

Oklahoma Road Middle School
School Improvement Plan
2020 – 2021

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

Core Beliefs for Teachers:

- Provide enriching and authentic learning experiences for all students
- Communicate with students, parents, and colleagues to create a community of respect
- Empower students to become problem solvers and persevere through challenging situations as lifelong learners

Core Beliefs for Parents:

- Support the respect, rigor, and responsibility expected of all members of the school community
- Collaborate with teachers and students to provide a safe and supportive learning environment that encourages the development of an equitable and quality education
- Foster partnerships between community and school to increase real world learning

Core Beliefs for Students:

- Demonstrate respect and kindness at all times
- Persist through social and academic challenges
- Be prepared to communicate, collaborate, and learn

ORMS School Improvement Goals 2020 - 2021

- 1. Improve the percentage of students scoring proficient or higher on MCAP (ELA and math) for subgroups: white, minority, FaRMS, non-Farms, Special Ed, non-Special Ed.**
- 2. Students in grade 6 – 8 will demonstrate growth in the area of writing as evidence through improvement on a variety of state and local measures.**
- 3. Establish a welcoming, respectful, civil culture of diversity.**

School Improvement Goal #1

Improve the percentage of students scoring proficient or higher on MCAP (ELA and math) for subgroups: white, minority, FaRMS, non-Farms, Special Ed, non-Special Ed.

Actions and Strategies	Timeline	Performance Targets
<p>A. 6th grade tchrs meet with 5th grade tchrs at the local feeder schools to discuss/confirm recommendations for levels (foundational/ academic/ honors)</p>	<p>Semester 2</p>	<p>Increase % of students scoring proficient or higher on ELA and Math MCAP (+ 3%)</p>
<p>B. 8th grade tchrs meet with 9th grade tchrs at Liberty High School to discuss/confirm progress of students recommended for higher level instruction</p>	<p>Semester 2</p>	<p>White</p>
<p>C. Provide PD for staff in accessing data via Performance Matters to assure staff use student data to examine placement decisions for all students (including math placement matrix for grade 6 to 7, recommended and actual placement levels, MCAP scores, CoGat scores, benchmark scores, and/or identification as ELL, FaRMS/ED, GT, IEP, 504)</p>	<p>PD TBD</p>	<p>Minority</p>
<p>D. Review placement decisions to increase the number of students from underrepresented groups in higher level instruction to meet student need</p>	<p>Ongoing</p>	<p>FaRMS</p>
<p>E. Create and implement intervention plans for students earning an F in a core class and review plan to adjust strategies</p>	<p>Ongoing</p>	<p>Special Ed</p>
<p>F. Recommending teacher will monitor student performance when students change academic level during the school year to assure appropriate placement</p>	<p>Create - Mid quarter Review- End of quarter</p>	<p>non-Special Ed</p>
<p>G. Promote flexibility with scheduling options to assure student placement in ELA and math is not limited by the student's placement in the other class</p>	<p>Ongoing</p>	<p>At least 95% of students who take Algebra I MCAP will pass.</p>
<p></p>	<p>Spring '21</p>	<p>Intervention plan created and implemented for 100% of students who earn an F in core classes.</p>

H. Build the capacity of students and their families in finding, accessing, and using online academic supports via regular newsletter updates.

Weekly



School Improvement Goal #2

Students in grade 6 – 8 will demonstrate **growth in the area of writing** as evidence through improvement on a variety of state and local measures.

Actions and Strategies	Timeline	Performance Targets
<p>A. Professional development for ELA teachers to effectively use <i>Revision Assistant</i> with students and how to track student progress and create reports</p> <p>B. Revision Assistant used with students on targeted prompts for science, social studies, ELA, and humanities</p> <p>C. Share available Revision Assistant prompts with science, social studies, STEM, and humanities teachers</p> <p>D. Staff access to a digital copy of the ORMS writing organizer to use with students. Professional development(screencast) on ORMS writing organizer use including examples for all subject areas for new teachers or those requesting refresher.</p> <p>E. In all classes where students are assessed via TDCRs (text dependent written responses) or similar tasks, teachers will use the ORMS writing organizer with students as appropriate</p>	<p>9/2/2020</p> <p>On-going</p> <p>10/1/20</p> <p>Ongoing via Google Classroom (Screencast added 9/3)</p> <p>On-going (as fits with curriculum)</p>	<p>Increased MCAP writing scores (2% growth; school-wide average; written expression)</p> <p>Increased ELA Benchmark scores (Increase of .5 points (2% growth) on the 19 point TDCR rubric) from Fall to Spring ELA Benchmarks school wide average, written expression) for at least 70% of all students</p> <p>By April 2021, at least 75% of students will correctly set up the ORMS writing organizer with a grade level prompt (measured using spring ELA benchmark)</p>

School Improvement Goal #3

Establish a welcoming, respectful, civil culture of diversity.

Actions and Strategies	Timeline	Performance Targets
<p>A. Character Ed lessons presented to all students monthly (ORMS Way and targeted lessons as needed) - Upon return to hybrid or in-person schooling</p> <p>B. (1)Professional development for all staff: Sources of Strength; (2)Introduce SoS to student leaders; (3)Introduce SoS to all students</p> <p>C. All staff will use Hallway Behavior Documentation forms (w/ behavior recorded by Support Room staff); upon return to hybrid or in-person schooling (pandemic related expectations may need to be added)</p> <p>D. Positive communication between teachers and home (teachers will contact student home/family with positive feedback; may be via phone call, email, or purple post card (paper or virtual, parent conferences)</p> <p>E. Staff will recognize appropriate student behaviors by giving students <i>Twister Tickets</i> to students (and opportunity to earn attendance at Twister Party); upon return to hybrid or in-person</p> <p>F. <i>Twister Parties</i> held for identified students to attend in recognition of positive character traits & format of <i>Twister Parties</i> revised to be rewarding/ desirable for variety of student interests; upon return to hybrid or in-person</p> <p>G. Celebration Wall used to recognize accomplishments of students and staff - Can we do this digitally?</p>	<p>Monthly</p> <p>1-11/18/20 2-9/20/20 3-Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All staff participate on 1+ committees</p> <p>Decline in total # of discipline reports year to year (for disrespect, bullying, harassment, and sexual harassment)</p> <p>All students (100%) will receive a positive home contact from at least one teacher (teachers to note in TAC)</p> <p>At least 80 twister tickets awarded each quarter per team [40 tickets per team per quarter during hybrid learning]</p> <p>Celebration Wall to include student/ staff accomplishments each quarter (honor roll, ORMS way, Strong Body/ Strong Mind, other clubs, activities, and accomplishments)</p>

