



OPS School Improvement Plan 2022 - 2023

Overview

The OPS School Improvement Plan was developed as a 2-year plan in the Fall of 2021 and updated in the Fall of 2022. The team reviewed the previous years data and goals as part of the review process. This plan was developed by elected faculty, school administration, parents, and student representatives.



Mission

Oxford Preparatory School's purpose is to graduate future leaders who have completed a rigorous curriculum, performed community service, and developed an appreciation of the arts in preparation for the challenges of the college of their choice. With support from our diverse community, we will cultivate intellectual curiosity in well-rounded students by engaging in critical thinking and experiential learning.



School Improvement Team

- LaSherra Alston – Parent Representative
- Ashley Barnette – Upper School Director
- Kim Beam – Parent Representative
- Lillian Brooks – Student Representative
- Sean Connolly - Elected Upper School Rep.
- MaryAnn Crews – Lower School Director
- Jade Currin – Lower School Student Services Coordinator
- Elijah Griffin – Student Representative
- Cynthia Grissom-Young – Upper School Student Services Coordinator
- Tigist Green-Hicks – Parent Representative
- Anna Radford – Parent Representative
- Doug Roberson – Elected Upper School Rep.
- Allison Satterfield – Elected Lower School Rep.
- Wendy Short - Elected Lower School Rep.
- Andrew Swanner – Executive Director

Nurturing Potential - Inspiring Excellence - Developing Leaders



Goal 1: Promote and cultivate a college-bound culture amongst all OPS stakeholders leading to all OPS seniors being prepared as competitive candidates for admission who maintain degree progress at the college of their choice.

- Enhance a school-wide program that educates and informs all stakeholders of the steps, requirements and opportunities that are part of the college admission process.
- Develop a school-wide program that exposes students to specific areas of preparation they will need for their major they are inspired to pursue.
- Align school resources to make sure all OPS students have access to and awareness of the skills and requirements needed to be successful in college.
- Make connections for students and families at all grade levels of the importance and relevance of a college degree in their futures and in their community.
- Develop a school-wide program to identify and support first generation college-bound students.



Goal 2: Improve standards-aligned instruction and classroom practices with a focus on critical thinking and student engagement, leading to growth in academic achievement for diverse learners.

- Assure all lessons and assessments are directly aligned to each other and to appropriate standards.
- Provide exemplars and non-exemplars to students to demonstrate academic excellence for the standards being studied
- Establish formal review systems for academic improvement in subgroup populations, including the effectiveness of academic interventions.
- Develop targeted professional development plans for instructors that are identified for support in lesson planning, standards assessment, student-centered instruction, socratic questioning and classroom engagement strategies.
- All students (100%) will make adequate progress as measured by EVAAS based on their EOG / EOC goals and there will be no discrepancies in growth between sub-groups.



Goal 3: *Recruit new teachers, and increase support to maximize teacher retention for consistency in academic environments across all grade levels.*

- Identify and promote a culture where all staff members are valued and supported as well as united for a common purpose.
- Improve resources in order to support, welcome, and orient new instructional staff members.
- Review data and align school resources to address transitional needs of academic environments.
- Continue to improve communication between administration, counseling, and teachers so that all parties feel relevant and significant to the process of teaching and supporting our young people.



Goal 4: Nurture student leadership by developing intentional experiences that improve alignment to the school's mission.

- Provide intentional socio-emotional instruction for students in areas to support leadership skills, including addressing resiliency, self-regulation, and empathy necessary to be effective leaders.
- Build student understanding of the importance of service and leadership as they matriculate at Oxford Prep by expanding student representation opportunities, i.e. a Student Council and Student Member of the Board.
- Expand extracurricular and leadership opportunities within the school and community for all students to help develop and refine their skills and habits to build leadership capacity, including student mentoring opportunities between Upper and Lower School.



Goal 5: Grow the Culture of the Griffin to develop student connectedness and integrity within the school and community.

- Use specific teaching and implementation of the Honor Code to establish a culture of respect, applicable to all students, regardless of grade level, developing learners' attitudes, beliefs and skills needed for lifelong success.
- Create an environment conducive to optimum learning by refining student handbook discipline procedures and creating a culture of consistency and trust between staff, students, and administration on disciplinary expectations.
- Foster a collaborative environment for students to invest in opportunities for shared experiences among and between class cohorts that link and connect them to both their community and the identity of the Griffin.

