attendance	
Crockett County Consolidated Common School District	96.8%
Ozona Middle School.....	96.6%
State.....	95.7%
2004-2005 School Year Attendance	
Crockett County Consolidated Common School District	96.2%
Ozona Middle School	96.1%
State.....	95.7%
2005-2006 School Year Attendance	
Crockett County Consolidated Common School District	96.6%
Ozona Middle School	96.5%
State.....	95.5%

State Compensatory Education

STATE COMPENSATORY EDUCATION

Students at risk for drop out/failure at Ozona Middle School are identified using the following state eligibility criteria:

A student under 21 years of age who...

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

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

Campus Improvement Plan Members & Signature Page

Crockett County Consolidated Common School District

Board of Trustees

Marcus Sims D.O., President
Laurie Hale, Vice-President
Veronica Fierro, Secretary

Tom Anderson
Dwight Childress
Gatzz Medina
Harvey Sanchez

Superintendent

Chris duBois

Ozona Middle School Administration

Houston Hendryx, Principal

Ozona Middle School Planning and Decision Making Committee

The following members of the OMS Campus Site Base Decision Making Committee have reviewed and evaluated the initial input from involved parties and have recommended the attached Campus Improvement Plan for the school year 2009-2010:

One Year Term:

Nikki Harrison— 7th Grade Teacher

Two Year Term:

Ernesto Rivera— 8th Grade Teacher

Three Year Term:

Betsy Nanny — 8th Grade Teacher

Special Pops. Representative:

Tonya Poindexter

Parent Representatives:

Vicky Childress
Sammy Perez

Business Representatives:

Shawna Hopper

No Child Left Behind Performance Goals for OMS

Ozona Middle School

Goal 1 - By 2011-2012, 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 2009-2010, 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.