



Oxford Middle School
 School Improvement Plan
 2017-2018

Theory of Action: We believe that if there is a clear focus on the effective delivery of an aligned curriculum by high quality teachers who employ the use of student data to drive instruction, established in a community with high academic and behavior expectations, students will be engaged and learn at proficient and advanced levels, leaving OMS PREPARED FOR HIGH SCHOOL.

Objective 1: To improve student achievement by ensuring access to rigorous curriculum and high-quality instruction in all classrooms thereby increasing effectiveness of teaching and learning in OMS.

Initiative 1.1: Establish a common understanding of high-quality instruction and planning by identifying and implementing best practices critical to student achievement and ensuring their presence in all classrooms.

Activities	School Personnel Responsible	Benchmarks	Timeline	Final Outcomes
1.1.1: OMS leadership will continue to implement literacy and mathematical practices established by the District and continue to provide appropriate training.	OMS Administration, Department Heads, Teachers	Plan developed and adjusted by building leaders for implementation of Mathematical Practices in the building and continuation of literacy practices in all classrooms.	Ongoing-June 2018	Improvement in Tier 1 instruction as evidenced by observational data collected through the evaluation process as well as through learning walks and District/State determined assessments.
1.1.2: Revise the learning walk process at OMS to observe and	OMS Administration, Department Heads, Teachers	Periodic feedback given to teachers based on the implementation of the	September 2017-June 2018.	Feedback will provide teachers the opportunity to improve the quality of



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gather data on instructional practices and to provide targeted feedback to staff.		learning walks and discussions with their peers in CPT and Department Meetings utilizing the Problems of Practice Protocol.		instruction and best practices used in and out of the classroom.
1.1.3: Continue to improve and evaluate common assessments in support of data-driven instructional decision making.	OMS Administration, Department Heads, Teachers	Common assessments will be required quarterly in all subjects at OMS and results discussed during Common Planning Time	September 2017- June 2018	Improvement in Tier 1 instruction as evidenced by data collected through the common assessments.

Initiative 1.2: Ensure continuous curricular and instructional improvement efforts by implementing the District curriculum review process and schedule.

Activities	School Personnel Responsible	Benchmarks	Timeline	Final Outcomes
1.2.1: Create a school-based team to represent OMS on the curriculum review committee, serving as a liaison	OMS Administration, Department Heads	Committee is formed in conjunction with the District created committee.	In Progress- September 2017-June 2018	Committee is formed and protocols developed as part of District AIP 1.3.b.and are implemented at OMS.



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between the District and OMS.				
1.2.2: Provide staff with opportunities to investigate and discuss curricular and instructional efforts in other communities.	OMS Administration, Department Heads	Plan developed by building leaders for opportunities for staff to observe and share instructional practices from other professionals. Use half day PD time to visit other schools.	September 2017-ongoing	Improvement in Tier 1 instruction through conversations and sharing of best practices in Common Planning Time, school wide meetings and PD.

Objective 2: Continue to develop a data-driven culture that builds the capacity of OMS to monitor all improvement efforts and to make data based decisions.

Initiative 2.1: Establish a school-wide plan that identifies the quantitative and qualitative data that will be used to assess improvements in core instruction and school culture.

Activities	School Personnel Responsible	Benchmarks	Timeline	Final Outcomes
2.1.1: Continue to identify the data to be collected and analyzed based on changes in	Building-Based Data Team	Data Team to be established by October 1, 2018. School culture survey	Ongoing-June 2018	Identified data is collected and analyzed by building- based data teams in order to drive



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curriculum, assessment, and instructional practice.		for staff, parents and students completed by October 1, 2018.		school improvement efforts
2.1.2: Educators will use data to inform and adjust educational practice.	OMS Administration, Teachers	Common Planning Time will be devoted to analysis of student learning data AND instructional practice will be adjusted based upon conclusions drawn from that analysis.	Continuing- June 2018	Student outcomes will improve as instruction is adjusted based upon thoughtful analysis of student learning data throughout the course of the school year as evidenced by student growth on MAP as well as common assessments.

Initiative 2.2: Develop the capacity of OMS administration and teaching teams to use relevant data to drive their instructional practice.

Activities	School Personnel Responsible	Benchmarks	Timeline	Final Outcomes
2.2.1: Provide professional development around data collection and analysis protocols.	OMS Administration, Department Heads, Director of Technology	Fall 2017 Department Heads will continue training and sharing with their teacher's data collection and analysis strategies	September 2017-ongoing	All teachers are able to use consistent strategies to analyze student learning data and to draw conclusions used to



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		and during Common Planning Time, Department meetings and early release PD days . Teams will be trained on utilizing said strategies.		adjust and inform their practice.
2.2.2: Develop, implement, and regularly evaluate students to identify actions, strategies and resources to be used to improve student growth.	OMS Administration, Department Heads, Teachers, Support Staff, Guidance	Teachers will create, in conjunction with support staff, plans to meet individual student needs using instructional data collected. These plans are to identify actions, strategies, resources and interventions to be used to improve student outcomes.	September 2017-ongoing	Identified data will be collected regarding the plans and used to adjust practices to ensure student success for ALL.

Initiative 2.3: Continue to build educator capacity in curriculum, assessment and instruction to inform practice through relevant Professional Development and planning times.

Activities	School Personnel Responsible	Benchmarks	Timeline	Final Outcomes
2.3.1: Teachers will	Department Heads,	Common Planning Time	Ongoing-	Teachers will routinely



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consistently use a variety of assessments to inform and adjust practice.	Teachers	minutes will reflect regular discussion around teacher use of formative assessment data to inform and adjust practice.	June 2018	inform and adjust instructional practice based upon conclusions drawn from formative assessment data.
2.3.2: Teachers will continue to be provided with common grade/subject area planning time to engage in conversations to adjust instructional practices based on formative assessment data.	OMS Administration, Department Heads, Teachers	September 2017 Common Planning Time Expectations are communicated and implemented. Teachers will routinely engage in a cycle of inquiry around Curriculum, Instruction and Assessment.	September 2017- June 2018	Common Planning Time will be utilized to collaborate around curriculum, instruction and assessment and teachers will routinely adjust instructional practice based upon the conclusions drawn during common planning time.
2.3.3: Continue to implement current and relevant professional development across all disciplines.	OMS Administration, Department Heads, District PD Committee	Adopt and add to the District's PD Plan to provide opportunities to all staff for continued professional and instructional growth.	Ongoing- June 2018	Improvement in ALL instruction provided at OMS through data collected, observation and collaboration and conversations during CPT, Department



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				meetings and relevant PD offerings in instructional practice.
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Objective 3: Increase the capacity of OMS to provide targeted interventions and differentiated, rigorous enrichment opportunities for all students.

Initiative 3.1: Develop an array of enrichment programs that will provide accelerated learning opportunities to students demonstrating prior academic success or expressed interest.

Activities	School Personnel Responsible	Benchmarks	Timeline	Final Outcomes
3.1.1: Continue to identify areas of enrichment to be provided both within the school day and after school and the identify staff and/or community partners that can provide it.	OMS Administration, Guidance, Teachers	Quarterly meetings will be held to assess the current enrichments for effectiveness and/or need.	September 2017-ongoing	Providing students the opportunity to an array of enrichments to enhance their educational experience at OMS.
3.1.2: Continue to develop and adjust the protocol to place	OMS Administration, Guidance	Summer of 2017 the protocol will be examined and adjusted	Summer 2017 -Ongoing	The development of the protocol will allow students the opportunity



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<p>students into desired enrichment opportunities available.</p>		<p>as needed for placement of students into enrichment opportunities.</p>		<p>to an array of enrichments to enhance their educational experience at OMS.</p>
<p>3.1.3: Identify and utilize community resources and parent expertise to assist in enrichment opportunities.</p>	<p>OMS Administration, Guidance, Friends of Oxford Middle School</p>	<p>September 2017 , OMS Administration will identify potential community and parent partnerships to increase the number of enrichment opportunities at OMS The School (OMS) will send out a parent survey to identify possible after school enrichment activities parents and community members can offer.</p>	<p>September 2017-ongoing.</p>	<p>The development of these partnerships will allow students the opportunity to an array of enrichments to enhance their educational experience at OMS.</p>

Initiative 3.2: : Provide research-based targeted interventions to support students who are not yet proficient in ELA and Math and for social emotional learning.



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Activities	School Personnel Responsible	Benchmarks	Timeline	Final Outcomes
<p>3.2.1: Continue to develop and implement a clear system of protocols to determine students in need of intervention based on data in a systematic approach to monitor efficacy of interventions (AIP 2.1.1)</p>	<p>OMS Administration, Department Heads, Teachers, Guidance</p>	<p>Summer 2017: students in need of interventions identified; September 2017: Students identified begin receiving interventions; September 2017-June 2018: efficacy of interventions monitored</p>	<p>Summer 2017-ongoing</p>	<p>Students in need of intervention will be identified based upon data and the efficacy of those interventions will be monitored and adjusted as necessary throughout the school year</p>
<p>3.2.2: Building level team will be formed to develop plans to address students' academic, physical, and social-emotional needs including substance abuse and bullying prevention and education.</p>	<p>OMS Administration, Department Heads, Teachers, Guidance, Support Staff</p>	<p>Committee formed in September 2017. Needs of students currently enrolled will be identified using data. Committee will be responsible for researching and developing age appropriate learning opportunities and plans to deal with the needs of the students identified.</p>	<p>Summer 2017 – September 2018</p>	<p>Audit conducted and areas of need are identified. Program developed for staff and students.</p>