



Oakland Mills High School



SCHOOL IMPROVEMENT PLAN AT A GLANCE 2026-2027

OAKLAND MILLS HIGH SCHOOL: VISION & MISSION	SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS
Vision: We Are OM... We Are Strongest Together Mission: The Oakland Mills High School commUnity reflects the core belief as being a place where we are strongest together. We are a commUnity where relationships and the sense of commUnity mean everything. The success achieved at OMHS is because of the people who make up our school commUnity. Our stakeholders, including our families, are the hub of our success. OMHS staff are dedicated educators who have a passion for working with students. OMHS students are passionate, eager, and always ready to take on new challenges.	<u>On Track CCR Strategy 1:</u> Statement of Commitment: We commit to providing students with appropriate supports during instruction so that students will have increased access and proficiency with course standards. Action Steps: • Staff engage in professional learning (PL) and collaborative planning to strengthen Tier 1 instruction by anticipating student understanding and misconceptions and responding with intention. • Staff use differentiated instructional strategies, materials, and activities to meet diverse student needs through flexible grouping, tiered assignments, varied pacing, and scaffolding. • Administrators expect and schedule time for teachers to engage in collaborative planning routines. <u>On Track CCR Strategy 2:</u> Statement of Commitment: We commit to monitoring student progress and intervening as needed. We will develop innovative pathways for students to achieve CCR by grade 12. Action Steps: • Instructional staff and CRAs collaborate with students to identify support needs, set CCR goals, and develop CCR Plans for grades 11–12 students not yet CCR by the end of grade 10. • Identify innovative pathways and Tier 2–3 supports with the CRA, Career Coach, and SST, incorporating student input. • Designate a plan coordinator, clarify roles, and document students and goals in the CCR Plan MTSS Module.
HCPSS EQUITY FRAMEWORK	
Belonging: All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met. Opportunity & Access: All students, staff, and families can access pathways that expose them to high-quality learning experiences. Instructional Excellence: All students and staff are provided with the resources necessary to deliver and experience high-quality instruction. Engaged & Inspired Learners: All students and staff are empowered to shape their teaching and learning experiences.	

HCPSS PRIORITIES

To be a great school system for all, HCPSS will translate our mission and commitments into strategies and goals that are aligned with these five priority areas.

1. Strengthen Learning & Instruction



2. Cultivate Student Belonging & Well-Being



3. Foster Staff Growth & Engagement



4. Enhance Systemic Planning & Procedures



5. Partner with Families & Community



Attendance Strategy:

Statement of Commitment: We commit to a two-year strategic initiative to implement the family-school partnership framework to improve student attendance and long-term academic success.

Action Steps:

- Establish a Family-Attendance Task Force: Assemble a team of educators, administrators, and family representatives to review attendance data monthly and co-design engagement events.
- Audit Communication Accessibility: Ensure all attendance-related materials and notifications are translated into home languages and delivered via multiple platforms
- Professional Learning: The Family School Partnership Team will attend the PL sessions and implement learned strategies.

Discipline Strategy:

Statement of Commitment: We commit to implementing behavior health supports including data-driven differentiated instruction for all students.

Action Steps:

- Use the HCPSS Data-Informed Decision-Making Protocol to assess Tier 1 behavioral health supports and address identified needs.
- Implement PL on Restorative Culture with staff and implementation of cultural responsive practices to support tier 1 differentiated instruction
- Establishing classroom routines and expectations in all classrooms and Community/Instructional Circles with identified staff