

**Oakland Mills Middle School  
SCHOOL IMPROVEMENT PLAN 2011 – 2012**

**PERFORMANCE RESULTS**  
**MARYLAND REPORT CARD**  
([HTTP://WWW.MDREPORTCARD.ORG/RSCHOOL.ASPX?K=13AAAA](http://www.mdreportcard.org/rschool.aspx?K=13AAAA))



**SCHOOL IMPROVEMENT TEAM**

The School Improvement Team (SIT), leads the school community in making the school a positive place in which teaching and learning can thrive. This team of people reflect the diversity of the school community and work in conjunction with the school administration to develop comprehensive plans for each school.

**SCHOOL SYSTEM GOALS**

**Goal 1:** Each child, regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

**Goal 2:** Each school will provide a safe and nurturing school environment that values our diversity and commonality.

**School System Expectations**

- Know your students and the differentiated supports in place to ensure their success
- Ensure our students receive exemplary instruction that prepares them for college and careers
- Have a process in place for continuously monitoring student progress
- Develop a relationship with students and their families

**SCHOOL VISION/MISSION**

**Vision**

Oakland Mills Middle School is a learning community that is committed to providing a safe and nurturing environment, where we believe that all children can achieve academic excellence.

**Mission**

At Oakland Mills Middle School, students are encouraged to be Ready, Responsible, Respectful and Reliable in all aspects of their lives. The staff assists students with their learning needs by building relationships, respecting diversity, and promoting high academic standards. The staff is committed to Collaboration, Connection and Curriculum as a means of promoting academic achievement. The values that guide our behaviors are Integrity, Relationships and Family.

**AREAS FOR FOCUSED IMPROVEMENT**

During this Fall of 2010, the Oakland Mills Middle School staff participated in a Needs Assessment activity to drill down to and identify significant student data trends noted in an analysis of multi-year school and student data. The staff then identified root causes and proposed reforms needed to impact student achievement. A follow-up survey was conducted in the Fall of 2011. Three areas of reform were selected as a result of this process: Reading, Mathematics and School Structure.

**Reading Reform** - To significantly reform Reading/English instruction for all students, staff will use data to drive instruction.

**Mathematics Reform** - To significantly reform mathematics instruction for all students, staff will emphasize connections between math curriculum and other content areas.

**School Structure Reform** - To significantly reform School Structure for all students, staff will be assigned more strategically to best serve student needs.

**NEEDS ASSESSMENT**

The 2010-2011 MSA results were reviewed by staff, including the Instructional Leadership Team, during the months of August and September of 2011. These findings were shared with staff during opening week and with parents during MSA Parent Information meetings on September 8, 2011.

Oakland Mills Middle School (OMMS) made AYP in the school year 2010-2011. However, as a result of failure to make AYP in 2009-2010, OMMS is designated as a school in Corrective Action and is placed in the Comprehensive Needs Pathway, due to failure to achieve the Annual Measurable Objectives for three more student groups between reading and mathematics in that year.

**HIGH LEVERAGE STRATEGIES**

**I. Instructional Planning – Teachers will engage in biweekly planning meetings to plan lessons incorporating varied instructional strategies and questioning techniques to cultivate higher-level competencies in students and promote student engagement.**

- Teachers will engage in effective co-planning to identify student strengths and needs, and plan differentiated instruction that meets each student's academic need.
- Multiple data points for students will be used to track and monitor progress. Adjustments student schedules and interventions will be made accordingly.
- Use of purposeful observation and coaching to increase teacher effectiveness and promote student achievement.

**Measure of Success**

1. Administrative observations of teachers' lessons.

**II. Classroom Focused Improvement Process - Teachers will have regular Data Protocol meetings to analyze student data and inform their instruction.**

- Grade-level team meetings weekly - team collaboration and cross-curricular data discussions.
- Content-level team meetings – to support the implementation of critical components of the classroom focused improvement process.
- Monthly Kid Talk Meetings, following data protocol meetings.

**Measure of Success**

1. Teachers use the classroom focused improvement process during data conversations.

**III. Implementation of the Maryland Common Core State Curriculum.**

- Coordinated focus on Argument Writing and Standards for Mathematical Practices within content areas
- Thoughtful and intentional reinforcement of essential skills across curricular areas.
- Provide instructional staff with the professional development needed to create an understanding of the Maryland Common Core State Curriculum (MCCSC) Framework in Reading/English Language Arts and Mathematics

**Measure of Success**

1. Quarterly assessment results will indicate a reduction of students scoring basic in Reading and Math with an increase in the students scoring advanced.
2. Observations conducted by administration and CO staff will reflect infusion of Standard