

Oklahoma Road Middle School

School Improvement Plan

2022 -2023

School Vision / Mission

Oklahoma Road Middle School provides an environment of respect and collaboration where students develop skills and knowledge to become responsible citizens and persevere through challenging learning opportunities.

Carroll County Public Schools Vision 2018-2023

Prepare Globally Competitive Students

- Fully implement a CCPS curriculum aligned with the Maryland State Standards.
- Partner with local institutions of higher education to ensure college readiness.
- Enhance programs to ensure career readiness for all students.

Meet Each Student's Instructional Needs

- Close the achievement gap between highest achieving and most struggling students.
- Provide appropriate education services for students identified with Autism Spectrum Disorder.
- Enhance alternative programs responsive to the needs of at-risk students.
- Implement a Gifted and Talented Program aligned with COMAR requirements.
- Enhance alternative learning opportunities through the use of digital resources.

Develop and Maintain an Effective Workforce

- Attract and retain highly qualified, effective, and diverse employees.
- Promote a culture of diversity in the workplace.
- Develop an electronic observation, evaluation, feedback, and professional development system.
- Continuously monitor the organizational structure to support the Vision 2018 Plan.



Provide a Secure, Orderly, Modern Environment

- Reduce incidents of bullying, violence, intolerance, and behavioral disruptions.
- Improve and modernize the environment within our school facilities and school buses.
- Enhance security for all CCPS students, staff, volunteers, and visitors.

School Needs Assessment

Maryland State Report Card Data 2018 - 2019

63.3% - Students proficient in Math on state test - (average score 3.6/5.0; 4.0 = proficient) - excl Algebra 1

100% - Students proficient in Algebra 1 on state test

73.8% - Students proficient in English/ Language Arts on state test (average score 3.8/5.0; 4.0 = proficient)

91.6% - Students not chronically absent

Maryland State Report Card Data 2017 - 2018

58.7% - Students proficient in Math on state test (average score 3.5/5.0; 4.0 = proficient)

100% - Students proficient in Algebra 1 on state test

66.2% - Students proficient in English/ Language Arts on state test (average score 3.7/5.0; 4.0 = proficient)

92.7% - Students not chronically absent

Report Card Grade Data - 2021 - 2022

Quarter 2 - 60 D's 20 F's

Quarter 3 - 49 D's 9 F's

Quarter 4 - 65 D's 33 F's

Quarter 4 F Breakdown:

6th grade (4 students; 6 F's)

7th grade (8 students; 11 F's)

8th grade (12 students; 16 F's)

Of the students with D/F's - 28% of these came from students identified as FARMS.

Summer Recovery 2022

57 students invited to participate

21 students participated

Demographic Data - August 2022

81 students with a 504 plan

64 students with IEPs

99 students designated to receive free or reduced lunch



5 students (504 plan and free/ reduced lunch)
12 students (IEP and free/ reduced lunch)

School Improvement Goals to Target Areas from Needs Assessment

1. Increase the percentage of students earning a proficient or distinguished score on the ELA MCAP from 74% to 80% by the end of the 2023-2024 school year.
2. Increase the percentage of students earning a proficient or distinguished score on the Math MCAP from 56% to 65% by the end of the 2023-2024 school year.
3. Increase the percentage of students earning a proficient or distinguished score on the Algebra MCAP from 99% to 100% by the end of the 2023-2024 school year.
4. Increase the percentage of free and reduced meal students that earn passing grades in all academic content areas during the 2022-2023 school year from 93% to 95% when averaging the 4 quarters together.

School Improvement Goal #1

1. Increase the percentage of students earning a proficient or distinguished score on the ELA MCAP from 74% to 80% by the end of the 2023-2024 school year.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
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<p>1.1 Report Form curriculum will be implemented in level 1 ELA classes while aligning with the Social Studies and Science classes.</p>	<p>2022-2023 School Year</p>	<ul style="list-style-type: none"> At least 70% of ORMS students will increase their ELA benchmark scores by 2% from fall to spring benchmarks. (1.4, 1.5)
<p>1.2 ELA teachers will incorporate Freckle with Level 1 and Level 6 students to improve reading comprehension.</p>	<p>2022-2023 School Year</p>	<ul style="list-style-type: none"> By April 2023, at least 75% of students will correctly set up the ORMS response matrix with a grade level prompt (measured in each grade level SS or humanities course) on blank paper. (1.2, 1.3)
<p>1.3 All ORMS classroom teachers will be trained to use the "ORMS Response Matrix".</p>	<p>October 21, 2022</p>	<ul style="list-style-type: none"> 80% of level 1 students will earn a combined average score of at least 75% on all Report Form assessments. (1.1)
<p>1.4 In all classes where students are assessed via text dependent responses or similar tasks, teachers will use the ORMS response matrix with students as appropriate.</p>	<p>2022-2023 School Year</p>	<ul style="list-style-type: none"> 80% of level 1 students will show growth of at least 70 lexile points in Reading Inventory scores from Quarter 1 to Quarter 4. RI will be given 3 times within the year. (1.2)
<p>1.5 All Level 1 and Level 6 students in 8th grade will take Humanities Lab 8 (with an emphasis on reading/ writing skills and critical thinking activities) in addition to English/ Language Arts class.</p>	<p>2022-2023 School Year</p>	<ul style="list-style-type: none"> All students who earn an F in ELA, Social Studies, and Humanities (report card grade, prior to Academic Recovery) will have an intervention plan documented and an action plan developed. (1.8, 1.9)
<p>1.6 All 6th grade students will take Humanities Lab 6 (explicit instruction of reading/ writing skills and critical thinking activities) in addition to English/ Language Arts class.</p>	<p>School Year 2022-2023</p>	<ul style="list-style-type: none"> 80% of ORMS students who attend after school learning 80% or more of the time will earn passing grades in all academic areas. (1.10)
<p>1.7 Identified students will participate in after-school learning opportunities (ELOs) led by a classroom teacher to support learning in academic classes (remediation, support, tutoring, homework help).</p>	<p>Fall '22 (school year - identified) 2022-2023 School Year</p>	



<p>1.8 Classroom teachers will plan and collaborate with the reading resource teacher to utilize co-teaching and blended learning strategies into their lessons to meet student needs.</p>	<p>2022-2023 School Year</p>	
<p>1.9 Revision assistant will be embedded within level 1 and level 6 ELA and humanities classes.</p>	<p>Mid-term of all 4 quarters</p>	
<p>1.10 At the mid-term of each grading period, ELA, Social Studies, and Humanities teachers will complete a “Midterm Academic Intervention and Action Plan” form for all students with an F average to identify the strategies and interventions that are currently in place.</p>	<p>2022-2023 School Year</p>	
<p>1.11 Parent contact will be made and an action plan will be developed to improve student performance.</p>	<p>2022-2023 School Year</p>	



School Improvement Goal(s) #2		
<ul style="list-style-type: none">• Increase the percentage of students earning a proficient or distinguished score on the Math MCAP from 56% to 65% by the end of the 2023-2024 school year.• Increase the percentage of students earning a proficient or distinguished score on the Algebra MCAP from 99% to 100% by the end of the 2023-2024 school year.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level



2.1	Teachers of level 1 classes will use IXL to support student learning and for remediation and skill attainment.	2022-2023 School Year	<ul style="list-style-type: none">students will take a diagnostic assessment and we will establish baseline data since this program is new. (2.1)
2.2	Algebra 1 will utilize the DeltaMath online program to enhance learning based on data collected from students.	2022-2023 School Year	<ul style="list-style-type: none">50% of ORMS students will score at least 70% on their math benchmark. (2.4, 2.5)100% of students taking algebra I will score at least 90% of their midterm and 90% on their final. (2.2)
2.3	Classroom teachers will plan and collaborate with the math resource teacher to utilize co-teaching and blended learning strategies into their lessons to meet student needs.	2022-2023 School Year	<ul style="list-style-type: none">75% of ORMS students will increase their MCAP score on questions related to modeling by 10% from spring 2022 to spring 2023. (2.2, 2.4)
2.4	Identified students will participate in after-school learning opportunities led by a classroom teacher to support learning in academic classes (remediation, support, tutoring, homework help).	2022-2023 School Year	<ul style="list-style-type: none">All students who earn an F in Math (report card grade, prior to Academic Recovery) will have an intervention plan documented and an action plan developed. (2.3, 2.5, 2.6)
2.5	All 6th grade students will take STEM Lab 6 to support application of math content in interdisciplinary lessons and projects		<ul style="list-style-type: none">STEM and math teachers will co-plan for the units. 70% of students will score at least an 80% on the geometry unit assessment. (2.2)



<p>2.6 (in addition to math and science classes). At the mid-term of each grading period, math, science and STEM teachers will complete a “Midterm Academic Intervention and Action Plan” form for all students with an F average to identify the strategies and interventions that are currently in place.</p>	<p>2022-2023 School Year</p>	
<p>2.7 Parent contact will be made and an action plan will be developed to improve student performance.</p>	<p>2022-2023 School Year</p>	
	<p>2022-2023 School Year</p>	



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School Improvement Goal #3		
3. Increase the percentage of free and reduced meal students that earn passing grades in all academic content areas during the 2022-2023 school year from 93% to 95% when averaging the 4 quarters together.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level



<p>3.1 All ORMS students will participate in character education lessons at the beginning and throughout the school year to set and track SMART academic goals.</p>	<p>September '22</p>	<ul style="list-style-type: none"> At the mid-term and end of each quarter, students will be directed during flex to check their Home Access Center grades and review, reflect, and revise their SMART goals. (3.1, 3.2)
<p>3.2 Students will participate in mini-lessons to address character education goals and Sources of Strength strategies (resilience, developing positive relationships, academic courage, etc.).</p>	<p>Monthly</p>	<ul style="list-style-type: none"> All ORMS students will receive a positive home contact from at least one teacher (to be noted in TAC) (3.6)
<p>3.3 Identified students will participate in after-school learning opportunities led by a classroom teacher to support learning in academic classes (remediation, support, tutoring, homework help and mentoring).</p>	<p>Monthly</p>	<ul style="list-style-type: none"> All students who earn an F in core classes (report card grade, prior to Academic Recovery) will have an intervention plan documented and an action plan developed. (3.3, 3.4)
<p>3.4 Morning homework help will be available for students with the math resource teacher and reading specialist during morning homeroom.</p>	<p>2022-2023 School Year</p>	<ul style="list-style-type: none"> Teachers will use flex tracker to keep track of the number of times FARMS students are requested and attend. (3.5)
<p>3.5 Students will utilize flex for additional academic support.</p>		
<p>3.6 Teachers will send home positive communication (teachers will contact student home/ family with positive feedback; may be via phone call, email, postcard).</p>	<p>2022-2023 School Year</p>	



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