OZONA MIDDLE

Mission

We believe that OMS, as a community of learners, will aspire to challenge and value each student. We will prepare each student with equal opportunities to reach for the highest achievements in all they do; through mutual respect and leadership, OMS students will be empowered, prepared and motivated to become productive global citizens.

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

Campus Improvement Plan

2013/2014

OZONA MIDDLE Site Base

Name	Position
Childress, Leanna	Counselor/Character Ed teacher
Connor, Amy	Business
Coy, Sylvia	Parent
Criswell, Dana	General Education
Deaton, Mary Anne	General Education
Hale, Katrece	General Education
Harmsen, Lisa	General Education
Huddlestun, Lyle	Community
Hunnicutt, Shannon	Community
Mcwilliams, Tamara	Principal
Perez, Maria	School secretary
Perner, Melissa	Business Representative
Poindexter, Tonya	Curriculum Coordinator
Rodriquez, Amy	Parent

Resources

Resource	Source
CHAMPS	Federal
Free/Reduced Meals	Federal
Read/Right	Federal
SIOP Coach	Federal
Title I	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Attendance reports	Local
AVID Resources	Local
DMAC Educational Software	Local
RTI Guidelines	Local
Services Using Region XV Education Service Center	Local
Special Ed Shared Services with Menard Coop	Local
Why Try Curriculum	Local
AEIS Data	State
Bilingual / ESL Funds	State
ESC XV	State
ESC XV Staff	State
GO Center Resources	State
GT Funds	State
Inservice Training	State
PDAS	State
SIOP(Sheltered Instruction Observation Protocol)	State
Special Education Funds	State
State Compensatory	State
TEA Guidelines	State

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.

OZONA MIDDLE

Goal 1. All student groups taking the Reading/ELA STAAR 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 2014, all student groups in all programs will pass the Reading/ELA STAAR exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate STAAR data to identify strengths and weaknesses. (Title I SW: 1,2,8,9,10) (Target Group: All) (NCLB: 1,2)	OMS Staff, Principal	Fall 2013 - Spring 2014	(F)CHAMPS, (L)Attendance reports, (L)DMAC Educational Software, (L)RTI Guidelines, (L)Why Try Curriculum, (S)STAAR Test Results	Benchmark and STAAR results
2. Work to vertically align curriculum in grades 6-8 through grade level teaming. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Core Subject Teachers, OMS Staff, Principal	Fall 2013 - Spring 2014	(L)Differentiation Strategies, (L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Five E Model, (L)Lesson Plans, (L)Scheduling, (O)TEKS, (S)AEIS Data, (S)ESC XV	STAAR results Grade level meeting minutes CIA Notebooks
3. Provide remediation and preparation classes for all students and maintain vertical alignment. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	OMS Staff	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Five E Model, (L)Grade Level Curriculum, (L)Homework House, (L)Principal, (L)Read/Right Consultants, (L)RTI Guidelines, (L)Schedule, (L)Services Using Region XV Education Service Center, (S)AEIS Data	STAAR results Grade Reports CIA Notebooks

OZONA MIDDLE

Goal 1. All student groups taking the Reading/ELA STAAR 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 2014, all student groups in all programs will pass the Reading/ELA STAAR exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Continue and expand instructional strategies and activities to aid LEP and special needs students. (Title I SW: 1,2,9,10) (Target Group: ESL, LEP, SPED, AtRisk, Dys) (NCLB: 1,2,5)	Classroom teachers, Counselor, Dyslexia specialist, Educational Diagnostician, ESL Coordinator, OMS Staff, Parent Liaison, Principal, Region XV ESC, Special Education Staff, Speech Therapist/Pathologist, Tonya Poindexter	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (F)Title I, (L)AVID Resources, (L)Bilingual Staff, (L)Differentiation Strategies, (L)Disaster drill information, (L)Dyslexia funds, (L)Five E Model, (L)Homework House, (L)Inclusion classes, (L)Parent Liaison, (L)Principal, (L)RTI Guidelines, (L)Scheduling, (L)Special Ed Shared Services with Menard Coop, (S)AEIS Data, (S)Bilingual / ESL Funds, (S)ESC XV, (S)SIOP(Sheltered Instruction Observation Protocol), (S)Special Education Funds	STAAR and CBA results Each Cycle Student Level Review
5. Administer CBA/Unit tests in all testing areas with detailed analysis to pinpoint deficiences. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	OMS Staff, Principal, Tonya Poindexter	Fall 2013 - Spring 2014	(L)District Adopted Curriculum, (L)DMAC Educational Software	CBA/Unit test results correlated to class room average.
6. Teachers will implement higher order thinking skills into their classroom instruction and assessments. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	Classroom teachers, OMS Staff, Principal	Fall 2012 - Spring 2013	(F)CHAMPS, (L)AVID Resources, (L)Bloom's Taxonomy, (L)Five E Model, (L)Lesson Plans, (L)Why Try, (L)Why Try Curriculum	PDAS and CIA Notebooks
7. Use academic teaming to teach Reading/ELA across the curriculum. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	ELA Teachers, Principal, Teacher(s)	Fall 2013 - Spring 2014	(L)AVID Resources, (L)Bloom's Taxonomy, (L)Differentiation Strategies, (L)Five E Model, (L)Lesson Plans, (O)Team period	STAAR results CIA Notebook

OZONA MIDDLE

Goal 1. All student groups taking the Reading/ELA STAAR 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 2014, all student groups in all programs will pass the Reading/ELA STAAR exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Test endangered 7th grade students using the TMSFA testing instrument to determine specific problem areas for Reading. (Title I SW: 1,2,8,9,10) (Target Group: AtRisk) (NCLB: 1,5)	Reading Teachers	Fall 2013 - Spring 2014	(O)TMSFA testing instrument	Test results
9. Continuation of Read/Right Program for struggling readers. (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Sarah Gonzalez	Fall 2013 - Spring 2014	(F)Read/Right, (L)Read/Right Consultants	Post test Benchmark results
10. Phone calls will be made daily to parents of absent students.	Administrators, Classroom teachers	2013-2014		

OZONA MIDDLE

Goal 2. All student groups taking the Math STAAR 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 2014, 100% of all student groups in all programs will pass the Math STAAR exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate STAAR and CBA/unit test data to identify strengths and weaknesses. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	OMS Staff, Principal	Fall 2013 - Spring 2014	(L)DMAC Educational Software, (S)AEIS Data, (S)STAAR Test Results	CBA/unit test and STAAR results
2. Work to vertically align curriculum in grades 6-8 through staff development. (Title I SW: 1,2,4,8,9) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Math Teachers, Principal	Fall 2013 - Spring 2014	(L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Five E Model, (L)Grade Level Curriculum, (L)TEKS aligned math tests, (S)ESC XV	CIA Notebooks, benchmarking results, STAAR results
3. Continue and expand instructional strategies and activities to aid LEP and special needs students. (Title I SW: 1,2,9,10) (Target Group: All, LEP, SPED) (NCLB: 1,2,5)	6th - 8th Grade Math Teachers, Principal	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (L)AVID Resources, (L)Bloom's Taxonomy, (L)Differentiation Strategies, (L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Five E Model, (L)Homework House, (S)AEIS Data, (S)ESC XV, (S)STAAR Test Results	CIA Notebook Benchmark results STAAR Results
4. Administer CBA/unit test in all testing areas with detailed analysis to pinpoint deficiencies. (Title I SW: 1,2,8,9) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Math Teachers, Principal	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (L)AVID Resources, (L)District Adopted Curriculum, (L)DMAC Educational Software, (L)TEKS Based Curriculum, (S)ESC XV	CIA Notebooks CBA/Unit test results
5. Teachers will implement higher order thinking skills into their classroom instruction. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Math Teachers, Classroom teachers, OMS Staff, Principal	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (L)AVID Resources, (L)Bloom's Taxonomy, (L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Five E Model, (L)Lesson Plans, (L)RTI Guidelines, (S)AEIS Data	PDAS CIA Notebook
6. Increase the use of manipulatives and applications in the math program. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Math Teachers, Classroom teachers, Principal	Fall 2013 - Spring 2014	(F)SIOP Coach, (L)AVID Resources, (L)Bloom's Taxonomy, (L)Campus budget, (L)District Adopted Curriculum, (L)Five E Model, (L)Homework House, (L)Lesson Plans	STAAR results

OZONA MIDDLE

Goal 3. All student groups taking the Writing STAAR 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 2014, at least 100% of all student groups in all programs will pass the Writing STAAR exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate STAAR data to identify strengths and weaknesses. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	ELA Teachers, Principal	Fall 2013 - Spring 2014	(L)DMAC Educational Software, (S)AEIS Data, (S)STAAR Test Results	CIA Notebooks STAAR results
2. Work to vertically align curriculum in grades 6-8 through grade level and vertical teaming. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 1,2,5)	ELA Teachers, Principal, Teacher(s)	Fall 2013 - Spring 2014	(L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Lesson Plans, (O)TEKS, (S)AEIS Data, (S)ESC XV, (S)Inservice Training	CIA Notebooks
3. Continue and expand instructional strategies and activities to aid LEP and special needs students. (Title I SW: 1,2,3,4,9,10) (Target Group: LEP, SPED) (NCLB: 1,2,5)	ELA Teachers, Principal	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (L)AVID Resources, (L)DMAC Educational Software, (L)Homework House, (S)AEIS Data, (S)ESC XV	TELPAS results CBA/Unit test Results STAAR Results
4. Administer CBA/unit tests in all testing areas with detailed analysis to pinpoint deficiences. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,5)	ELA Teachers, Principal	Fall 2013 - Spring 2014	(L)Bloom's Taxonomy, (L)DMAC Educational Software, (L)RTI Guidelines, (S)ESC XV	CBA results CIA Notebook Data STAAR Results
5. Teachers will implement higher order thinking skills into their classroom instruction. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)	ELA Teachers, Principal	Fall 2013 - Spring 2014	(F)SIOP Coach, (L)AVID Resources, (L)Bloom's Taxonomy, (L)District Adopted Curriculum, (L)Five E Model, (L)Lesson Plans	CIA Notebook PDAS

OZONA MIDDLE

Goal 4. All student groups taking the Science STAAR 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 2014, at least 85% of all student groups in all programs will pass the Science STAAR exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate STAAR data to identify strengths and weaknesses. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)	Principal, Science Teachers	Fall 2013 - Spring 2014	(L)DMAC Educational Software, (S)ESC XV, (S)STAAR Test Results	CIA Notebook Data
2. Work to vertically align curriculum in grades 6-8 through vertical team meetings. (Title I SW: 1,2,4,8,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Science Teachers, Principal	Fall 2013 - Spring 2014	(L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Lesson Plans, (O)TEKS, (S)ESC XV	CIA Notebook CBA/Unit test results STAAR Results
3. Continue and expand instructional strategies and activities to aid LEP and special needs students. (Title I SW: 1,2,3,4,9,10) (Target Group: LEP, SPED) (NCLB: 1,2,5)	6th - 8th Grade Science Teachers, OMS Staff, Principal	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (L)AVID Resources, (L)District Adopted Curriculum, (L)DMAC Educational Software, (L)Homework House, (S)ESC XV	TELPAS STAAR Results
4. Administer CBA/unit tests in all testing areas with detailed analysis to pinpoint deficiencies. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Science Teachers, Principal	Fall 2013 - Spring 2014	(L)Bloom's Taxonomy, (L)District Adopted Curriculum, (L)DMAC Educational Software, (L)RTI Guidelines, (S)ESC XV, (S)STAAR Test Results	STAAR results CBA results CIA Notebook Data
5. Teachers will implement higher order thinking skills into their classroom instruction. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Science Teachers, Principal	Fall 2013 - Spring 2014	(F)SIOP Coach, (L)AVID Resources, (L)Bloom's Taxonomy, (L)District Adopted Curriculum, (L)Five E Model, (L)Lesson Plans, (O)TEKS	CIA Notebook Data CBA/unit test results STAAR Results
6. Teachers will utilize hands on learning techniques with the scientific method to complete experiments. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)	6th - 8th Grade Science Teachers, Principal	Fall 2013 - Spring 2014	(L)AVID Resources, (L)Bloom's Taxonomy, (L)Homework House, (L)Materials/Equipment, (L)SPARKS, (S)SIOP(Sheltered Instruction Observation Protocol)	STAAR Results

OZONA MIDDLE

Goal 5. All student groups taking the Social Studies STAAR 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 2014, at least 85% of all student groups in all programs will pass the Social Studies STAAR Exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate STAAR data to identify strengths and weaknesses. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Principal, Social Studies Teachers	Fall 2013 - Spring 2014	(L)DMAC Educational Software, (S)AEIS Data, (S)ESC XV, (S)STAAR Test Results	CIA Notebook Data STAAR Results
2. Social Studies teachers will work to vertically align curiculum in grades 6-8 through vertical teaming. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)	Principal, Social Studies Teachers	Fall 2013 - Spring 2014	(L)District Adopted Curriculum, (L)Lesson Plans, (O)TEKS, (S)ESC XV	CIA Notebooks STAAR results
3. Continue to expand instructional strategies and activities to aid LEP and special needs students. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)	Principal, Social Studies Teachers	Fall 2013 - Spring 2014	(F)Read/Right, (F)SIOP Coach, (L)Homework House, (L)RTI Guidelines, (S)STAAR Test Results	TELPAS Results STAAR Results
4. Administer CBA/unit tests in all testing areas with detailed analysis to pinpoint deficiencies focusing on our missed system safeguard on the 2013 accountability results of economically disadvantaged students. (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Principal, Social Studies Teachers	Fall 2013 - Spring 2014	(L)District Adopted Curriculum, (L)DMAC Educational Software, (S)ESC XV	CBA/unit test results CIA Notebooks STAAR Results
5. Teachers will implement higher order thinking skills into their classroom instruction. (Title I SW: 1,2,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)	Principal, Social Studies Teachers	Fall 2013 - Spring 2014	(L)AVID Resources, (L)Bloom's Taxonomy, (L)District Adopted Curriculum, (L)Five E Model, (L)Lesson Plans	CIA Notebook Data STAAR Results

OZONA MIDDLE

Goal 6. 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 opportunites through various curricular and extra-curricular formats. (Title I SW: 1,2,9,10) (Target Group: All) (NCLB: 5)	OHS Counselor, OMS Counselor, OMS Staff, Principal	Fall 2013 - Spring 2014	(L)AVID Resources, (L)Explorer Inventory, (L)Why Try, (S)CTE TEKS	Career Plans
2. Provide individual graduation plans for 8th grade at-risk students. (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	OHS Counselor, OMS Counselor	Spring 2014	(L)Why Try, (S)AEIS Data	Graduation Plans
3. Provide growth opportunities for at-risk members of the student body. Provide group and individual counseling. Provide discussion opportunities for good decision-making, teenage pregnancy, ethics and character development. (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 5)	OHS Counselor, OMS Counselor	Fall 2013 - Spring 2014	(F)CHAMPS, (L)Counselor, (L)Homework House, (L)Why Try	Student evaluation Discipline referrals

OZONA MIDDLE

Goal 7. 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 teaming process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule parent conferences with academic teams to discuss cycle grades and testing expectations. (Title I SW: 1,2,6,9,10) (Target Group: All)	Principal, Team Leaders	Fall 2013 - Spring 2014	(O)Team period	Observation
2. Back to School and Open House opportunities for students and families. (Title I SW: 1,2,6,9,10) (Target Group: All)	OMS Staff, Principal	Cycle 1 of each year	(L)Food, (L)Handouts	Attendance

OZONA MIDDLE

Goal 8. Ozona Middle School will have an overall attendace rate of 98% for all students for the 2013-2014 school year.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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.
* 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 STAAR scores.
* Standardized Test Scores: STAAR 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.

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 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 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.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 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
Ray Don Myers, President
Orlando DeHoyos, Vice-President
Griz Medina, Secretary
Dwight Childress
Roland DeHoyos
David McWilliams
Amy Newton

Superintendent
Raul Chavarria

Ozona Middle School Administration
Tamara McWilliams, 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 2012-2013:

One Year Term:
Mary Anne Deaton

Two Year Term:
Dana Criswell
Lisa Harmsen

Three Year Term:
Katrece Hale

Curriculum:
Tonya Poindexter

Parent Representatives:
Sylvia Coy
Amy Rodriquez

Business Representatives:
Melissa Perner
Amy Connor

Community Representatives:
Shannon Hunnicutt
Lyle Huddlestun

Permanent Terms:
Tamara McWilliams(Principal)
Leanna Childress (Counselor)
Maria Perez (School Secretary)

Ozona Middle School Improvement Plan for 2012-2013

We as members of the Ozona Middle School site base committee endorse this campus improvement plan.

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No Child Left Behind Performance Goals for OMS

Ozona Middle School

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 - 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.