



# **School Improvement Plan**

Oxford High School

Oxford Community Schools

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Oxford High School is a four year public high school serving the fast growing communities in northern Oakland county as well as a growing number of Schools of choice students. Oxford High School is an authorized International Baccalaureate (IB) World School for the Diploma Programme since 2012 and IB Middle Years Programme since March of 2014. We also offer a comprehensive four-year program including Advanced Placement Classes in Biology, Calculus, Chemistry, Composition, Literature, Physics, Psychology, Statistics, US History, and World History. 9th 10th & 11th Honors Language Arts and Honors Chemistry, College Prep, Career, Technical and Cooperative Education, Independent Studies, Dual Enrollment, and Virtual Classes offer additional options for extended learning. The OHS Dance and Arts Conservatory offers yet another opportunity for students interested in dance and music. Demographically OHS serves a population that includes a fairly homogenous population with about 84% Caucasian, 5% African-American, 5% Hispanic and 6% a mix of other races, including a growing number of international students from China as part of an the International Residence Academy housed within the high school.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

**VISION:**

Creating a world-class education today to shape tomorrow's selfless, global leaders.

**MISSION:**

Provide a world-class education that challenges all students to achieve their maximum potential and prepares them to succeed in a global society.

**LEARNER OUTCOMES:** Consistent with the the IB Learner Profile, Oxford students strive to be:

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

Open-minded

Caring

Risk-takers

Balanced

Reflective.

**BELIEF STATEMENT:**

We believe everyone can learn - We believe everyone wants to learn - We believe effective learning is our highest priority - WE believe a safe and caring environment enhances learning - We believe every person has value - We believe every person is unique - We believe learning is a lifelong process - We believe education is the shared responsibility of student, school, family, and community - We believe in the total development of every individual to his or her fullest potential - We believe in a quality education, equitably provided - We believe we can always grow and improve.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Oxford High School has several points of pride over the past few years which contribute to student growth:

IB Diploma Programme and Middle Years Programme World School Authorization

The creation of a unique class Schedule: 2 Semesters, 7 period rotation, 60-minute periods (each class meets 4 times per week)

The Expansion of Varsity Sports: 23

The expansion of co-curricular Clubs & Organizations: 19

The creation of International Baccalaureate Classes: 14 (available starting with class of 2014)

The expansion Advanced Placement Classes: 11

The creation of Articulation Agreements:

- Baker College
- Ferris State University
- NW Ohio Technology School
- Oakland Community College
- PLTW Program-Eastern Michigan University

The offering of On-site Dual Enrollment:

- Oakland Community College
- Lawrence Tech University
- Rochester College

The expansion of Optional Learning Opportunities

- Cooperative Education
- Correspondence School
- Credit Recovery
- Crossing Bridges HS
- Dual Enrollment
- Independent Study
- International Residence Academy
- Oxford Virtual Academy
- NE & NW Oakland Tech Centers
- Fine Arts Conservatory for Dance and Music (will add visual and digital arts in 2014-15)
- Tech Prep Articulation
- Testing Out

The expansion of a mandatory World Language program K-10

The creation of Sister-School relationships and exchanges in China and Mexico

The addition of Math-Module and reading intervention programs

Implementation of content area literacy programs of HiClass and RAISE

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Areas for improvement over the next three years include:

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An increase in systemic student performance/data collection, analysis, and decision making via the PLC process.

An increase in the effectiveness of early RTI identification and programing.

Standards based grading and reporting.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Oxford High School feels passionately about preparing students for success in a world that will be vastly different from our current reality. We are giving children the opportunity to acquire and grow in skills necessary to adapt to a continually changing world, equipping them with knowledge of problem solving across all disciplines, preparing them for unpredictable situations, making it mandatory to learn a second language, and create problem-based instructional situations that lead to purposeful learning. We also adhere closely to the philosophy that academics, arts, and athletics are equally important in development of a skill base, and therefore strive to continue to enhance options in all three areas.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The Oxford Community School District has created a Strategic Plan that guides the vision and decisions made in the district. Strategic Planning subcommittees, consisting of community members, assist in the planning as do committees of administrators and teachers. The design framework is set and the implementation of the plan is carried out by district and building administrators in collaboration with teachers on School Improvement Teams (SIT). The monitoring and reporting is done by both district and building SIT steering committees and adjusted as necessary.

OHS has a Teacher Leader team that has trained extensively in the PLC process. A continued focus of 2014-15 is to establish the culture of a true PLC where building level decisions are collaborated on, owned, and carried out with fidelity and accountability. The creation of a collaborative data driven decision making process will be a central outcome of this process.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Currently, Teacher Leaders and AdvancED/NCA team members, along with administration complete this task. The plan is to, as data is now readily available, expand this opportunity/responsibility to all stakeholders (staff, administration, students, and community when appropriate) as part of the PLC culture.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Regular updates are provided to stakeholders in a variety of methods. At a building level, parents and students have access to online grade reporting through Powerschool. Building level annual reports are provided to all households which articulates vision, beliefs, goals, and assessment data. District wide, monthly mailing from central office and biweekly board of education meeting are held to communicate and collect information. The district website [www.oxfordschools.org](http://www.oxfordschools.org), also, provides a wealth of information.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

Increasing enrollment at OHS is used to increase staff and to assign/reassign in areas of greatest need. Increasing levels of student supports are identified where needed.

### **How do student enrollment trends affect staff recruitment?**

When new hires, or when the reassigning current staff, are needed OCS makes every attempt to recruit the highest level of employee. Qualifications, specialization, and versatility are primary considerations. Diversity and IB certification are also major factors when considering new hires.

### **How do student enrollment trends affect budget?**

Increasing student enrollment allow for more flexibility in the budget. When enrollments increase, the level of programing offered can more readily increase.

### **How do student enrollment trends affect resource allocations?**

Resources are allocated to the programs with highest need.

### **How do student enrollment trends affect facility planning and maintenance?**

Increasing enrollment trends at OHS require increased planning for increased use. In addition, the increasing programming options that created the increasing enrollment require the creation and/or repurposing of facilities necessary to implement these programs (dance, music, engineering, biomed...).

### **How do student enrollment trends affect parent/guardian involvement?**

Increasing enrollment trends, and the increase of schools of choice and virtual learners, require the use of more cost effective and efficient methods of parental communication. Digital forms of communications provide parents more frequent and timely information. In addition, learning portals such as Powerschool and Hiaku provide increasing levels of academic support for both students and parents.

### **How do student enrollment trends affect professional learning and/or public relations?**

Increasing enrollment and increasing diversity requires study into performance of multiple demographic groups as well as the whole. Many students are enrolling for specialized programs. Public relations focus on promoting awareness of these programs such as IB, Biomed, Pre-Engineering, and Arts. Professional learning will continue to focus on implementing the Common Core and International Baccalaureate standards.

### **What are the challenges you noticed based on the student enrollment data?**

Increasing overall enrollment and diversity require a more focused effort on implementation, identification, and access to RTI initiatives. Community building programs/activities help to create and maintain a positive academic community the is a hallmark of Oxford community schools.

### **What action(s) will be taken to address these challenges?**

The implementation of community building programs/activities will continue as well as providing opportunities for increased student and staff leadership roles. Support systems of RTI will be studied and implemented as identified. A new structure of student support, including effective identification of those in need, is being created. In general, the PD focus for the year (and beyond) will be on effective teaching strategies to create universal, proactive intervention strategies to promote engaging student learning and a positive school culture.

### **What are the challenges you noticed based on student attendance?**

We have made significant improvements, yet continue to struggle with those students who miss more than 10 days of school per year.

### **What action(s) will be taken to address these challenges?**

OHS will continue to explore ways to engage the disengaged and/or disenfranchised. As mentioned previously, the PD focus for the year (and beyond) will be on effective teaching strategies to create universal, proactive intervention strategies to promote engaging student learning and a positive school culture.

## **Student Achievement Data for All Students**

This area includes data questions.

### **Which content area(s) indicate the highest levels of student achievement?**

The highest test scores overall are evidenced in Reading and Writing when looking solely at percent of students reaching proficiency standards.

### **Which content area(s) show a positive trend in performance?**

When examining the five year MME trends, reading and science show and positive trend. Science, math, reading, and english show positive trends when the ACT College Readiness results are considered.

### **In which content area(s) is student achievement above the state targets of performance?**

Oxford High School students scored at or above state averages in all tested subject areas.

### **What trends do you notice among the top 30% percent of students in each content area?**

Top 30% student scores remained steady over the past five year trend.

### **What factors or causes contributed to improved student achievement?**

Oxford High School has increased programing for all students, including the creation of more advanced coursework in all subject areas.

### **How do you know the factors made a positive impact on student achievement?**

Slightly increasing test scores in spite of dramatically increasing rigor of the standards provide anecdotal evidence. Oxford has also implemented teaching strategies consistent with the new standards of NCCSS.

### **Which content area(s) indicate the lowest levels of student achievement?**

Math and Science are areas of struggles for OHS students.

### **Which content area(s) show a negative trend in achievement?**

When five year MME trends are considered Math and Social Studies demonstrate a negative trend. When ACT College Readiness scores are examined, all subject areas show a positive trend,

### **In which content area(s) is student achievement below the state targets of performance?**

While Math and Science are the areas of struggle, no subject area demonstrate scores below the state average.

### **What trends do you notice among the bottom 30% of students in each content area?**

While economically disadvantaged students scores are trending upward, scores continue to be significantly lower than the student population as a whole. Students with Disabilities and ESL student score are also lower than the general population.

### **What factors or causes contributed to the decline in student achievement?**

This gap continues to be an area of focus. Implementation of new RTI identification and support programming are being evaluated and modified.

### **How do you know the factors made a negative impact on student achievement?**

Historical and research data support the conclusions.

### **What action(s) could be taken to address achievement challenges?**

This gap continues to be an area of focus. Implementation of new RTI identification and support programming are being evaluated and modified. Math modules, AARI, tutoring sessions are a few of the proactive and universal interventions being put in place. Earlier identification of those in need is also a priority.

## Subgroup Student Achievement

**Statement or Question:** Which subgroup(s) show a trend toward increasing overall performance?

**Response:**

- Native Hawaiian or Other Pacific Islander
- White
- Hispanic or Latino
- Male
- Female
- Economically Disadvantaged

**Statement or Question:** For which subgroup(s) is the achievement gap closing?\*

**Response:**

- Asian
- Hispanic or Latino
- Economically Disadvantaged

**In what content areas is the achievement gap closing for these subgroups?\***

The achievement gap is closing in relation to the economically disadvantaged sub group in the areas of social studies, math, and reading. In regards to the Hispanic subgroup the achievement gap is closing in regards to the subject area of social studies.

**How do you know the achievement gap is closing?\***

These gaps are closing as evidenced by five year ACT and MME test result trends.

**What other data support the findings?**

Common assessment and standardized test results

**What factors or causes contributed to the gap closing? (Internal and External)\***

Student enrollment trends have increased. The ESL program has expanded and RTI needs have been identified.

**How do you know the factors made a positive impact on student achievement?**

This question is still under study and will be a focus of the SIP.

**What actions could be taken to continue this positive trend?**

OHS is continuing the process of early RTI needs identification and will continue to enhance programs based on the identified needs. Teachers are training in Best Practices for universal proactive interventions. Course sequencing and remediation opportunities are explored and utilized to meet the needs of struggling students.

**Statement or Question:**Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- Female
- English Language Learners (ELLs)

**Statement or Question:**For which subgroup(s) is the achievement gap becoming greater?\*

**Response:**

- None

**In what content areas is the achievement gap greater for these subgroups?\***

Does not apply. The achievement Gap has remained consistent when examining five year trends.

**How do you know the achievement gap is becoming greater?\***

Evidenced by ACT, MME and MEAP data.

**What other data support the findings?\***

Does not apply.

**What factors or causes contributed to the gap increasing? (Internal and External)\***

During the five year trend oxford has increased the ESL subgroup population. This has led to a varying trend in ESL scores, particularly in regards to writing within the Asian sub population. Other subgroups remain fairly consistent with the general trend of the student population as a whole.

**How do you know the factors lead to the gap increasing?\***

Anecdotal evidence as well as baseline TOFEL scores of entering ESL students provide evidence of this conclusion.

**What actions could be taken to close the achievement gap for these students?\***

An expanded ESL programming and support structure has been implemented and monitored to assist in supporting these students.

**How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?**

In general the ESL sub populations have remained consistent with the trends of the school aggregate. The Hispanic subgroup struggles in the areas of reading and writing. the Asian subgroup has and are of struggle in the subject of reading.

**How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?**

RTI plans are part of the 504 and IEP process that is frequently reviewed by administration and special education staff. Feedback on performance is also provided back to the IEP team and caseload teacher by general education teachers as part of the holistic process.

**How are students designated 'at risk of failing' identified for support services?**

Students are identified and referred for support services by teachers observing and monitoring daily performance. Parents may also request support services as part of the referral service.

**What Extended Learning Opportunities are available for students (all grade configurations respond)?**

A multitude of extended learning opportunities exist for students at Oxford High School. A wide range of before and after school tutoring sessions exist for those need additional support in math, world language, science, or ELA. MAny clubs also exist to extend learning opportunities such as robotics, writers, and world language student organizations. Students also have the opportunity to extend course work via online or dual enrollment opportunities.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	55.0

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### What is the school doing to inform students and parents of Extended Learning Opportunities?

Opportunities for extended learning are conveyed through the course catalog, daily announcements, the school website, postings in school, and via SchoolMessenger alerts to parents. The programs are also advertised at school functions such as parent nights, open house, and Parent/Teacher conferences.

Label	Question	Value
	What is the total FTE count of teachers in your school?	80.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	22.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	16.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	25.0

Label	Question	Value
	How many teachers have been teaching >15 years?	17.0

### What impact might this data have on student achievement?

The varied experience levels of our staff allow for a blend of new ideas and experienced mentorships to provide resources to implement methodologies and opportunities for a variety of learners.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	670.5

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	579.0

### What impact might this data have on student achievement?

Student success is, in part, determined by having a quality instructor leading the classroom. Limiting the amount of time a teacher is out of

the classroom is a priority.

## **Perception Data - Students**

**Which area(s) indicate the highest overall level of satisfaction among students?**

Formal data not available at this time.

**Which area(s) show a positive trend toward increasing student satisfaction?**

Formal data not available at this time.

**What area(s) indicate the lowest overall level of satisfaction among students?**

Formal data not available at this time.

**Which area(s) show a trend toward decreasing student satisfaction?**

Formal data not available at this time.

**What are possible causes for the patterns you have identified in student perception data?**

Formal data not available at this time.

**What actions will be taken to improve student satisfaction in the lowest areas?**

Formal data not available at this time.

## **Perception Data – Parents/Guardians**

**Which area(s) indicate the overall highest level of satisfaction among parents/guardians?**

Formal data not available at this time.

**Which area(s) show a trend toward increasing parents/guardian satisfaction?**

Formal data not available at this time.

**Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

Formal data not available at this time.

**Which area(s) show a trend toward decreasing parents/guardian satisfaction?**

Formal data not available at this time.

**What are possible causes for the patterns you have identified in parent/guardian perception data?**

Formal data not available at this time.

**What actions will be taken to increase parent/guardian satisfaction in the lowest areas?**

Formal data not available at this time.

## **Perception Data – Teachers/Staff**

**Which area(s) indicate the overall highest level of satisfaction among teachers/staff?**

Formal data not available at this time.

**Which area(s) show a trend toward increasing teacher/staff satisfaction?**

Formal data not available at this time.

**Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?**

Formal data not available at this time.

**Which area(s) show a trend toward decreasing teacher/staff satisfaction?**

Formal data not available at this time.

**What are possible causes for the patterns you have identified in staff perception data?**

Formal data not available at this time.

## **Other**

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

Teachers and reproductive health committee members use MiPHY data to adjust curriculum and daily lesson plans. Intervention strategies are implemented based on reported findings.

**Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.**

Curriculum decisions are made by a collaboration of district and building administration along with teachers. The local BOE is consulted and serves in both an advisory and oversight capacity. All decisions are made consistent with state and national standards.

**What evidence do you have to indicate the extent to which the standards are being implemented?**

More study will be conducted to this matter as the NCCSS are rolled out and implemented.

# School Additional Requirements Diagnostic

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

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Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Nancy Latowski, Assistant Superintendent of Human Resources 248-969-5004	

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	School-Parent involvement Plans are contained with in School Board of Education adopted policies	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	School-Parent Compacts/Relations are contained with in School Board of Education adopted policies	

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

# **Health and Safety (HSAT) Diagnostic**

## **Introduction**

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

## Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
<b>Question 1</b>	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
<b>Question 2</b>	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
<b>Question 3</b>	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
<b>Question 4</b>	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
<b>Question 5</b>	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
<b>Question 6</b>	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 7</b>	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 8</b>	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 9</b>	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 10</b>	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 11</b>	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Exemplary Physical Education Curriculum (EPEC)	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 12</b>	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 13</b>	Our school offers the following amount of total weekly minutes of physical education throughout the year.	91-149 minutes at elementary level, 136-224 minutes at middle/high level	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 14</b>	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 15</b>	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 16</b>	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 17</b>	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 18</b>	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 19</b>	Our school has a health services provider or school nurse accessible to students.	Yes, but we do not have a health services provider or school nurse for every 650 students	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 20</b>	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 21</b>	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 22</b>	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 23</b>	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

# School Improvement Plan

Oxford High School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 24</b>	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 25</b>	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 26</b>	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 27</b>	Our school's mission statement includes the support of employee health and safety.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 28</b>	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 29</b>	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 30</b>	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 31</b>	Our school has a parent education program.	Yes	N/A

## School Improvement Plan

Oxford High School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 32</b>	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 33</b>	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to some indoor facilities	N/A

# 2014 Oxford HS SIP

## Overview

### Plan Name

2014 Oxford HS SIP

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve their skills of inquiry into global issues and solutions.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$2500
2	All students will improve their ability to comprehend varied texts in all subject areas.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1500
3	All students at will improve their writing skill across the curriculum.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1500

## Goal 1: All students will improve their skills of inquiry into global issues and solutions.

### Measurable Objective 1:

demonstrate a proficiency in inquiry and problem solving skills to prepare for ever-changing global opportunities by 06/11/2015 as measured by teacher/student perception data as well as assessments designed to measure these skills including local common assessments, MEAP, MME, ACT, (specifically Science and Math), AP, and IB standardized testing..

### Strategy 1:

Inquiry - Staff will train in best practices to implement discovery and inquiry strategies within their discipline. Staff will also require increased frequency of this self-directed learning within their classroom consistent with International Baccalaureate (IB), NCCSS and NGSS required methodologies. The building and application of rubrics will be part of the professional development trainings. As Oxford High School continues with the implementation of the IB MYP and DP, as well as NCSS, these skills will become the foundation of essential practices and learner profile at OHS.

Research Cited: The foundation research for this strategy will be the works of Robert Marzano, Tony Wagner, and Tim Elmore. Additional resources will come from the work of Laura Schiller and HiClass as well as the Reading Apprenticeship program offered by WestEd (RAISE).

Tier: Tier 1

Activity - Problem Solving/Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Oxford High School will increase inquiry and problem solving skills, as evidenced by ACT, PLAN, and MME Math and Science. MME Social Studies will also serve as a data measure. OHS will increase the frequency of classroom, formative and summative, assessments, so that interventions may be implemented in a more timely manner. Staff will actively train in content area literacy and inquiry strategies through the RAISE program and through Oakland Schools. Continued training in IB and NCSS methodologies will continue to be the focus of Wednesday morning PD sessions and of the OHS Professional Learning Community (PLC).	Professional Learning	Tier 1	Implement	08/26/2014	06/11/2015	\$2000	Title II Part A	Building administration, teacher leaders, IB Coordinators, Instructional Coach, and the RAISE reading apprenticeship team.

### Strategy 2:

Global Connections - Students will be provided opportunities to connect to and interact in the world around them through curriculum engagement, volunteer opportunities, and sister school relationships. Oxford High School has partnered with schools in China and Mexico to create cross cultural exchanges and partnerships. The exploration of further opportunities continue to be explored. The purpose of these exchanges is to provide cross-cultural experiences and projects involving multiple points of view. The student connections via SKYPE sessions as well as personal interactions during student exchanges varying from two weeks to up to one full academic year. Students will be required to utilize communication and problem solving skills to navigate through the real world issues involved. Additional opportunities are provided to allow students to engage in service projects in the local community.

## School Improvement Plan

Oxford High School

Tier:

Activity - Cross Cultural Exchanges	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create cross cultural exchange opportunities via sister school and community partnerships.	Implementation	Tier 1	Monitor	08/26/2014	06/11/2015	\$500	General Fund	Building administration, community and sister school partners, International club sponsor.

## Goal 2: All students will improve their ability to comprehend varied texts in all subject areas.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase of 3%-5% on MEAP, PLAN, and MME/ACT, as well as local common assessments, in Reading by 06/11/2015 as measured by test results from correlating sections of the MEAP, and MME/ACT assessments.

### Strategy 1:

Building Vocabulary - Staff will apprentice students in the essential vocabulary of their discipline and will utilize a variety of vocabulary strategies to build word knowledge skills. Professional training sessions will occur at HS and district wide professional development days. Additional formal training will occur on Wednesday mornings as part of the International Baccalaureate planning and NCCSS implementation process at OHS. The eleven full day Wednesday mornings will be dedicated specifically to all school instruction in reading and writing.

In addition targeted tier 2 interventions will be implemented as part of the increasing RTI program at Oxford High School.

Research Cited: The research used as the foundation of this strategy will be the works of Robert Marzano, "Reading Next" by the Carnegie Foundation, Stephanie McConachie, Rachel Bilmeyer, as well as the work of HiClass via Laura Schiller, and RAISE by WestED.

Tier: Tier 1

Activity - RAISE and Reading Wednesdays	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Oxford High School

<p>Staff will train and implement content area literacy strategies consistent with the process of reading apprenticeship. The trainings, processes, and activities utilized will focus on the work of HiClass, RAISE, as well as methodologies inherent in IB methodologies. The ELA department will take the lead and be utilized as resources for entire school full day Wednesday reading and writing intervention.</p>	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2014</p>	<p>06/11/2015</p>	<p>\$1500</p>	<p>Title II Part A</p>	<p>The RAISE and HiClass team, along with IB coordinators and Teacher Leaders, will lead this process. The ELA department will take the lead and be utilized as resources for entire school full day Wednesday reading and writing intervention.</p>
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### Strategy 2:

Comprehension - Staff will train in and utilize strategies to improve student comprehension in reading. These strategies will include practices such as metacognition, activating prior knowledge, recognizing purpose, and text structures. Reading comprehension strategies such as visualizing and graphic organizers, among others will also be utilized in all classrooms. These sessions will focus on the work of Robert Marzano, HiClass, and Reading Apprenticeship to Improve Secondary Education (RAISE) sponsored by WestEd. The eleven full day Wednesday mornings will be utilized for whole school interventions for reading and writing.

Tier 2 interventions will include screenings to identify student needing increased interventions and will be led by the OHS RTI Coordinator.

The Adolescent Accelerated Reading Initiative (AARI) will be implemented for students identified as more than a year grade level in reading ability. The ELA department will take the lead and be utilized as resources for entire school full day Wednesday reading and writing intervention.

Research Cited: The foundation research for this strategy will be the works of Robert Marzano, HiClass, RAISE, as well as the instructional methodologies of IB.

Tier: Tier 1

Activity - Content Area Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Oxford High School

Content area literacy training sessions for staff will occur at HS and district wide professional development days. Additional formal training sessions will occur on Wednesday mornings as part of the IB and NCSS implementation process. The ELA department will take the lead and be utilized as resources for entire school full day Wednesday reading and writing intervention.	Implementation	Tier 1	Implement	08/26/2014	06/11/2015	\$0	No Funding Required	The RAISE and HiClass team, along with IB coordinators and Teacher Leaders, will lead this process.
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**Goal 3: All students at will improve their writing skill across the curriculum.**

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency increase of 3%-5% on MEAP, PLAN, and MME/ACT, as well as local common assessments in Writing by 06/11/2015 as measured by analysis of individual performance on standards assessed on MEAP and MME/ACT assessments..

**Strategy 1:**

Conventions, Fluency, Relevance, and Organization. - Staff will research and train in best practices on writing for purpose, targeting audience, developing ideas/detail, organization, and in engaging in rigorous thinking (Quadrant C and D) as students use writing to demonstrate thinking and learning. Staff will increase the frequency and depth of knowledge (DOK) in which they require writing in their classrooms. These sessions will focus on the work of RAISE, HiClass, Marzano, along with resources from NCCSS and the Smarter Balanced Assessment Project. These training sessions will occur at HS and district wide scheduled professional development days. Additional training will occur on Wednesday mornings as part of the IB and NCCSS planning and implementation process at OHS. These trainings will be utilized as part of a whole school reading and writing intervention to take place on full day Wednesday mornings.

Research Cited: The foundational research for this strategy will be the works of Robert Marzano, RAISE, and HiClass. Addition research will be drawn fro the Writing Next Project and the Smarter Balanced Assessment Project.

Tier: Tier 1

Activity - Content Area Literacy - conventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Oxford High School

<p>Content area literacy training sessions for staff will occur at HS and district wide professional development days. Additional formal training sessions will occur on Wednesday mornings as part of the IB and NCSS implementation process. During these training much effort will be spent on developing common rubrics for written work. These trainings will be utilized as part of a whole school reading and writing intervention to take place on full day Wednesday mornings.</p>	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2014</p>	<p>06/11/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The HiClass and RAISE teams, along with IB Coordinators and teacher leaders will lead and monitor these efforts. The ELA department will lead the planning for the eleven full day Wednesday interventions.</p>
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**Strategy 2:**

Informational Writing - Staff will train in best practices to implement writing strategies within and specific to their discipline. Staff will also require increased frequency of writing within their classrooms. The building and application of rubrics will be part of these professional development sessions. The PD will focus on the work of Robert Marzano, RAISE, HiClass, and additional resources aligned with IB methodologies and the NCCSS and the Smarter Balanced Assessment Project. These trainings will be utilized as part of a whole school reading and writing intervention to take place on full day Wednesday mornings.

Research Cited: The foundational research for this strategy will be the works of Robert Marzano, RAISE, and HiClass. Addition research will be drawn from the Writing Next Project and the Smarter Balanced Assessment Project.

Tier:

Activity - Content Area Literacy - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan

Oxford High School

Content area literacy training sessions for staff will occur at HS and district wide professional development days. Additional formal training sessions will occur on Wednesday mornings as part of the IB and NCSS implementation process. During these training much effort will be spent on developing common rubrics for written work. These trainings will be utilized as part of a whole school reading and writing intervention to take place on full day Wednesday mornings.	Implementation	Tier 1	Implement	08/26/2014	06/11/2015	\$1500	Title II Part A	HiClass and RAISE teams will be charged with implementing this strategy with support from IB Coordinators and the Teacher Leader team. The ELA Department will lead the full day Wednesday whole school interventions.
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Area Literacy - conventions	Content area literacy training sessions for staff will occur at HS and district wide professional development days. Additional formal training sessions will occur on Wednesday mornings as part of the IB and NCSS implementation process. During these training much effort will be spent on developing common rubrics for written work. These trainings will be utilized as part of a whole school reading and writing intervention to take place on full day Wednesday mornings.	Implementation	Tier 1	Implement	08/26/2014	06/11/2015	\$0	The HiClass and RAISE teams, along with IB Coordinators and teacher leaders will lead and monitor these efforts. The ELA department will lead the planning for the eleven full day Wednesday interventions.
Content Area Literacy	Content area literacy training sessions for staff will occur at HS and district wide professional development days. Additional formal training sessions will occur on Wednesday mornings as part of the IB and NCSS implementation process. The ELA department will take the lead and be utilized as resources for entire school full day Wednesday reading and writing intervention.	Implementation	Tier 1	Implement	08/26/2014	06/11/2015	\$0	The RAISE and HiClass team, along with IB coordinators and Teacher Leaders, will lead this process.

**School Improvement Plan**

Oxford High School

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Cross Cultural Exchanges	Create cross cultural exchange opportunities via sister school and community partnerships.	Implementation	Tier 1	Monitor	08/26/2014	06/11/2015	\$500	Building administration, community and sister school partners, International club sponsor.

**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RAISE and Reading Wednesdays	Staff will train and implement content area literacy strategies consistent with the process of reading apprenticeship. The trainings, processes, and activities utilized will focus on the work of HiClass, RAISE, as well as methodologies inherent in IB methodologies. The ELA department will take the lead and be utilized as resources for entire school full day Wednesday reading and writing intervention.	Implementation	Tier 1	Implement	08/26/2014	06/11/2015	\$1500	The RAISE and HiClass team, along with IB coordinators and Teacher Leaders, will lead this process. The ELA department will take the lead and be utilized as resources for entire school full day Wednesday reading and writing intervention.

# School Improvement Plan

Oxford High School

Content Area Literacy - Writing	Content area literacy training sessions for staff will occur at HS and district wide professional development days. Additional formal training sessions will occur on Wednesday mornings as part of the IB and NCSS implementation process. During these training much effort will be spent on developing common rubrics for written work. These trainings will be utilized as part of a whole school reading and writing intervention to take place on full day Wednesday mornings.	Implementation	Tier 1	Implement	08/26/2014	06/11/2015	\$1500	HiClass and RAISE teams will be charged with implementing this strategy with support from IB Coordinators and the Teacher Leader team. The ELA Department will lead the full day Wednesday whole school interventions.
Problem Solving/Inquiry	Oxford High School will increase inquiry and problem solving skills, as evidenced by ACT, PLAN, and MME Math and Science. MME Social Studies will also serve as a data measure. OHS will increase the frequency of classroom, formative and summative, assessments, so that interventions may be implemented in a more timely manner. Staff will actively train in content area literacy and inquiry strategies through the RAISE program and through Oakland Schools. Continued training in IB and NCSS methodologies will continue to be the focus of Wednesday morning PD sessions and of the OHS Professional Learning Community (PLC).	Professional Learning	Tier 1	Implement	08/26/2014	06/11/2015	\$2000	Building administration, teacher leaders, IB Coordinators, Instructional Coach, and the RAISE reading apprenticeship team.