

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. William Caulfield
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Oakdale High School
(As it should appear in the official records)

School Mailing Address 5850 Eaglehead Drive
(If address is P.O. Box, also include street address.)

City Ijamsville State MD Zip Code+4 (9 digits total) 21754-9711

County Frederick County

Telephone (240) 566-9400 Fax (240) 566-9401

Web site/URL <https://edu.fcps.org/ohs/> E-mail william.caulfield@fcps.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Cheryl Dyson E-mail superintendent@fcps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Frederick County Public Schools Tel. (301) 644-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Sue Johnson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 43 Elementary schools (includes K-8)
15 Middle/Junior high schools
11 High schools
2 K-12 schools
- 71 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	451
10	426
11	403
12 or higher	342
Total Students	1622

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.4 % American Indian or Alaska Native
 - 8 % Asian
 - 9.6 % Black or African American
 - 11.5 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 64.8 % White
 - 5.6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	44
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	72
(4) Total number of students in the school as of October 1, 2021	1465
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

French, Spanish, Urdu

English Language Learners (ELL) in the school: 1 %
12 Total number ELL

7. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 235

8. Students receiving special education services with an IEP: 9 %
Total number of students served 142

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>15</u> Autism	<u>35</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>35</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>38</u> Specific Learning Disability
<u>15</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>2</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 10 %
Total number of students served: 168

10. Number of years the principal has been in the position at this school: 1

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	6
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	80
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	19
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	93%	99%	95%	95%	95%
High school graduation rate	99%	99%	97%	99%	98%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	317
Enrolled in a 4-year college or university	65%
Enrolled in a community college	18%
Enrolled in career/technical training program	3%
Found employment	9%
Joined the military or other public service	1%
Other	4%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

To empower our community by pursuing our passions and building our academic and social skills so we meet the challenges of a modern society.

17. Provide a URL link to the school's nondiscrimination policy.

<https://apps.fcps.org/legal/documents/116>

<https://apps.fcps.org/legal/documents/117>

<https://apps.fcps.org/legal/documents/309>

<https://apps.fcps.org/legal/documents/437>

<https://apps.fcps.org/legal/documents/443>

<https://apps.fcps.org/legal/documents/400-48>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

As the youngest high school in Frederick County, Oakdale High School (OHS) emerged from the need to relieve overcrowding in three neighboring schools resulting from tremendous growth in the county. The communities from which it originally drew were urban and suburban; many students had strong ties to their original school communities, thus presenting a unique opportunity to channel students' enthusiasm and loyalty to a new school culture.

In the twelve years since opening, OHS has grown from only freshman and sophomore classes totaling 600 students to a student population of nearly 1,700. Families come from a variety of cultural, linguistic, and socioeconomic backgrounds, yet high expectations for rigor, relationships, and engagement unite and center the school community. OHS' motto guides diverse learners to achieve in the classroom and beyond: Be Respectful, Bear Responsibility, Strive for Excellence.

Be Respectful

Like all schools around the world, OHS needed to rebuild and revitalize school pride in the wake of the COVID-19 pandemic. Distinct to OHS, however, was the surge in population and demographic diversity that took place between 2020 and 2022. These coinciding events posed the risk of fracturing the foundation of OHS' school culture and a collective understanding of respect. Students needed to unify to reclaim OHS as their own.

During the 2021-2022 school year, staff and administration established a student organization to provide feedback about school climate and plan activities aimed at student engagement and belonging. Conceived by school staff, this task force, Bear Voices, has evolved as a result of student vision.

In just two years, Bear Voices, ranging from freshman to seniors, represents a variety of cultures, abilities, and backgrounds. Bear Voices employs a series of practical applications to enrich school pride and morale. Examples include establishing school discussion norms, developing school-wide social-emotional learning lessons, co-creating OHS' "WHY" statement, and planning cultural celebrations. OHS' student-led organizations like Bear Voices model and encourage a safe and respectful environment.

Bear Responsibility

Members of the OHS community bear responsibility by thinking globally and acting locally. Through coursework, students at OHS learn about global issues and their responsibilities as stewards of our planet. One way OHS students embrace the value of bearing responsibility is through achieving Green School Certification. In 2021, OHS was certified as a Maryland Green School. Students and staff from OHS led the charge to earn this status by fulfilling the requirements as laid out by the Maryland Association for Environmental and Outdoor Education. The responsibilities included establishing school-wide infrastructure to implement Green methods of recycling and composting in the cafeteria; students oversee their daily operations and maintenance. This program continues to define OHS and what it means to "Bear Responsibility."

Strive for Excellence

From the outset, school leaders and staff fostered the mindset that being an Oakdale Bear is synonymous with excellence. OHS' excellence is reflected in the professional qualifications of staff, program offerings, and extracurriculars. OHS has eight National Board Certified teachers and multiple others currently pursuing that endorsement. Thirteen teachers are also qualified to teach high school-based dual enrollment classes through Frederick Community College. Additionally, Frederick County Public Schools (FCPS) opted to house their flagship Leadership Academy at OHS, establishing OHS as the school where students come to develop as agents of change.

OHS' culture of leadership and high achievement permeates all aspects of extracurricular activities. Eight

academic honor societies represent all disciplines from fine arts, to humanities, to STEM subjects. OHS families embrace opportunities for students to engage in extracurriculars to take learning beyond the classroom. For this reason, OHS has seen a number of academic and athletics teams achieve notable success throughout the region. Mock Trial, Model United Nations, ECON challenge, StartUp Frederick, and Robotics teams have all placed as finalists or won competitions and continue to garner a reputation for excellence throughout Maryland. The OHS marching band was named Best of Frederick by the Frederick News Post the last two years. Additionally, OHS' athletics teams prioritize competing with the best competition in the state. OHS has won 24 team state championships, 65 individual state championships, and 49 team regional championships. Students have been honored as All-Americans, and each year, over the last 12 years, 15-20 students move on to compete at the NCAA level.

Since its conception, OHS has embraced the task of striving for excellence and continues to unlock staff and student potential. Respect, responsibility, and excellence characterize OHS.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

English language arts (ELA) instruction at OHS is a multi-layered design that includes the Common Core State curriculum standards, rich literature text selections, diverse instructional approaches, and expert teachers delivering the art and science of rigorous ELA instruction. The secondary ELA standards are introduced to students as they read grade-level literature, including stories, dramas, poems, and literary non-fiction works. The grade-level curriculum is delivered in a spiral format designed to guide students in building their skills in the ELA standards over their secondary years with an increasing depth of understanding and complexity. Students demonstrate their understanding of text structure, theme/central idea, character development, point of view, and an understanding of an author's craft through writing, visual/digital representations, and public speaking. Through their work, students develop a deep understanding of vocabulary, the power of word choice, and the formal structure of syntax and writing form. Class discussions are used to expand student thinking and build understanding. Teachers expose students to contrasting points of view, and multiple artistic mediums to guide them to a deeper understanding of literature and written expression and ultimately of the human experience that leads to a deeper understanding in all other content area learning.

The ELA curriculum is delivered through research-based lesson construction that supports learners at all abilities and skill levels. Teachers rely on a wealth of resources aligned with the curriculum which supports their ability to serve diverse learning needs. Specifically, teachers build background, introduce concepts through scaffolding and chunking, provide opportunities to practice and ultimately work towards independence to demonstrate learning. Students learn through doing. Teachers provide hands-on work experience, combined with teacher conferencing, and feedback which allows students the opportunity to build their knowledge through the process of revision and editing answers and work products. Through the process of doing, students are offered rich opportunities for learning at any starting point within a skill.

Assessment is an essential component of the teaching and learning process. Teachers utilize formal and informal assessments to collect data through multiple measures. Criterion-referenced assessments are used to inform instruction in the form of warm-up activities, exit tickets, unit tests and quizzes, and short and extended writing tasks. Norm-referenced assessments are used to compare and evaluate the growth of groups of students. Universal screeners help identify students who may have gaps in their learning. Finally, county-level benchmark assessments are used to measure the learning of specific curriculum standards in Grades 9 and 10 and the consistency of teaching between and among all course offerings.

At OHS, assessments are used to inform teaching and provide students with the information and feedback necessary to guide their academic agency. Engaged and informed students build a deeper understanding of their own meta-cognition and the tools necessary for their continued learning and success beyond the classroom.

1b. Mathematics curriculum content, instruction, and assessment:

The mathematics department at OHS offers the following classes: Algebra 1 in either a yearlong or semester format, Geometry (grade level or honors), Intermediate Algebra, Algebra 2 (grade level or honors), Pre-Calculus (and Advanced Placement (AP) Pre-Calculus next school year), Statistics, Advanced Algebra, AP Calculus AB, AP Calculus AB/BC, dual enrollment Frederick Community College (FCC) Statistics, AP Statistics, dual enrollment FCC Calculus 3, dual enrollment FCC College Algebra, and Contemporary Math. Students are required to take a minimum of four credits in math in order to graduate. However, with the semester format, many students double up in math classes and earn more credits than the minimum. Students can also take AP and FCC dual credit courses so they can earn college credit while in high school.

Math instruction has many forms at OHS from direct instruction to using a station model to differentiate

instruction for all levels to a discovery approach in learning. Students engage daily in various modes of instruction with teachers having autonomy in how they present information to students but also collaborative teams to help discuss best practices with a focus on data driven instruction. Professional learning communities exist within the department with groups of teachers who teach the same content collaborating frequently on instructional strategies, modes of delivery, assessment, data collection and analysis, and student agency. The content in math classes follows the common core state standards for the core classes of Algebra 1, Geometry, and Algebra 2. Since these classes take an MCAP assessment at the end, students learn not only the mathematical skills but also how to apply these concepts in real world scenarios. For the Intermediate Algebra course, common core standards guide instruction, including a mixture of Algebra 1 and Algebra 2 standards. The students take the College Readiness Exam (CRE) at the end of this course to assess college readiness. The AP Calculus courses follow the AP curriculum which prepares students to pass the AP Calculus exam; OHS students consistently earn high AP Calculus scores each year. The FCC dual enrollment classes follow the syllabus topics set forth by Frederick Community College which also have a focus of both concepts and applications. Teachers hold students to a high standard and require great rigor in the math classes.

Teachers consistently assess students and the learning that occurs in the classrooms. Many forms of formative assessments happen within each class period. These include questioning techniques, individual and collaborative practice assignments both online and on paper, and feedback in both verbal and written form. Students take a summative assessment at the conclusion of each unit. These range from individually written tests by individual teachers, common assessments made collaboratively with groups of teachers within the school, and/or county assessments in some classes. Students also participate in statewide assessments. At OHS, the students regularly perform above the county and state averages on these standardized state assessments, as well as the SAT and AP exams. Teachers utilize both the formative and summative data from these various assessments to modify instruction to meet the needs of the students. Formative assessments are used to group students to better differentiate learning on a day-to-day basis within the classroom. Summative assessments are used to inform teachers about what is working and what improvements may need to be made. Teachers discuss these patterns and share best practices that seem to be effective in individual classrooms. State assessments are used to guide instruction from year to year and to decide on scheduling for future classes.

1c. Science curriculum content, instruction, and assessment:

The Science department offers courses in foundational areas of Physics, Biology, and Chemistry. As rising ninth graders, students are recommended for either Algebra-Based Physics or Physics of Earth and Space Sciences. Both of these courses meet Next Generation Science Standards (NGSS) for physics and earth sciences. Most students enroll in Biology during tenth grade, which culminates in a standardized state assessment. Students interested in advancing their science education will often concurrently enroll in honors Chemistry as tenth graders, allowing them to explore science electives during their junior and senior years. Students looking to complete their third science requirement for graduation will enroll in either the Fundamentals of Chemistry or Environmental Science. Students have several science electives available. Students interested in biological sciences can pursue interests through Anatomy & Physiology, AP Biology, and a dual enrollment Biology course with the local community college. Students interested in the physical sciences can pursue AP Chemistry, AP Physics C (Mechanics and/or Electricity & Magnetism), AP Environmental Science, honors Physics, Forensics Science, and Climate, Oceanography, Weather, and Space Sciences (COWSS).

OHS teachers utilize the NGSS as the foundation for instruction. NGSS is a 3-part learning/evaluation model for science. Disciplinary Core Ideas are the content standards; Science and Engineering Practices are the science skills; Crosscutting Concepts are the connections. AP courses are organized based on science practices, the skills students will need to achieve, and content knowledge. Content knowledge is organized into Big Ideas, with specific topics listed as enduring understandings. Science practices are embedded into the Big Ideas similar to NGSS. Teachers are committed to students accessing learning through laboratory experiences and other means of applying their content knowledge. Direct instruction is utilized as a support of experiential learning in preparation for assessment. Teachers have autonomy to deliver instruction in the manner best suited to their students and the learning environment. Teachers collaborate with each other

regarding activities, pacing, and differentiation. Collaboration occurs amongst teachers in similar content areas, along with cross curricular to ensure consistency with science skills.

Students are tasked to take ownership of their own learning through blended learning practices (pace, place, time, path). Student learning and standards mastery are assessed using both formative assessments and summative assessments. Formatives are student centered, with multiple opportunities, and include both student and teacher feedback. Examples of these include teacher questions, class takeaways, exit tickets, and concept maps. Summative assessments are an opportunity to demonstrate mastery of standards and can take many forms. Examples include CERs (claim, evidence, reasoning), formal laboratory reports, projects, and unit assessment.

Science is an ever-evolving discipline and requires a multi-dimensional approach to ensure scientific literacy.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Oakdale High School's Social Studies Department offers nineteen different classes, each with their own learning standards. Teachers address learning standards by developing assessments based on the standards and backward mapping these assessments to instruction. Teachers incorporate the skills and content from the spiraling curriculum into everyday lessons and identify curriculum standards for each course within everyday student objectives. The department offers multiple levels of core courses: American Studies, Government, and World History. In addition, the department offers six AP courses, one dual enrollment course, and nine elective courses. These courses include Law and Society, Leadership, World Religions, Psychology, and Sociology.

Instruction is student-centered and includes discussion and application of learning through real-world examples, simulations, field trips, and collaborative activities. Many of the American Studies classes work through a Stock Market simulation when studying the Great Depression. Similarly, students enrolled in the Government course address current public policy concerns by researching the complexity issues and preparing recommendations to elected leaders. In Modern World History classes, students research multiple perspectives of historical events to understand the motivations and decision-making from that time. The World Religions classes visit multiple religious sites, and our African and Black Studies course visits the Museum of African American History.

Student learning is assessed through traditional assessments that mirror state and national assessments, Benchmark writing exams, and summative projects like posters, podcasts, video production, and research assignments. Many student assessments within core courses have been developed collaboratively. Teachers work together on a daily basis to share lesson ideas, activities, and develop shared assessments. Teachers meet formally, monthly, to discuss student progress, adjust instruction, and develop interventions to improve student skills and content understanding. Interventions include development of graphic organizers, modification of resource documents, and sharing of instructional strategies for targeted groups.

1e. For schools that serve grades 7-12:

The OHS Career and Technical Education Department offers state-recognized completer pathways in the a variety of programs of study including Business Management, Business Marketing, Business Administrative Services, Computer Science, Child Development, Plant & Animal Sciences, Architecture Engineering Construction Management, Wood Design & Applications, Career Research & Development, and Youth Apprenticeship.

Students can also take industry certification exams in Fundamentals of Ethics, Marketing Concepts, Business Concepts, ADA Certification, 90-hour and 135-hour Maryland Child Care Training Certifications, CDA Certification, Pre-Vet Small and Large Animal Certifications, Horticulture 2 Industry Certification, Architecture Engineering Construction Management Industry Certification and Onshape Industry Certification in Woodworking Design & Applications.

There are two AP courses in the Computer Science pathway and one dual enrollment course in the Business pathway. Financial Literacy Education, a graduation requirement, is offered in five of the courses across numerous disciplines. Additional electives are available for students interested in studying television production and engineering.

Students can also participate in the Work-Based Learning (WBL) program. This allows students to experience hands-on career placement during the conventional school day. Students may participate in work-study, where students are employed in paid part-time positions under the cooperative supervision of the employer and the WBL coordinator. Work locations are approved by the school to assure that the employment activities have educational significance. This year, there are 53 work-study students in the fall semester and 83 students in the spring semester.

Students can complete a mentor-internship program, where they have the opportunity to explore career opportunities in a post-secondary setting. Students are placed with adult mentors to explore the responsibilities, benefits, advantages, and disadvantages of a career choice. This year, there are 15 students doing internships in the fall semester and 14 students in the spring semester.

Lastly, Peer and Community Engagement Experience (formally Student Service Learning) provides students the opportunity to investigate how they might help through service learning: preparation, action, and reflection. Serving others offers students the opportunity to use existing strengths and develop new skills in an independent setting.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The visual and performing arts department at Oakdale High School offers a comprehensive curriculum that influences all students in Grades 9-12. These classes focus on enhancing the essential skills and knowledge acquisition taught at OHS by guiding students through a visual and creative journey through the many different aspects of the arts.

Currently, there are over 600 students enrolled in diverse and exciting programs like ceramics, drawing and painting, digital photography, computer graphics, general art, AP studio, marching band, concert band, orchestra, music theory, film study, guitar, piano, and theater. The focus of all visual and performing arts courses is to support the students in their pursuit of academic excellence. This happens daily by teaching students how creativity and critical thinking are used in the creative process can be applied into their core areas of academic study of essential skills and knowledge. In addition, our courses specifically focus on teaching students grit and determination for the positive pursuit of their fullest potential.

Students learn how to create in a world that demands precision and excellence!

2b. Physical education/health/nutrition

The OHS Physical Education and Health Department follows the Maryland State Department of Education (MSDE) and FCPS regulations requiring Term courses: Fitness for Life, Health 1, and Health 2 (starting in 2023-2024) as graduation requirements. Students in ninth grade typically take Fitness for Life and Health while eleventh grade students typically take Health 2.

Elective courses are offered and taken by students in all grade levels, and a variety of options are available. Strength Training and Fitness 1-4 and Independent Study, Team Sports 1-4, Team Sports Basketball 1-4,

Team Sports Soccer 1-4, Team Sports Football 1-3, Unified Physical Activity 1-3, Personal Fitness 1-3, Personal Fitness ½ credit option, and Sports Medicine are the elective courses currently offered.

These courses are composed of students from different grades and are open for all students to take without any pre-requisite requirements. Most of the classes are at or near full capacity.

The Unified Physical Activity class creates an inclusive environment for the students in Learning for Life (special education) and their non-disabled peers. Students work collaboratively to promote health and wellness. This fosters a sense of belonging for a group of students who sometimes feel disconnected.

The primary objective of all the Physical Education courses are to foster an understanding and lifelong appreciation for health and wellness in the physical, social, mental, emotional, spiritual and intellectual domains.

2c. Foreign language(s), if offered (if not offered, leave blank)

The World Languages Department teachers take pride in offering multiple languages for students to become more globally minded. Students can take American Sign Language, six levels of French, and seven levels of Spanish. Students in language classes develop and refine five essential skills; they engage in content using them every day. Students focus on building language proficiency that can be used in a real-world setting. The American Council on the Teaching of Foreign Languages (ACTFL) stresses the importance of communication, cultures, connections, comparisons, and communities where language learners apply these skills beyond the classroom.

Students negotiate meaning with spoken, signed, or written language to share information. Students use authentic sources such as advertisements, articles, and videos. Finally, students present information in the target language in oral or written format to explain a known concept. Through the study of a world language, students make connections with other curricular areas. Students compare language, syntax, and grammatical concepts. Many students remark that they understand the English language better after studying a world language. Knowledge of a world language allows learners to apply their skills in their community. Students have volunteered with the Centro Hispano de Frederick, worked as interns at the Bilingual Kindergarten program at Hillcrest Elementary School. Students see language learning as a life-long skill, with relevant application in the 21st century. Students have the opportunity to earn the Seal of Biliteracy, a valuable asset for college and career readiness (CCR).

2d. Technology/library/media

The OHS library media program offers students in Grades 9-12 and staff members equitable and timely access to materials and services that ensure that they become effective users of ideas and information. Students are provided a Chromebook for daily use to access a wide variety of resources. The program provides both physical and intellectual access to organized, diverse collections of information resources in a variety of formats. These resources support curricula as well as encourage students and staff to pursue personal interests. The resources utilize the power of technology and provide exposure to instructional technology to enable students to access new ideas and information so that they may become self-sufficient, responsible citizens who are contributing members of a global information society.

The school library media program is administered by a professional and a part-time support staff. The program is based upon instructional partnerships with all curricular areas in order to facilitate learning and assist in the development of instructional resources, as well as supporting teachers in the effective use of various technologies in the classroom and media center. To date, approximately 200 classes and more than 3,800 students have visited the library in 2022-2023. The program reinforces a supportive educational environment that nurtures the desire to learn, respects individual learning styles, and promotes intellectual freedom.

2e. Any other interesting or innovative curriculum programs you would like to share

The OHS Leadership Academy is a signature program available to all interested students. This application-based program is completed over two consecutive semesters. Students take two weighted, elective Leadership courses, which also count as Personal Financial Literacy credits for graduation requirements.

The Leadership Academy empowers tomorrow's leaders by equipping students with the skills necessary to lead in a dynamic world. Students engage in intensive coursework that emphasizes the skills for 21st century leaders including – technology, communication, world perspectives, problem solving and ethical decision making. Upon completion of the course, students reflect on their leadership experiences and service project by developing a 10-12 page paper for review by Phi Theta Kappa, an international collegiate honor society.

The Pre-engineering Program at OHS allows students to learn a number of engineering concepts in the areas of pneumatics, CNC programming, 3D CAD, mechanical drives, robotic programming, electrical controls, structural systems, hydraulics and electronics and electrical systems in a hands-on environment. Over multiple courses, students work on Amatrol trainers at their own pace to master each of these concepts and then complete a capstone project. During the last course, students have more independence to work on capstone projects that are geared towards engineering areas of interest to them. The engineering design process is stressed throughout all three courses and capstone projects.

3. Academic Supports

3a. Students performing below grade level:

Students who are performing below grade level are supported through differentiated instruction, intervention, special education/accommodation, and increased learning opportunities at OHS. All students are universally screened to identify learners who are performing below grade level in reading and math. Identified struggling learners are provided with additional screenings to assess their reading, writing, and math proficiency. A student may receive formal intervention in reading phonics, fluency, comprehension, and written language/composition.

At OHS, reading intervention is built into the English classroom design with a modified structure to combine reading intervention and grade-level curriculum delivered daily over an entire school year. Additional assessment, modified instruction, and continued intervention are used to teach, monitor, and close the achievement gap for students.

In math, OHS offers intervention to incoming ninth graders in an Algebra Acquisitions course, which incorporates intervention and Algebra 1 skills through a modified year-long course schedule. Student progress is assessed continuously and instructional support is provided through small group instruction and reteaching when appropriate. Algebra 1 is taught in either one or two semesters to provide students with the most appropriate instructional approach. Students are also supported in math through the ALEKS program which is an adaptive, computer platform.

OHS offers peer tutoring during the school week as well as after-school tutoring by teaching staff. Student Enrichment Time (SET) is a designated period each day when students can work on assignments, go to individual teachers for support, attend clubs or attend peer-tutoring. An additional opportunity for tutoring by staff and peers is held after-school, twice a week for one hour. Students working below grade level are supported in all content areas through co-teaching, classroom support, accommodations, and modified grade-level curriculum delivery to successfully access grade level curriculum to their highest potential.

3b. Students performing above grade level:

OHS offers a variety of challenging courses to students performing above grade level. The students have opportunities to prepare for college and career through AP courses and dual enrollment classes with FCC.

Student interest drives the OHS master schedule, so new classes have been added in recent years. Students can now take AP Computer Science as well as AP Macroeconomics. Starting next year, students will have the option of the new AP PreCalculus course in its first year of availability. Teachers have been working

closely with county curriculum specialists and administrators to pilot the course here. Dual enrollment sections have also grown with more courses offered in a variety of subject areas including Multivariable Calculus, College Algebra, and Biology.

AP data is kept for accountability and to encourage more students to enroll in the classes. Analysis of science and math data identified a need for females and students of different races/ethnicities to participate in AP courses. This information was tracked and used to start different initiatives that encourage women and minorities to enroll in STEM courses.

OHS also offers many career-based opportunities for students who perform above grade level. Programs include work study, internships, and the FCPS Career and Technology Center (CTC). OHS students get real-life experience working in the field at places like Fort Detrick and the National Cancer Institute (NCI).

Other experiences include public service opportunities such as the Maryland Page Program, US Senate Youth Program, and the Hugh O'Brien Youth Leadership Program.

3c. Students with disabilities:

The Special Education department serves the students of OHS by providing differentiated instruction to students with IEP and 504 plan needs. This entails providing service hours and individual instruction for students with IEPs. At the high school level, this typically takes place in a co-taught setting where the Special Education teacher is co-planning and implementing instruction alongside the content teacher. This ensures that students' IEP needs are being met in a very specific way.

The Special Education teacher is able to differentiate instruction from the content teacher's plans and assist with running small groups and working individually with students with specialized needs. This delivery method utilized at OHS assists students with getting all their services, accommodations, and supplementary aids met within the least restrictive environment. Although most services and accommodations can be met within the classroom setting, some students require being pulled out for higher tier interventions in order to make progress and close grade-level gaps during their instruction. These students receive intervention services by the special education department or a specialist to ensure that each student is receiving what is needed individually. This could be in the format of a small-group setting, one-to-one, or access to a separate/alternate location, such as our resource room.

Various student needs are met through the implementation of over 140 IEPs in addition to the 179 504 plans. Instructional practices ensure that students are met at the level they are at currently, but are working toward closing the grade-level gap of where students want to be. Teachers are student-centered and closely monitor individual student progress by collecting data, collaborating with students' teachers, and observations. This allows for the special education team to adjust instruction, as necessary, to allow for individualized student growth toward closing learning gaps.

3d. English Language Learners:

FCPS offers a robust program to serve students with English language learning needs. Students who are active English Learner (EL) students are served at another comprehensive high school in a large, centralized program. EL students receive a safe, equitable, and robust education through research-informed instruction and system-wide collaboration. The FCPS EL program promotes successful English language acquisition through concurrent language and content instruction framed within a Sheltered Instruction Observation Protocol (SIOP) model. The goal is to provide a seamless integration into mainstream academic programs for students pre-kindergarten through Grade 12 whose first, or primary, language is not English and who have limited English proficiency. OHS currently has ten active EL students enrolled in the comprehensive program.

At OHS, staff serve students who are considered parent refusals for EL services. These students are provided with a bilingual dictionary and extended time; they are monitored and supported by our College and Career Readiness (CCR) teacher. Classroom teachers are made aware of student needs and collaborate

with administrators, counselors, behavior support specialists, and the CCR teacher in order to meet the needs of the students.

3e. Other populations, if a special program or intervention is offered:

OHS Learning for Life students, our non diploma-bound students, are supported academically with a focus on functional academics, vocational opportunities, and transition plans. Students are taught explicitly through a variety of lesson strategies how to perform life skills, such as counting money and reporting to work on time. Students are typically set up in a station rotation so that they are able to perform a variety of tasks and skills, focusing academically on writing, reading, and math life skills.

OHS Learning for Life students are also provided with vocational opportunities off-campus to gain exposure to working on job sites. This is where students can practice responsibilities and requirements of having a job. Students participate fully in creating their transition plans in collaboration with the school team to ensure they create stepping stones to post-graduation goals. OHS Learning for Life students are also encouraged to take elective classes with their general education peers in direct correlation to their transition plans. Learning for Life students have a variety of supplementary aids, accommodations, and program modifications embedded in their IEPs. These include what is required for things such as emergency situations, health considerations and plans, social/emotional needs, etc. These students are also given differentiated instruction being in an alternative curriculum as non-diploma bound students. However, students are still instructed to be met at their current present levels and tracked to move forward in their progress closer to achieving goals.

The OHS staff collaborates closely with many different service providers such as an occupational therapist, behavioral specialist, music therapist, and physical therapists to ensure that all delivery of learning is provided in the most receptive way possible for each individual student. Overall, teachers address the gaps of student achievement through lessons corresponding to individual academic levels and moving students closer to their individual goals and needs in Learning for Life.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The name “Oakdale Village”, the housing development that encircles the school, is fitting. OHS is a village of staff, students, and families that includes the larger community. In many schools, students attend classes, work under a set of rules, and return home at the end of the day. This is not the case at OHS. Teachers engage and motivate students by providing a positive environment that extends beyond the classroom. OHS is a safe place and refuge for students; generally speaking, students want to be at school. Last year, Bear Voices met for the first time. Bear Voices is a student-named, student-centered group of students whose mission is to represent the student voice. Members participate in school improvement team meetings, providing input to staff on school initiatives. At faculty meetings, a Bear Voices student updates staff on the group’s activities, furthering communication. Students create a positive environment where their input is welcomed.

Additionally, Bear Voices plans whole school activities. This year, the group organized special events when there was a two-hour early dismissal called Main Street Mania. During this event, about 100 students or more participate during each of the four lunch shifts, visiting therapy dogs, playing ping pong or cornhole, or creating hands-on crafts. FCPS community partners, such as Wags for Hope, join students in these events. Each Main Street Mania highlighted a different theme, such as Hispanic Heritage Month, thankfulness, or Black/African-American History Month, with relevant cultural information as a learning component. Student members of the group developed and organized activities and the information.

In the beginning of Bear Voices, students learned leadership skills during a half-day workshop. In conjunction with this workshop, students established five norms for discussions that are used school-wide. The group created and presented videos and social-emotional learning lessons for the entire student body. During the month of October, students raised awareness for Bullying Prevention Month and interacted with students to promote these initiatives.

Although Bear Voices is a relatively new program at Oakdale, positive effects have already manifested in the building. Students feel their voice matters and that staff values their ideas. Events such as Main Street Mania promote fun and positivity, while adding value to the academic and cultural program. Student-led social-emotional learning resonates within the student body, who see themselves in the picture, not just an adult’s point of view. Finally, in developing cohorts of student leaders in the building, these students apply CCR skills necessary in the 21st century world, either in future academic studies or in the workforce.

2. Engaging Families and Community:

Since opening in 2010, OHS staff have enjoyed overwhelming family and community support. Before the first students arrived, a vibrant Parent-Teacher-Student Association and Athletic Booster Association existed to foster student success. These organizations morphed into Band Boosters, Drama Boosters, and Safe and Sane, among other groups to support and celebrate our students. They encouraged students to strive for excellence in the classroom, on the stage, and on the playing fields.

Family and community support transcend these organized parental groups. The Mock Trial team has benefited from parent volunteers who, given their legal backgrounds, coach student lawyers and witnesses. The Robotics Team has received generous grants from local businesses, including Jimmy’s Famous Seafood and Abicor Binzel, to purchase needed supplies. Chipotle, Chick-fil-a, Ledo’s Pizza and Buffalo Wild Wings have hosted fundraisers for our various clubs and sports. OHS has seen an outpouring of community support.

However, OHS is at its best when both the students and community work together for their mutual advantage. Since the first graduating class, students have honored the community’s veterans on Veterans Day. Given the close proximity to Fort Detrick and Washington, D.C., many OHS parents and grandparents have served in the Armed Forces. Each year, we invite over 60 veterans to speak to our classes about their

military service and to attend a program honoring them for their service. Dr. Timothy Trainor (Brigadier General, US Army, Retired) has addressed the assembly on the importance of academic excellence and service. Local supermarkets and restaurants proudly support this school-wide effort to honor community veterans. The National Honor Society and Leadership Academy have linked clothing drives, collecting new t-shirts, socks, sweatshirts and sweatpants for the disabled and elderly veterans at Charlotte Hall. This exemplifies the numerous community partnerships that empower OHS students as leaders while they in turn serve the larger community.

3. Creating Professional Culture:

Cultivating an environment where teachers are valued and supported has been a consistent theme this year at OHS. OHS received a new principal in July 2022. Early in the summer, the administrative team determined the theme of “Starting with Why” for this school year. During a summit with the leadership team, the principal led a conversation about Simon Sinek’s Why Discovery Process. During the half-day retreat, team members were charged with sharing specific stories of when they felt most proud to work at OHS. Answers ranged from telling stories about students to talking about the support of colleagues. The positive energy in the room was palpable. Leadership team members were then charged to write first drafts of an OHS Why Statement. Following this exercise, leadership team members were assigned staff groups to lead the greater staff through the same discovery process. This built teacher leadership capacity and generated buy in.

Upon the return for this school year, the leadership team members led conversations in small groups of less than ten. Each group went through the same process as the leadership team and wrote a draft of an OHS Why Statement. Over the course of the next few months, those statements were examined and synthesized into the current iteration of the OHS Why, “To empower our community by pursuing our passions and building our academic and social skills so we meet the challenges of a modern society.”

The Why Discovery process began a series of professional development initiatives designed to empower teachers and cultivate a collaborative environment. During professional learning sessions during the school day, teachers and students collaboratively wrote the how behind our why, analyzing what steps need to be taken to accomplish our why. Student organization groups, such as Bear Voices, provided feedback to teachers about the process and had a genuine voice in its creation. This process allowed for teachers to feel valued and supported, as evidenced by marked improvements in our staff survey. Examples of improvements in our survey data in 2023 (compared to 2022) include the positive response rates to the statements below:

“I have opportunities to provide input into my school’s improvement plan” increased from 52% positive to 87.8% positive.

“School leaders set a positive tone for the culture of the school” increased from 61% to 98% positive.

“Staff satisfaction is important to my school leaders” increased from 60.5% positive to 93.8% positive.

These changes have led to staff feeling more valued and supported, thus creating a strong professional culture at OHS.

4. School Leadership:

The leadership philosophy at OHS is simple and powerful: the most effective way to empower every stakeholder is to give them power whenever possible. This aligns with the original OHS slogan, “Lead Today, Lead Tomorrow.”

The leadership at OHS is determined to empower every level of the organization, from the administrative team to school staff, students and parents alike. This philosophy began as the school established their unique Why Statement collaboratively, including all staff in the process and then including students through Bear Voices. Giving power to those closest to the students continued through the collaborative process of building a School Improvement Plan. The School Improvement Process (SIP) chair, one of our specialists, NBRS 2023

led the team through a comprehensive needs assessment, development of problem statements, and root cause analysis in order to develop a Theory of Action and school improvement goals. This process empowered teacher-leaders from all departments to collaborate and develop programs and focus resources on student achievement. School goals focused on attendance, achievement, equitable access to the most rigorous courses, culture and climate improvements, and a comprehensive wellness goal. Having these members engage in a collaborative environment caused momentum to grow and staff to buy-in to the plan and encouraged a stronger bond between staff members.

Implementing strategies to achieve the goals was a collaborative effort as well. Using a multi-tiered system of school supports (MTSS), our administrators, counselors and specialists examined three tiers of academic and behavioral interventions to achieve the goals. In student services team meetings, as well as through the leadership team, innovative strategies were developed and implemented. One example of a new strategy was the development of a math intervention course for our struggling Algebra students. This course challenged two math teachers to collaborate to have students learn math in a more active and engaged manner.

Even those staff members without leadership titles have contributed and become agents of change in our school. One of the teachers works tirelessly toward environmental initiatives, teaching students how to appropriately compost and recycle in our cafeteria. Colleagues of hers have joined the effort, and OHS is now a certified Green School as a result of these efforts.

OHS created an environment where staff and students are empowered to lead. Staff and students come up with solutions to complex problems and think in a way that challenges the status quo. In this way, school leaders give away authority and become the embodiment of the motto, “Lead Today. Lead Tomorrow.”

5. Culturally Responsive Teaching and Learning:

OHS and FCPS continuously fight for educational equity and cultural proficiency. As a school system, FCPS is committed to building an equitable and culturally inclusive school system. Through a variety of policies, FCPS has demonstrated a commitment to affirming students of all needs and backgrounds. From groundbreaking policies on creating affirming students for students who are transgender or gender non-conforming, to initiating anti-racism policies, FCPS continues to be a state and national leader on equity issues.

At OHS, training and implementing the system policies is a priority. This year, with the help of the school’s equity representative, staff has engaged in three training sessions designed to ensure that staff consistently works with students through an equity lens. At the beginning of the year, teachers engaged in a professional development session entitled, “Words Matter.” In this session, teachers explored the impact of words on the school community and gained strategies to use words to constructively build a welcoming and nurturing environment. In the second session, “Actions Matter,” teachers examined actions and how they create a welcoming, nurturing, and affirming school community. In the final session, “Relationships Matter,” staff focused on the why and how of building trusting relationships with students, peers, and the community so that the school environment is as welcoming as possible for all.

OHS also has worked directly with students, through our Bear Voices program, to engage in initiatives to make our school as welcoming and affirming as possible. During a day-long leadership retreat where students were able to collaborate with staff to discuss the OHS Why Statement and begin to develop norms by which the school could operate so that all students felt as though they belong. This process has continued throughout the year, with students creating discussion norms and establishing expectations of student conduct. Through this process, students have led the charge to make OHS an inclusive, welcoming, and affirming community for all.

PART VI - STRATEGY FOR EXCELLENCE

Student Enrichment Time (SET) is a 30-minute block during the school day that was first implemented at OHS when the building opened in the fall of 2010. The main goals of this initiative were to provide students with more control over their learning and engage them in activities that enriched the learning experience.

This model helps students develop much needed self-advocacy skills. Teachers encourage students who need help with assignments, remediation after assessments, or tutoring to seek out the support they need during SET. When a student has been absent or is confused about what is being taught, SET becomes an opportunity for one-on-one or small group interaction with the teacher. While teachers can request students for SET, students can assess their own weaknesses, champion their specific needs, and initiate the sign-up process.

In addition to working with their teachers, students can access support from peers during the SET block. Teachers often have peer tutors who can work with students in their speciality content areas. OHS established a tutoring center, known as Bear Den. In that space, many peer tutors are available to work with students on the skills and content they need to be successful. Students can request to be pulled into the Bear Den or they can be referred by teachers. Intervention teachers, including the literacy and math specialists, use this time to work directly with students by providing remediation. Special education teachers also support students on their caseloads during SET.

There are enrichment experiences that take place during the SET block as well. Special assemblies occur during SET for groups of students, including visits from college recruiters in our area who meet with students in small groups. Clubs and honor societies also meet regularly during this time. SET makes those activities available to students who might not be able to provide their own transportation for after school meetings, and it prevents students from missing instructional time in their classes. It also helps build connections with members of the community who come in to meet with students.

SET is a defining feature that has helped establish a culture emphasizing hard work, personal responsibility, and academic excellence. It has been instrumental to the school's success because it helps ensure student needs are met in a variety of ways.