White Oak Middle School (WOMS)

School Improvement Plan SY27

Maryland School Report Card (Calculations)| Annual Targets| Monitoring Plan| Learning Progression

School Improvement Goal: White Oak Middle School will progress towards a four star rating on the Maryland School Report Card in 2027, increasing earned points from 54.2 to at least 61.18 points.

Instructional Focus: All students will be prompted to think effortfully in order to meet or exceed grade-level standards.

Adult Collaborative Practices (PLC & Planning):

- **Essential Content & Task Sorting:** During PLC planning, teams utilize the *Effortful Thinking Planning Framework* to prioritize lesson content into Essential, Foundational, and Non-Essential/Redundant categories, ensuring instructional time directly targets core standards.
- **Three-Part Language Objective Design:** Teams explicitly unpack task demands to design and post language objectives that name the **Language Domain** (speaking, listening, reading, writing), **Key Language Use** (narrate, inform, explain, argue), and **Language Features** (vocabulary, sentence frames, structures) needed for cognitive access.
- **Artifact & Student Work Analysis:** Monthly 30-minute Micro-PLs utilize the *Notice, Probe, Consider, Clarify* protocol to examine student work samples (prioritizing EMLs and SWDs) to verify whether effortful thinking occurred and adjust scaffolding accordingly.

Classroom Practices (Student Cognitive Lift):

- **Processing "Pause Points":** Embed brief processing opportunities every 8–10 minutes (e.g., *Stop and Jot*, structured *Turn-and-Talk*, quick retrieval checks) to prompt students to encode to-be-remembered content into long-term memory.
- **Effortful Questioning & Wait Time:** Shift teacher questioning from recall (*who, what, when, where*) to deep analysis (*how, why, "say more," "what evidence supports that?"*) while providing mandatory wait time/think time prior to student responses.
- **Responsive & Temporary Scaffolding:** Implement "right-sized," temporary supports (sentence stems, graphic organizers, structured peer talk) that preserve cognitive struggle, with planned fading as students demonstrate independent mastery.

Academic Achievement: ELA

2026 MCAP ELA Results

	ALL	AS	AA	HI	C	2+	SWD	EML	ED
25-26	*45.21%*	*62.07%*	*49.60%*	*34.55%*	*70.08%*	*73.53%*	*11.5%*	*20%*	*32.91*
Imp.	+3.91%	-0.13%	+4.8%	+3.25%	-11.2%	0.83%	-0.2%	+4	+1.11

Literacy Goal: In SY27, the percentage of students proficient on the MCAP ELA will increase from 45% to 53% with a focus on

- Students in the Hispanic category (from 153 students to 195 students: 35% to 45%).
- Students in the EML category (64/188 or 34%)

Academic Achievement: Math

2026 MCAP Math Results

	ALL	AS	AA	HI	C	2+	SWD	EML	ED
25-26	*13.12*	*28.07%*	*14.62%*	*5.51%*	*45.83%*	*29.41%*	*3.90%*	*0.9%*	*7.34%*
Imp.	+5.62%	+0.37%	+7.22%	+2.01	+24.63%	+13.81%	–	–	+2.34

Mathematics Goal: In SY27, the percentage of students proficient on the MCAP Math/Alt MCAP Math will increase from 12% to at least 20% with a focus on

- Students in the Hispanic category (from 22 to 40 students; 5% to 10%)
- Students in the African American category (from 37 students to 52 students; 14% to 20%)

Progress Achieving English Language Proficiency

2025 WIDA Access Results

Tested Count	Proficiency Level Established	NOT MET*	MET **	2026 Results	2027 Annual Target
217	16	160 (4 blanks)	36	20	50.3

ELD Goal: In SY27, the percentage of EML students making progress toward English Language Proficiency will increase from 20% to **34%**.

School Quality & Success

MD Report Card Data

Students NOT Chronically Absent	MD School Survey Student	MD School Survey Staff	Access to Well-Rounded Curriculum
93	3.4	4.8	

School Quality & Climate Goals:

- **Chronic Absenteeism**: In SY27,Reduce chronic absenteeism by decreasing the percentage of students missing 10% or more of the school year from **9.8% to below 7%**, as measured by attendance data by the end of the school year.
- **Student Culture:** In SY27,Improve overall school climate by increasing positive perceptions among students and staff. Specifically, student survey ratings will increase from **2.4 to at least 3.5 out of 7**,
- **Staff Climate:** In SY27, Improve overall school climate by increasing positive perceptions among students and staff. Specifically, staff survey ratings will increase from **1.4 to at least out 1.8 of 3**
- **Well-Rounded Curriculum:** In SY27, improve the instructional program by ensuring that that the number of students who have access to well rounded curriculum improves **from 6.3 to at least 8.0**

Leader Learning Focus

Cross-Functional Team Focus

Community Engagement Focus

Members of the Instructional Leadership Team (ILT) will build their capacity to support, coach, and monitor instructional practice by **onboarding to and leveraging KickUp as a new system platform**. Leaders will learn to navigate KickUp to record classroom evidence, track coaching interactions, and deliver timely, actionable feedback. By establishing consistent KickUp logging routines, leaders will collect baseline data to monitor trends, evaluate teacher growth, and strengthen the implementation of the districtwide instructional focus.	**1, Leadership & Accountability Support:** Partner with school leaders to establish implementation structures, conduct instructional observations, provide coaching, and monitor classroom impact for Special Education and EML student populations—**integrating KickUp as the new primary platform to document coaching interactions, streamline observational data, and establish baseline impact metrics.** **2. CFT KickUp Onboarding & Systems Support:** Collaborate with the CFT to build foundational leader capacity on the **KickUp platform**. The CFT will provide targeted technical assistance and coaching to help leaders establish routine data collection workflows, analyze initial observation logs, and leverage KickUp reports to evaluate support alignment across departments. **3, Targeted EML Interventions:** Implement data-driven, small-group rotations designed to provide intensive support to focus ("cusp") EMLs in their two highest-need WIDA ACCESS domains. **4, Continuous Improvement & Scaling:** Conduct mid-year fidelity and impact reviews of the EML rotation model—**triangulating initial KickUp walkthrough data alongside student performance metrics**—to refine practices and systematically expand/replicate the model into the Math department during the winter term.	**1. Attendance Team:** Establish and distribute the WOMS attendance protocol, set grade-level meeting schedules, and collaborate weekly with the attendance secretary to pull chronic absenteeism data. Assign staff team members to conduct and document personalized outreach calls for 100% of flagged students. **2. Community Schools / Admin / Wellbeing Team (Staff Culture):** Strengthen staff morale and collaboration by launching the social committee dues link, scheduling department breakfasts, and facilitating at least one monthly staff recognition or team-building event through November. **3. Wellbeing Team (Student Climate):** Launch a positive behavioral recognition system (e.g., student shout-outs, positive referrals) and explicitly teach schoolwide expectations during the opening weeks of school. Plan and execute at least one schoolwide or grade-level culture event (spirit day, town hall) per term. **4. School Climate Survey Campaign (Stakeholder Engagement):** Implement a targeted, schoolwide campaign to elevate voice and drive survey participation across all stakeholder groups. Strategy includes dedicated student completion time during advisory/homeroom, structured staff meeting completion windows, and multi-channel parent outreach (e.g., parent night access stations, digital communications, and incentives).