



Oklahoma Road Middle School

School Improvement Plan 2026 – 2027

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
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

2025-2026 MCAP/MISA DATA

76% - students proficient English/Language Arts MCAP
42% - students proficient Math MCAP
67% - students proficient Algebra 1 MCAP
61% - students proficient Science MISA
74% - students proficient Social Studies MCAP

2024-2025 MCAP/MISA DATA

77% - students proficient English/Language Arts MCAP
36% - students proficient Math MCAP
76% - students proficient Algebra 1 MCAP
55% - students proficient Science MISA
74% - students proficient Social Studies MCAP

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School Needs Assessment
Demographic Data – August 2026 121 - students with a 504 plan 87 - students with IEPs 139 - students designated to receive free or reduced lunch 12 - students with a 504 plan and free/reduced lunch 24 - students with an IEP and free/reduced lunch 54 - Hispanic Students 1 - American Indian Students 63 - Asian Students 40 - African American Students 2 - Native Hawaiian Students 632 - White Students 43 - 2 or More Races

School Improvement Goals to Target Areas from Needs Assessment

1. Increase the average student score on the ELA MCAP from 761 to 763 by the end of the 2027-2028 school year.
2. A) Increase the average student score on the Math MCAP from 744 to 747 by the end of the 2027-2028 school year.

B) Increase the average student score on the Algebra 1 MCAP from 756 to 758 by the end of the 2027-2028 school year.
3. Increase the average student score on the Science MISA from 755 to 757 by the end of the 2027-2028 school year.
4. Increase the average student score on the Social Studies MCAP from 764 to 766 by the end of the 2027-2028 school year.
5. Increase the average score of students with IEPs on the Math MCAP from 727 to 731 by the end of the 2027-2028 school year.

School Improvement Goal 1

1. Increase the average student score on the ELA MCAP from 761 to 763 by the end of the 2027-2028 school year.

Strategic Actions	Measures of Success Desired Performance Level	Timeline
1.1 ELA teachers will incorporate Freckle with Level 6 students at least once a week to improve reading comprehension.	75% of Level 6 students who scored below grade level will show growth of at least 70 Lexile points in their Star Assessment Scores from Quarter 1 to Quarter 4. The Star Assessment will be given 3 times within the school year.	2026-2027 School Year Each Quarter
1.2 All ORMS classroom teachers will participate in a refresher on the ORMS Matrix. Professional Development.	All ORMS classroom teachers will participate in a refresher on the ORMS Matrix. Professional Development.	2026-2027 School Year October 2026
1.3 In ELA classes, the ORMS Matrix will be taught to all 6 th grade students and refreshed with all 7 th and 8 th grade students during quarter 1 and then used in quarters 2 and 3 in all levels and grades. Professional Development provided for new teachers during content meetings.	By April 2027, at least 75% of students will correctly format and complete the ORMS Matrix with a grade level prompt on blank paper.	2026-2027 School Year Quarters 1, 2, and 3
1.4 ELA teachers will complete an "Academic Intervention and Action Plan" form for all students with an F average to identify the strategies and interventions that are currently in place. Parent contact will also be made and documented and an action plan will be	All students who earn an F in ELA, (report card grade prior to Academic Recovery) will have an action plan developed and amended as needed, including parent contacts.	2026-2027 School Year Each Quarter

	implemented to assist these students.		
	1.5 Teachers will require students to complete a weekly check-in using Home Access Center during homeroom and/or FLEX and allow students to see teachers to address any missing, incomplete, or low grades. Presented to staff during inservice week in August.	Students will track their performance on weekly HAC Check-in forms and conference with homeroom/flex teacher about progress.	

School Improvement Goal 2		
2. A) Increase the average student score on the Math MCAP from 744 to 747 by the end of the 2027-2028 school year. B) Increase the average student score on the Algebra 1 MCAP from 756 to 758 by the end of the 2027-2028 school year.		
Strategic Actions	Measures of Success Desired Performance Level	Timeline
2.1 All classes will use IXL to support student learning, as well as remediation, enrichment, and skill attainment based on student need using the Diagnostic Assessment. For example, teachers will use specific codes to support curriculum.	Students will take a diagnostic assessment to establish yearly baseline data. Students will take 2 additional snapshot assessments for a total of 3 to track student improvement.	2026-2027 School Year September 2026-2027 School Year
2.2 Math Specialist will collaborate with Math classroom teachers to utilize co-teaching and blended	Math Specialist, resource teachers, and math teachers	2026-2027 School Year

	learning strategies into their lessons to meet student needs.	will meet for planning and lesson preparation.	
	2.3 Students identified by classroom teachers will participate in After School Twister Homework Help led by a classroom teacher to support learning in academic classes (remediation, pre-teaching, support, tutoring, homework help).	80% of ORMS students who attend afternoon Twister Homework Help 20 out of 24 sessions per semester (or more) of the time will earn passing grades in their respective Math courses.	2026-2027 School Year Weekly
	2.4 Math teachers will complete an “Academic Intervention and Action Plan” form for all students with an F average to identify the strategies and interventions that are currently in place. Parent contact will also be made and documented and an action plan will be implemented to assist these students.	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 and amended as needed.	2026-2027 School Year Quarterly
	2.5 Teachers will require students to complete a weekly check-in using Home Access Center during homeroom and/or FLEX and allow students to see teachers to address any missing, incomplete, or low grades.	Students will track their performance on weekly HAC Check-in forms and conference with homeroom/flex teacher about progress.	2026-2027 School Year Weekly

School Improvement Goal 3

3. Increase the average student score on the Science MISA from 755 to 757 by the end of the 2027-2028 school year.

Strategic Actions	Measures of Success Desired Performance Level	Timeline
3.1 All Science teachers will be trained and expected to use the “ORMS Response Matrix”. Professional Development provided during faculty and PD meetings where content time is provided.	By the end of Quarter 2, all science teachers and students will have completed at least one short answer response incorporating the ORMS Response Matrix planning strategy at least one time.	2026-2027 School Year Quarter 2
3.2 In Science classes, when students are assessed via text dependent responses or similar tasks, teachers will use the ORMS response matrix with students as appropriate.	By April 2027, at least 75% of students will correctly format and complete the ORMS Matrix with a grade level prompt on blank paper.	2026-2027 School Year April
3.3 Science teachers will complete an “Academic Intervention and Action Plan” for all students with an F average to identify and revise the strategies and interventions that are currently in place. Parent contact will also be made and documented and an action plan will be implemented to assist these students.	All students who earn an F in science (report card grade prior to Academic Recovery) will have an action plan developed and amended as needed, including parent contacts.	2026-2027 School Year Quarterly
3.4 Teachers will require students to complete a weekly check-in using Home Access Center during homeroom and/or FLEX and allow students to see teachers to address	Students will track their performance on weekly HAC Check-in forms and conference with homeroom/flex teacher about progress.	2026-2027 School Year Weekly

	any missing, incomplete, or low grades.		
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School Improvement Goal 4

4. Increase the average student score on the Social Studies MCAP from 764 to 766 by the end of the 2027-2028 school year.

Strategic Actions	Measures of Success Desired Performance Level	Timeline
4.1 Social Studies teachers will incorporate the interpretation of primary sources into daily lessons to improve historical thinking strategies.	80% of Level 6 students will earn a combined average score of at least 75% on all benchmark questions utilizing primary sources, and 75% of students will correctly format a grade level response to an Evidence Based Document Set (EBAS) prompt which utilizes primary sources.	2026-2027 School Year Monthly Practice
4.2 All ORMS classroom teachers will participate in a refresher on the ORMS Matrix and the application of the Matrix with an EBAS. Professional Development during inservice time in August.	By January 2027, at least 75% of students will correctly format and complete the ORMS Matrix with a grade level prompt on blank paper.	2026-2027 School Year January 2027
4.3 Social Studies teachers will complete an "Academic Intervention and Action Plan" form for all students with an F average to identify the strategies and interventions that are currently in place. Parent contact will also be made and documented and an action plan will be implemented to assist these students.	All students who earn an F in Social Studies (report card grade prior to Academic Recovery) will have an action plan developed and amended as needed, including parent contacts.	2026-2027 School Year Each Quarter

	4.4 Teachers will require students to complete a weekly check-in using Home Access Center during homeroom and/or FLEX and allow students to see teachers to address any missing, incomplete, or low grades.	Students will track their performance on weekly HAC Check-in forms and conference with homeroom/flex teacher about progress.	2026-2027 School Year Weekly
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School Improvement Goal 5

5. Increase the average score of students with IEPs on the Math MCAP from 727 to 731 by the end of the 2027-2028 school year.

Strategic Actions	Measures of Success Desired Performance Level	Timeline
5.1 Prioritize training for staff and parents on IXL intervention. Include IXL training for parents during Technology Night.	Interventions will be shared with math teachers during faculty meetings and parents on Technology Night and various events throughout the school year.	2026-2027 School Year Midterm of Quarter 1
5.2 Recommend IEP students for our morning Homeroom Help and After School Twister Help when quarter grades drop below a D.	Teachers will monitor IEP students' grades biweekly during kid talk meetings.	2026-2027 School Year Biweekly
5.3 Classroom teachers will initiate positive communications with parents of IEP students.	Teachers will send home postcards, positive emails, and document communications in their notes.	2026-2027 School Year
5.4 Prior to the beginning of the school year, all teachers will analyze IEP plans, and teachers will revisit IEP plans during biweekly team meetings as plans are updated. Professional	Teachers will analyze and review IEP plans with resource teachers during biweekly meetings.	2026-2027 School Year Biweekly

	Time will be provided during our half days of inservice.		
	5.5 All ORMS Teachers will participate in PD regarding coteaching strategies for students with IEPs and how to analyze and implement IEPs.	Teachers will participate in professional development during faculty meetings and professional development time.	2026-2027 School Year