

# Oakland Mills High School

## School Improvement Plan 2011 - 2012



### PERFORMANCE RESULTS

#### MARYLAND REPORT CARD

(<http://www.mdreportcard.org/AYPIntro.aspx?AypPV=14:0:13:0611:3:00000000>)

#### High School AYP Status – as of October 2011

##### Oakland Mills High School – Grade 12

Student Group	Reading	Mathematics
Overall	90.3%	93.2%
Asian	100.0%	100.0%
Black/African American	85.3%	86.7%
White	96.4%	97.6%
Hispanic	86.7%	96.7%
American Indian/Alaskan	0.0%	100.0%
Two or more races	92.9%	100.0%
ELL	0.0%	100.0%
FARMS	81.5%	87.7%
Special Ed	66.7%	81.0%

### School Improvement Plan

The school improvement team (SIT) leads the community in making the school a positive place in which teaching and learning can thrive. It is a group of people who reflect the diversity of the school community who 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 diversity and commonality.

#### School System Expectations

- Know your students and the differentiated support 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

#### Our Vision

The Oakland Mills High School learning experience will prepare our community to **adapt**, **contribute**, and **compete** in an increasingly global and technological society.

#### Our Mission

Oakland Mills High School is a diverse community that is committed to helping each other grow academically, socially, and emotionally. We instill respect, responsibility, and integrity, while collaboratively empowering our students toward achievement.

### Areas for Focused Improvement

A review of Oakland Mills High School's data indicates the need to focus on improving the grades, test scores, and/or attendance for all student groups. This will be accomplished by:

1. Using a data protocol for all data discussions.
2. All departments collaboratively planning.
3. Academic intervention programs.

### Needs Assessment

Our Professional Development Cohorts analyze data from a variety of sources such as quarterly assessments, High School Assessments, SAT, ACT, Advance Placement Tests, GPA, and Retention Rate in the 2010-2011 school year. A review of our performance data indicated a need to focus on the following: Data Protocol, Collaborative Teaching Teams, HAS & Academic Intervention Programs, Retention Prevention Programs, and Drop Out Rate.

### High Leverage Strategies

#### I. Data Protocol

Teachers conduct a review of their data throughout the quarter. At the end of each quarter, the teachers in assessed classes meet with an administrator to discuss the data and plan instructional intervention.

#### II. Collaborative Teaching Teams

Teachers engage in planning meetings in content areas with assessments. The planning meeting times are monthly while the core content areas meet weekly.

#### III. HSA & Academic Intervention Programs

Teachers refer students for various HAS and Academic Intervention programs throughout the year.

#### IV. Retention Prevention Programs

Staff will participate in a variety of meetings such as Ninth Grade Team, Instructional Intervention Team, and Student Support and Alternative Education to discuss and evaluate needs of individual students.