



# **District Improvement Plan**

## **Oxford Community Schools**

Dr. William Skilling, Superintendent  
10 Washington St.  
Oxford, MI 48371-4863

# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School System.....	4
System's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information.....	7
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	9
Improvement Planning Process.....	10
<b>District Additional Requirements Diagnostic</b>	
Introduction.....	12
District Additional Requirements Diagnostic.....	13
<b>2014-2015 Goals, Strategies, and Action Plans- Final</b>	
Overview.....	18
Goals Summary.....	19
Goal 1: All students will enhance their preparation for success in a global environment.....	20
Goal 2: All students will enhance their Reading and Writing (Language Arts) performance on MEAP/Smarter Balance and MME/ACT by at least 5% over 2013-14.....	21

Goal 3: To enhance student's Mathematical performance on standardized assessments, including MEAP/Smarter Balance, MME, ACT, and District Common Assessments by at least 5% over scores in fall of 2013.....	25
Goal 4: All students will demonstrate a 5% or better increase in scores within Social Studies, Science, Math and ELA on MEAP, MME/ACT, and local district assessments.....	27
Activity Summary by Funding Source.....	33
Progress Notes.....	40
Activity Summary by School.....	46

## **Introduction**

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

# **Executive Summary**

## **Introduction**

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

## **Description of the School System**

**Describe the school system'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 system serves?**

The Oxford Community Schools is a Michigan public school system serving Pre-K through 12th grade students, located in northern Oakland County. We service 5,345 students residing in a 94 square-mile area. We are mainly a residential area, serving students in a rural to suburban area. Demographically, we serve 25% at-risk students. We have two Title 1 elementary schools. Ethnically, we are fairly homogenous, with about 94% caucasian, 3% african-american, 2% Hispanic, and 1% a mix of other. Our staff and community ethnic demographics fairly mirror our representative student population. Over the last three years, we have experienced growth in student population mainly due to growth in programming options at all levels. Our Virtual Academy has provided for much of our growth as have our mandatory world language programs and growth in arts opportunities. All schools also have become International Baccalaureate (IB) Authorized and have undergone a completed curriculum revision.

## **System's Purpose**

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

### Vision Statement

Creating a World-Class Education Today to Shape Tomorrow's Selfless, Global Leaders

### Mission Statement

The mission of Oxford Community Schools is to provide a world-class education that challenges all students to achieve their maximum potential and prepares them to succeed in a global society.

### Beliefs Statement

Learner Outcomes of Beliefs--Continuous Learners, Effective Communicators, Problem Solvers, Responsible Community Members, Quality Producers, Knowledgeable, Inquirers, Principled, Open-Minded, Risk-Takers, Balanced, Reflective, Thinkers.

Core Value Outcomes of Beliefs--Responsibility, Loyalty, Compassion, Selflessness, Respect, Integrity, Dedication, Perseverance.

These directly correlate and have grown from our commitment to the IB values and process as well as our commitment to producing students capable of succeeding within a world without boundaries adhering closely to the goals stated within our district strategic plan.



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

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

We have several areas of notable achievements that have attributed to our student growth:

1. The creation of our Virtual Academy- online learning course options spanning K-12.
2. Mandatory daily World Language programming K-10 (Chinese, Spanish) for all students.
3. Instrumental Music options Pre-K through grade 12.
4. A high school Arts Conservatory, serving vocal and instrumental music, and dance.
5. Opening an adjunct of our high school in Fushun, China, creating the way for opening our International Residence Academy, offering students a U.S.-China student exchange/diploma program. We also have many sister school agreements with Weiming Education Group in China, offering students reciprocal opportunities.
6. The creation of the Oxford Bridges Alternative High School for at-risk youth.
7. All schools in the district earning IB (International Baccalaureate) Authorization. First Pre-K-12 IB district in Michigan.

Areas for improvement/concentration over the next three years:

1. Increase in systemic student performance/data collection, analysis, and decision-making.
2. Increase in intervention program opportunities for children.
3. Take time to implement the finer points of detail in our accomplishments (above).
4. Standards-Based Reporting at all levels, starting with elementary in fall 2014.

## **Additional Information**

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

The Oxford Community Schools feels passionate about preparing students for success in world that will be vastly different from our current reality. We are giving children the 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 all equally important in the development of a successful 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.**

Oxford Community Schools' Improvement Plan stems from the involvement of parents, students, teachers, administrators, and community members. Through the analysis of student performance data at all schools, followed by continual discussions of data trends that show strengths as well as areas of needed improvement, the backbone of our improvement plans become set. We further validate these data trends through discussions and surveys of parents and students. Annual strategic planning reviews with community stakeholders and representatives across our district schools further validate and weave needs into our strategic planning strategies. All schools' SIP's further directly feed our district improvement plans. Stakeholders throughout the organization are selected based on their area of expertise and level they teach or administer. Parents and community leaders are invited to participate in school level and district level discussion sessions. Meetings are scheduled to gather input through individual school staff meetings, PTO meetings, district forums such as strategic planning sessions.

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

Teacher representatives from all school levels and each building participate in scheduled school meetings to garner information/data for their schools' SIP and subsequently for the district improvement plan. Their role, as is for administrators, is to have data analysis and/or study sessions on student performance, establishing trend data. This information is pooled with other schools to further direct what will become the district improvement plan. This information is brought to a district steering committee which is comprised of representatives from each school who decides on the specific goal language and strategies for concentration. Inclusion in the data includes special education as well as English Language Learners (ELL), identifying their unique strengths and needs. Parents and students assist in providing perceptual data through discussion and surveys, which further inform our district improvement planning process. Community members, likewise provide perceptual data and assist in annually revisiting and revising our strategic planning process and strategies.

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

The final improvement plan is communicated to all stakeholders through publication on our district website, and is distributed and used as a school improvement guide in all schools in conjunction with their SIP's. District meetings such as Elementary and Secondary Principal meetings dissect the document for further strategizing and planning. Discussions continue in that forum in terms of tracking progress on the goals and strategies and any modifications that need to be made along the way. It also provides direction in terms of prioritization of resources. The DIP is used to inform stakeholders at our annual strategic planning sessions as that document is revisited and revised.

# **District Additional Requirements Diagnostic**

## **Introduction**

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

## District Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes	Our district AdvancEd Steering Committee reviews CIMS data annually to inform direction within the district and school improvement processes. This data analysis provides information leading toward necessary modification of strategies within our processes. Our district Strategic Planning goals and strategies were predicated on CIMS data and leading indicators of change.	Strategic Planning w/ CIMS

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes	CIMS data is used in preparing and modifying our strategies within our District and School plans.	AdvancEd Goals from CIMS

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	Oxford Community Schools utilizes the "Bess" filtering system district-wide to block inappropriate adult and student internet access. Questionable sites become inaccessible when attempted.	2014 Technology Plan

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	Oxford Community Schools utilizes a process whereby internet and email use is tracked by individual log-in district-wide.	Oxford AUP Policy-Staff

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	Oxford Community Schools utilizes an AUP (Acceptable User Policy) which is signed by every user before access is allowed. This policy is reviewed by every user every year. This policy highlights responsibility of the user while operating on the internet and with email, underscoring appropriateness of the user.	Oxford AUP Policy



**District Improvement Plan**

Oxford Community Schools

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	The Oxford Community School AUP policy meets the requirements as outlined in our state Technology Planning and CIPA requirements.	Oxford AUP Policy

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	Survey data was obtained through our 2010 Bond Committee as to the needs expressed by staff and Crisis Team personnel as to telecommunication services and hardware to support teaching and learning and school safety.	District Survey Data 2010

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	Survey data was utilized by our 2010 District Bond committee to determine infrastructure needs in classrooms, labs, media centers, offices in all schools. All district staff has been surveyed to identify technology and related infrastructure needs.	District Survey Data 2010

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	Utilization of Haiku (our LMS) , SchoolNet (our student performance data warehouse), and PowerSchool (tracking of attendance, grades) are all district initiatives affecting each teacher. Every classroom utilizes SmartBoard technology and electronic student response systems for formative assessment. As curriculums are being re-tooled to adhere to IB, technology applications are being placed within the unit plans as housed within Atlas Rubicon. Technology and associated professional development is occurring for teachers to optimize Project-based Learning and International Networking/Collab.	2009 Bond Update

**District Improvement Plan**

Oxford Community Schools

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	The Oxford Community Schools curriculum includes technology literacy requirements for all of it's students. Our district curriculum utilizes the NETS standards and ensures proficiency by the end of 8th grade adhering to the state's technology proficiency requirement.	METS Curriculum

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	The Oxford Community Schools has adjusted it's instructional program to include NETS standards within required pre-engineering courses in middle school (as an example). All students are required to take pre-engineering courses through all grades 6-8. In elementary school, grade level classroom instruction includes NETS standards particularly within Project-Based instruction and student exhibitions through IB implementation.	PLTW Instruction and Transitions

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.	Yes	Non-Discrimination Policy is attached...	Non-Discrimination Policy

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 comments section.	Yes	Nancy Latowski, Deputy Superintendent of Human Resources 10 N. Washington St. Oxford, MI 48371 (248) 969-5004	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes	Parent Involvement Document is attached...	Parent Involvement Policy

## District Improvement Plan

Oxford Community Schools

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	Yes	3-Year Concept Plan for Professional Learning	Concept Plan for Professional Learning Oxford PD plan for 2014-2014

# **2014-2015 Goals, Strategies, and Action Plans- Final**

## Overview

### Plan Name

2014-2015 Goals, Strategies, and Action Plans- Final

### Plan Description

2014-2015 Goals, Strategies, and Action Plans- Final

## 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 enhance their preparation for success in a global environment.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$55000
2	All students will enhance their Reading and Writing (Language Arts) performance on MEAP/Smarter Balance and MME/ACT by at least 5% over 2013-14.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$121500
3	To enhance student's Mathematical performance on standardized assessments, including MEAP/Smarter Balance, MME, ACT, and District Common Assessments by at least 5% over scores in fall of 2013.	Objectives: 1 Strategies: 4 Activities: 5	Academic	\$172000
4	All students will demonstrate a 5% or better increase in scores within Social Studies, Science, Math and ELA on MEAP, MME/ACT, and local district assessments.	Objectives: 1 Strategies: 8 Activities: 8	Academic	\$206000

## Goal 1: All students will enhance their preparation for success in a global environment.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

demonstrate a proficiency for preparedness for ever-changing global opportunities, using inquiry strategies to solve problems within a global society. by 06/12/2015 as measured by Teacher/Student Perception data, IB Skills for Learners Reporting, IB Exhibitions, IB Essays, IB Assessments.

### Strategy 1:

To become proficient participants in a global learning community - Students become a part of a global learning community within each classroom, exploring issues and solutions from multiple viewpoints and engaging in discussions regarding the value of those viewpoints as well as identifying multiple solutions to issues, identifying variables at play. Students also have the opportunity to interact with students across the globe in sister schools as they investigate solutions to problems and identify viewpoints and unique variables that may impact a solution. Students utilize Skype and/or online learning opportunities for connectivity and conversations. The teacher facilitates and monitors these interactions and discussions, relating to how their investigation relates to core content areas/standards. Students learn a second language (Chinese, Spanish), mandatory daily lessons, K-10 that are reinforced within these conversations/discussions.

Research Cited: Tony Wagner- Closing the Achievement Gap

Tim Elmore- I Y Generation

Tier:

Activity - Online Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide online learning/virtual education activities and courses for students and staff.  Schools: All Schools	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$15000	General Fund	Director of Oxford Virtual Academy Executive Director of Strategic Initiatives Assistant Superintendent for Curriculum & Instruction

Activity - K-12 Proficiency-Oriented World Language Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

**District Improvement Plan**

Oxford Community Schools

Continue to develop/refine a K-12 proficiency-oriented world language program  Schools: All Schools	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$20000	General Fund	Assistant Superintendent for Curriculum & Instruction World Language Frameworks Committee
---	-----------------------	--------	-----------	------------	------------	---------	--------------	---

Activity - Problem-Solving/Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be actively engaged in problem-solving, inquiry, innovation, and self-directed learning.  Schools: All Schools	Professional Learning	Tier 1		06/13/2014	06/12/2015	\$20000	Title II Part A	Building Principals Teachers Assistant Superintendent for Curriculum & Instruction IB Coordinators in each school

Activity - Identify Key Curriculum Components	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and accentuate key components of global education that is/will be implemented within district curriculum and instructional practices.  Schools: All Schools	Implementation	Tier 1	Implement	06/14/2013	06/12/2015	\$0	No Funding Required	Assistant Superintendent for Curriculum & Instruction Frameworks Curriculum Committee

**Goal 2: All students will enhance their Reading and Writing (Language Arts) performance on MEAP/Smarter Balance and MME/ACT by at least 5% over 2013-14.**



This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

A 100% increase of All Students will demonstrate a proficiency of 5% increase in Reading and Writing on MEAP, MME/ACT assessments. in English Language Arts by 06/12/2015 as measured by analysis of individual performance on standards assessed on MEAP, MME/ACT assessments..

**Strategy 1:**

Reading Proficiency incl. Title III - All students will be instructed with informational reading strategies through the use of Readers Workshop and Reading in the Content Area strategies. All elementary staff receive professional development in Reader's Workshop through Oakland Schools, and secondary staff receive professional development in reading in the Content Areas through Oakland Schools. Lucy Calkins Readers Workshop materials to be purchased, as well as informational reading supplements for secondary coursework. The strategies are monitored by Building Principals and district Frameworks committee. ELL students eligible for services will receive pull-out or push-in services dependent upon ability level. In addition, after hours tutorial and enrichment is available.

Research Cited: MEAP/MME Assessment item analysis

Stakeholder Surveys

Input from the Strategic Planning Committee

PLAN and EXPLORE Assessment item analysis

21st Century Skills Research

Local Oakland Schools' emphasis on Informational Reading and Writing to meet the standards of Common Core.

Lucy Calkins Readers Workshop

Tier: Tier 1

Activity - Informational Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide for professional development for teaching staff relative to informational reading strategies through Reader's Workshop model (elementary)(Lucy Calkins) and Reading in the Content Areas (secondary)  Schools: All Schools	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$9000	Title III, Title II Part A	Assistant Superintendent for Curriculum Building Principals ELA Frameworks Committee
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## District Improvement Plan

Oxford Community Schools

Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.  Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	General Fund	Chief Academic Officer, Instructional Coach
---	-----------------------	--------	-----------	------------	------------	---------	--------------	---

### Strategy 2:

Writing Proficiency incl. Title III - All students will be instructed with informational writing strategies through the use of Writer's Workshop (Lucy Calkins) at elementary level and Writing in the Content Areas at secondary. All elementary staff will receive professional development through Oakland Schools on Writer's Workshop and secondary teachers will receive training in Writing in the Content Areas through Oakland Schools. Building Principals and the ELA Frameworks committee will monitor through common assessment data. ELL students who are eligible will receive pull-out and/or push-in services dependent upon ability level. ELL students also have after-hours tutorials and enrichment available.

Research Cited: MEAP/MME Assessment item analysis

Stakeholder Surveys

Input from the Strategic Planning Committee

PLAN and EXPLORE Assessment item analysis

21st Century Skills Research

Local Oakland Schools' emphasis on Informational Reading and Writing to meet the standards of Common Core

Lucy Calkins Writer's Workshop

Tier: Tier 1

Activity - Informational Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All elementary staff will receive professional development on Writer's Workshop and secondary teachers will receive professional development on Writing in the Content Areas.  Schools: All Schools	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$7500	Title II Part A, Title III	Assistant Superintendent for Curriculum Building Principals ELA Frameworks Committee

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## District Improvement Plan

Oxford Community Schools

Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.  Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	General Fund	Chief Academic Officer, Instructional Coach
---	-----------------------	--------	-----------	------------	------------	---------	--------------	---

### Strategy 3:

Reading and Writing Interventions - All eligible students will receive Reading and Writing Interventions to improve fluency and comprehension. Teachers will track student progress through the use of new software (SchoolNet) to determine eligibility for intervention strategies. Reading Specialists and teachers will determine appropriate amount of intervention needed, monitored by building principal. ELL students will benefit from Reading and Writing Intervention through the use of pull-out and push-in services dependent upon ability/eligibility level of student. ELL students will also have after-hours tutoring and enrichment available. A new position of Literacy Coach will help in coaching/training teachers toward the implementation of Reading and Writing Workshops is occurring effective summer of 2014. In addition, the addition of a K-12 Instructional Coach will assist in the inputting of assessment data and the running of reports to assist teachers in informing their instruction.

Research Cited: AARI (Accelerated Adolescent Reading Initiative)

Reading Recovery

Read Naturally Programming

EIR (Early Intervention in Reading)

Tier: Tier 2

Activity - RTI Strategies in Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive professional development in RTI strategies that incorporate informational reading and writing, fluency and comprehension for use in interventions through the efforts of a new Literacy Coach and Instructional Coach.  Schools: All Schools	Professional Learning	Tier 2	Implement	06/13/2014	06/12/2015	\$5000	Title II Part A	Teachers Building Principals Assistant Superintendent for Curriculum & Instruction Literacy Coach Instructional Coach

## Goal 3: To enhance student's Mathematical performance on standardized assessments, including MEAP/Smarter Balance, MME, ACT, and District Common Assessments by at least 5% over scores in fall of 2013.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency of 5% increase in Reading and Writing on MEAP, MME/ACT assessments. in Mathematics by 06/12/2015 as measured by scores on MEAP/Smarter Balance, MME, ACT, and District Common Assessments for Mathematics.

### Strategy 1:

Problem-Solving Strategies - All students will be instructed with problem-solving strategies through the use of inquiry-based strategies within the International Baccalaureate program as well as in direct instruction through the Every Day Math series.

Research Cited: Model Schools- Bill Daggett

International Baccalaureate

EveryDay Math, Chicago Math Research

Tier: Tier 1

Activity - Problem-Solving Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct utilizing strategies from Model Schools that encompass using inquiry that instructs children at a high level within Bloom's Taxonomy and in real-world, unpredictable outcomes.  Schools: All Schools	Direct Instruction	Tier 1	Implement	06/13/2014	06/12/2015	\$12000	General Fund	Assistant Superintendent for Curriculum Frameworks Committees Teachers

### Strategy 2:

Assessment Analysis - Provide time and training to analyze mathematics, reading, writing, social studies, and science assessment results to improve instruction. A newly hired Instructional Coach will assist teachers in the loading, and analysis of students data to generate reports to inform classroom instruction.

Research Cited: Model Schools- Bill Daggett

International Baccalaureate

EveryDay Math, Chicago Math Research

**District Improvement Plan**

Oxford Community Schools

Achievement Gap Research

Driving Decisions with Data Research

Tier: Tier 1

Activity - Data Input and Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to input student performance data via SchoolNet and how to use data to enhance classroom instructional decision making. An newly hired Instructional Coach will assist teachers in gathering, analyzing, and running reports to inform instruction.  Schools: All Schools	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/12/2015	\$50000	Title II Part A	Instructional Coach Assistant Superintendent for Curriculum Principals Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.  Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	General Fund	Chief Academic Officer, Instructional Coach

**Strategy 3:**

Mathematics Interventions - All staff will receive professional development in RTI strategies that incorporate mathematics and real-world problem solving. If funding is available, math interventionists will be added to schools to aid in getting children to grade-level proficiency.

Research Cited: Model Schools- Bill Daggett

International Baccalaureate

EveryDay Math, Chicago Math Research

Math Workshop Research

Tier: Tier 2

Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

**District Improvement Plan**

Oxford Community Schools

Professional development and staffing related to providing math interventions through differentiation of the curriculum.  Schools: All Schools	Professional Learning	Tier 2		06/13/2014	06/12/2015	\$50000	Section 31a	Assistant Superintendent for Curriculum Principals Math Interventionists Teachers
--	-----------------------	--------	--	------------	------------	---------	-------------	---

**Strategy 4:**

IB Instruction- Problem-Solving - All students will benefit from differentiation in real-world problem solving through instruction within the International Baccalaureate instructional methodologies.

Research Cited: Model Schools- Bill Daggett

International Baccalaureate

Daniel Pink- A Whole New Mind

Thomas Friedman- The World is Flat

Differentiated Instruction Research

EveryDay Math, Chicago Math Research

Tier: Tier 1

Activity - IB Problem Solving PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend IB professional development within the areas of inquiry and problem-solving to better differentiate within their classroom.  Schools: All Schools	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$10000	Title II Part A	Assistant Superintendent for Curriculum Principals Teachers

**Goal 4: All students will demonstrate a 5% or better increase in scores within Social Studies, Science, Math and ELA on MEAP, MME/ACT, and local district assessments.**

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

A 100% increase of All Students will demonstrate a proficiency of 5% increase in ELA, Math, Social Studies and Science on MEAP, MME/ACT assessments. in Social Studies by 06/12/2015 as measured by scores on MEAP/Smarter Balance, MME, ACT, and District Common Assessments for Mathematics, ELA, Social Studies, and Science..

## District Improvement Plan

Oxford Community Schools

### Strategy 1:

Title 1A--Interventions - Utilize a tutorial specialist and paraprofessionals to support ELA, Math, Social Studies, and Science in a one-on-one and small group setting for Title 1 eligible students. Parent education of reading, math, science, and social studies embedded with inquiry strategies is an important piece of the support mechanism for students.

Research Cited: Research supporting this strategy/intervention is taken from Classroom Instruction That Works by Robert Marzano, Habits Of Mind by Art Costa, and The Why, The What, The How by Ruby Payne.

In Best Practice: New Standard for teaching and learning in America's schools (Zelman, S. et al, 1998), the authors describe best practices in mathematics based on recent reports from the National Council of Teachers of Mathematics.

Tier: Tier 3

Activity - Title 1A Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing tutorial specialists and paraprofessionals to provide one-one, small group tutorials and enrichment in social studies, science, math and ELA.  Schools: All Schools	Direct Instruction	Tier 3	Implement	06/13/2014	06/12/2015	\$60000	Title I Part A	Assistant Superintendent for Curriculum Principals Teachers Tutorial Specialists, Paraprofessionals

### Strategy 2:

Common Core Preparation/Alignment - Following the spiraling of the Everyday Math and Transitions math programs, the Common Core curriculum for ELA and math, and state standards for Science and Social Studies, teachers will instruct critical concepts with regards to numbers and operations, measurement, Reading Workshop, Writers workshop, scientific method and Core Democratic Values throughout the year as foundational to the inquiry process, aligning practice to Common Core standards.

Research Cited: Research supporting this strategy/intervention is taken from Classroom Instruction That Works by Robert Marzano, Habits Of Mind by Art Costa, and The Why, The What, The How by Ruby Payne.

In Best Practice: New Standard for teaching and learning in America's schools (Zelman, S. et al, 1998), the authors describe best practices in mathematics based on recent reports from the National Council of Teachers of Mathematics.

Tier: Tier 1

## District Improvement Plan

Oxford Community Schools

Activity - Common Core Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for teachers includes teaching with inquiry across the subjects aligning to Common Core standards.  Schools: All Schools	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$20000	General Fund	Assistant Superintendent for Curriculum Principals Teachers Curriculum Frameworks Committees

### Strategy 3:

Integration of Curriculum Concepts - Teachers are expected to concentrate heavily on highlighted lessons within ELA (Reading and Writing Workshop) and math, science and social studies to model an integrated, constructivist curriculum predicated on the IB philosophy.

Research Cited: Research supporting this strategy/intervention is taken from Classroom Instruction That Works by Robert Marzano, Habits Of Mind by Art Costa, and The Why, The What, The How by Ruby Payne.

In Best Practice: New Standard for teaching and learning in America's schools (Zelman, S. et al, 1998), the authors describe best practices in mathematics based on recent reports from the National Council of Teachers of Mathematics.

Tier: Tier 1

Activity - Integration of Curriculum Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Training within Readers Workshop, Writing Workshop, Mi Class and Hi Class (Reading in the Content Areas), IB training in thematic instruction and thematic assessment.  Schools: All Schools	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$8000	Title II Part A	Assistant Superintendent for Curriculum Principals Teaches

### Strategy 4:

Inquiry Teaching - Teachers will instruct students through the practice of games, math messages, and math boxes, and inquiry science through the EDM and science kit programs integrated into the curriculum through the use of IB Unit Planners. Summer school opportunities are available for students to have further instruction and practice of critical reading and problem-solving concepts.

Research Cited: Research supporting this strategy/intervention is taken from Classroom Instruction That Works by Robert



## District Improvement Plan

Oxford Community Schools

Marzano, Habits Of Mind by Art Costa, and The Why, The What, The How by Ruby Payne.

In Best Practice: New Standard for teaching and learning in America's schools (Zelman, S. et al, 1998), the authors describe best practices in mathematics based on recent reports from the National Council of Teachers of Mathematics.

Tier: Tier 1

Activity - Inquiry Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training on use of EDM applications and activities, science kit inquiry instruction. Materials and supplies for classrooms and summer programs relative to Math, ELA for Title 1A eligible children. Schools: All Schools	Professional Learning	Tier 2	Monitor	06/13/2014	06/12/2015	\$5000	Title I Part A	Assistant Superintendent for Curriculum Principals teachers

### Strategy 5:

IB Training - Teachers across the district will be supported by attending professional development inservices in Model Schools and intensive IB instruction provided by the district.

Research Cited: International Baccalaureate

Daniel Pink- Whole New mind

Yong Zhao- Catching Up or Leading the Way

Tier: Tier 1

Activity - IB Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators to receive through Level 2 training, including specialty areas across the district Schools: All Schools	Professional Learning	Tier 1	Monitor	06/13/2014	06/12/2015	\$50000	General Fund	Assistant Superintendent for Curriculum Principals Teachers of PYP, MYP, and DP

### Strategy 6:

Literature Tools - Staff Development: Teachers will provide literature and tools in an attempt to increase teacher background knowledge of teaching inquiry concepts.

Research Cited: Research supporting this strategy/intervention is taken from Classroom Instruction That Works by Robert Marzano, Habits Of Mind by Art Costa, and The Why, The What, The How by Ruby Payne.

**District Improvement Plan**

Oxford Community Schools

Tier: Tier 2

Activity - Literature/Readers and Writers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize literature and associated tools within training and classroom that will bring greatest benefit to the instruction of Readers and Writers Workshop.  Schools: All Schools	Direct Instruction	Tier 2	Implement	06/13/2014	06/12/2015	\$10000	General Fund	Assistant Superintendent for Curriculum Principals teachers Curriculum Frameworks Committees

**Strategy 7:**

GED Success - Tutorial instructors will be provided to work with struggling students in small groups on language arts, math, science, and social studies 3 times per week for 3 hours each within a GED prep program. This instruction will be focused using online resources as well as hard copy resources.

Research Cited: Cohen, P. A.; Kulik, J. A.; and Kulik, C. C. , "Educational Outcomes of Tutoring: A Meta-Analysis of Findings." American Educational Research Journal 19/2 (1982): 237-248. Determined achievement increased in math for both tutors and tutees.

Foot, H. C.; Shute, R. H.; Morgan, M. J.; and Barron, A., "Theoretical Issues in Peer Tutoring." In Children Helping Children, edited by H. C. Foot, M. J. Morgan, and R. H. Shute. New York: John Wiley and Sons, 1990, 65-92. Found children's interaction with other children vs. adults and improved cognitive development better.

Damon, W., and Phelps, E. , "Strategic Uses of Peer Learning in Children's Education." Peer Relationships in Child Development, edited by T. J. Berndt and G. W. Ladd. New York: John Wiley and Sons, 1989b, 135-157.

Children in the experimental peer collaboration pairs performed better on ratio, proportion, and perspective-taking tasks on tests.

McLaughlin, T. F., and Vacha, E. F., "School Programs for At-Risk Children and Youth: A Review." Education and Treatment of Children 15/3 (1992): 255-267. Researched literature regarding various programs that helped at-risk students. Classwide tutoring was found to be effective.

Tier: Tier 2

## District Improvement Plan

Oxford Community Schools

Activity - GED Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GED instructional prep 3 hours, 3 times per week for at-risk students provided by an instructional tutorial.  Schools: All Schools	Direct Instruction	Tier 2	Monitor	06/13/2014	06/12/2015	\$23000	General Fund	Assistant Superintendent for Curriculum Oxford Virtual School Director Instructional Tutorial

### Strategy 8:

Title 1A Summer School - Planned summer sessions utilizing teachers and paraprofessionals to support ELA, Math, Social Studies, and Science in a one-on-one and small group setting for Title 1 eligible students.

Research Cited: MEAP/MME Assessment item analysis

Stakeholder Surveys

Input from the Strategic Planning Committee

PLAN and EXPLORE Assessment item analysis

21st Century Skills Research

Local Oakland Schools' emphasis on Informational Reading and Writing to meet the standards of Common Core Standards

Tier: Tier 2

Activity - Title 1A Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer sessions for Title 1 eligible students in the areas of ELA, Math, Science, and Socials Studies.  Schools: All Schools	Direct Instruction	Tier 2	Implement	06/13/2014	06/12/2015	\$30000	Title I Part A	Assistant Superintendent for Curriculum Principals Title 1A Teachers and Parapros

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
IB Problem Solving PD	Teachers will attend IB professional development within the areas of inquiry and problem-solving to better differentiate within their classroom.	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$10000	Assistant Superintendent for Curriculum Principals Teachers
Informational Writing Strategies	All elementary staff will receive professional development on Writer's Workshop and secondary teachers will receive professional development on Writing in the Content Areas.	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$5000	Assistant Superintendent for Curriculum Building Principals ELA Frameworks Committee
RTI Strategies in Interventions	All staff will receive professional development in RTI strategies that incorporate informational reading and writing, fluency and comprehension for use in interventions through the efforts of a new Literacy Coach and Instructional Coach.	Professional Learning	Tier 2	Implement	06/13/2014	06/12/2015	\$5000	Teachers Building Principals Assistant Superintendent for Curriculum & Instruction Literacy Coach Instructional Coach

## District Improvement Plan

Oxford Community Schools

Problem-Solving/Inquiry	Students will be actively engaged in problem-solving, inquiry, innovation, and self-directed learning.	Professional Learning	Tier 1		06/13/2014	06/12/2015	\$20000	Building Principals Teachers Assistant Superintendent for Curriculum & Instruction IB Coordinators in each school
Integration of Curriculum Concepts	Teacher Training within Readers Workshop, Writing Workshop, Mi Class and Hi Class (Reading in the Content Areas), IB training in thematic instruction and thematic assessment.	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$8000	Assistant Superintendent for Curriculum Principals Teaches
Informational Reading Strategies	Provide for professional development for teaching staff relative to informational reading strategies through Reader's Workshop model (elementary)(Lucy Calkins) and Reading in the Content Areas (secondary)	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$6000	Assistant Superintendent for Curriculum Building Principals ELA Frameworks Committee
Data Input and Analysis	Teachers will learn how to input student performance data via SchoolNet and how to use data to enhance classroom instructional decision making. An newly hired Instructional Coach will assist teachers in gathering, analyzing, and running reports to inform instruction.	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/12/2015	\$50000	Instructional Coach Assistant Superintendent for Curriculum Principals Teachers

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

**District Improvement Plan**

Oxford Community Schools

Math Interventions	Professional development and staffing related to providing math interventions through differentiation of the curriculum.	Professional Learning	Tier 2		06/13/2014	06/12/2015	\$50000	Assistant Superintendent for Curriculum Principals Math Interventionists Teachers
--------------------	--	-----------------------	--------	--	------------	------------	---------	---

**Title III**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Informational Writing Strategies	All elementary staff will receive professional development on Writer's Workshop and secondary teachers will receive professional development on Writing in the Content Areas.	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$2500	Assistant Superintendent for Curriculum Building Principals ELA Frameworks Committee
Informational Reading Strategies	Provide for professional development for teaching staff relative to informational reading strategies through Reader's Workshop model (elementary)(Lucy Calkins) and Reading in the Content Areas (secondary)	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$3000	Assistant Superintendent for Curriculum Building Principals ELA Frameworks Committee

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

**District Improvement Plan**

Oxford Community Schools

Identify Key Curriculum Components	Identify and accentuate key components of global education that is/will be implemented within district curriculum and instructional practices.	Implementation	Tier 1	Implement	06/14/2013	06/12/2015	\$0	Assistant Superintendent for Curriculum & Instruction Frameworks Curriculum Committees
------------------------------------	--	----------------	--------	-----------	------------	------------	-----	--

**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1A Summer School	Summer sessions for Title 1 eligible students in the areas of ELA, Math, Science, and Social Studies.	Direct Instruction	Tier 2	Implement	06/13/2014	06/12/2015	\$30000	Assistant Superintendent for Curriculum Principals Title 1A Teachers and Paraprofessionals
Inquiry Teaching	Teacher training on use of EDM applications and activities, science kit inquiry instruction. Materials and supplies for classrooms and summer programs relative to Math, ELA for Title 1A eligible children.	Professional Learning	Tier 2	Monitor	06/13/2014	06/12/2015	\$5000	Assistant Superintendent for Curriculum Principals teachers
Title 1A Interventions	Utilizing tutorial specialists and paraprofessionals to provide one-one, small group tutorials and enrichment in social studies, science, math and ELA.	Direct Instruction	Tier 3	Implement	06/13/2014	06/12/2015	\$60000	Assistant Superintendent for Curriculum Principals Teachers Tutorial Specialists, Paraprofessionals

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

## District Improvement Plan

Oxford Community Schools

K-12 Proficiency-Oriented World Language Program	Continue to develop/refine a K-12 proficiency-oriented world language program	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$20000	Assistant Superintendent for Curriculum & Instruction World Language Frameworks Committee
Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach
Common Core Preparation	Professional Development for teachers includes teaching with inquiry across the subjects aligning to Common Core standards.	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$20000	Assistant Superintendent for Curriculum Principals Teachers Curriculum Frameworks Committee
Literature/Readers and Writers Workshop	Utilize literature and associated tools within training and classroom that will bring greatest benefit to the instruction of Readers and Writers Workshop.	Direct Instruction	Tier 2	Implement	06/13/2014	06/12/2015	\$10000	Assistant Superintendent for Curriculum Principals teachers Curriculum Frameworks Committee



## District Improvement Plan

Oxford Community Schools

Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach
Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach
Problem-Solving Strategies	Teachers will instruct utilizing strategies from Model Schools that encompass using inquiry that instructs children at a high level within Bloom's Taxonomy and in real-world, unpredictable outcomes.	Direct Instruction	Tier 1	Implement	06/13/2014	06/12/2015	\$12000	Assistant Superintendent for Curriculum Frameworks Committees Teachers
Online Learning	Provide online learning/virtual education activities and courses for students and staff.	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$15000	Director of Oxford Virtual Academy Executive Director of Strategic Initiatives Assistant Superintendent for Curriculum & Instruction

**District Improvement Plan**

Oxford Community Schools

GED Success	GED instructional prep 3 hours, 3 times per week for at-risk students provided by an instructional tutorial.	Direct Instruction	Tier 2	Monitor	06/13/2014	06/12/2015	\$23000	Assistant Superintendent for Curriculum Oxford Virtual School Director Instructional Tutorial
IB Training	Teachers and administrators to receive through Level 2 training, including specialty areas across the district	Professional Learning	Tier 1	Monitor	06/13/2014	06/12/2015	\$50000	Assistant Superintendent for Curriculum Principals Teachers of PYP, MYP, and DP

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	All students will enhance their preparation for success in a global environment.		Every school in our district has been Authorized IB in 2012-14. We continue to send teachers to trainings as a maintenance of effort for IB, concentrating on equipping all teachers with IB problem-solving strategies.	May 13, 2014	Dr. James V Schwarz
Objective	demonstrate a proficiency for preparedness for ever-changing global opportunities, using inquiry strategies to solve problems within a global society. by 06/12/2015 as measured by Teacher/Student Perception data, IB Skills for Learners Reporting, IB Exhibitions, IB Essays, IB Assessments.	Not Met	This goal is in progress. We are in the process of developing a rubric that is grade level-based to quantify progress. This is part of our new strategic planning goals.	May 13, 2014	Dr. James V Schwarz
Strategy	To become proficient participants in a global learning community		Frequency of participation of students in a global learning community is increasing.	May 13, 2014	Dr. James V Schwarz
Activity	Problem-Solving/Inquiry	In Progress	Every school in our district has been Authorized IB in 2012-14. We continue to send teachers to trainings as a maintenance of effort for IB, concentrating on equipping all teachers with IB problem-solving strategies.	May 13, 2014	Dr. James V Schwarz
Activity	K-12 Proficiency-Oriented World Language Program	Completed	We have completed the phase-in of every day Chinese or Spanish language for students, mandatory grades K-10.	May 13, 2014	Dr. James V Schwarz
Activity	Online Learning	In Progress	We are preparing for students through Section 21f to have the opportunity to take online coursework from grade 5-12. In addition, we offer our own Virtual Academy for students to take online or a blend of online seated coursework 6-12.	May 13, 2014	Dr. James V Schwarz
Activity	Identify Key Curriculum Components	In Progress	We are in process of re-tooling our curriculums to identifying essential content components/standards to include Common Core and IB standards.	May 13, 2014	Dr. James V Schwarz
Goal	All students will enhance their Reading and Writing (Language Arts) performance on MEAP/Smarter Balance and MME/ACT by at least 5% over 2013-14.		The district had 0% increase overall in reading from fall 2012 on standardized MEAP assessment.	May 13, 2014	Dr. James V Schwarz

## District Improvement Plan

Oxford Community Schools

Objective	A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 5% increase in Reading and Writing on MEAP, MME/ACT assessments. in English Language Arts by 06/12/2015 as measured by analysis of individual performance on standards assessed on MEAP, MME/ACT assessments..	Not Met	The district had 0% increase in reading, overall, from the fall of 2012 on standardized MEAP testing.	May 13, 2014	Dr. James V Schwarz
Strategy	Reading Proficiency incl. Title III		High School and Middle School teachers have been trained in MIClass and HIClass Reading in the Content Areas; ELA departments and representative samples from each of the other core academic subjects.	May 13, 2014	Dr. James V Schwarz
Strategy	Reading and Writing Interventions		This year we are adding a Literacy Coach position to assist with the enhancement of interventions pertaining to reading and writing. Furthermore, interventions for Title III eligible students will be further enhanced through intervention planning for pull-out and after-school tutorials.	May 28, 2014	Dr. James V Schwarz
Strategy	Writing Proficiency incl. Title III		Title III eligible students are receiving pull-out services as well as after-school tutorial sessions to work through Writing Workshop at elementary level and writing in the content areas strategies in the secondary level.	May 28, 2014	Dr. James V Schwarz
Activity	RTI Strategies in Interventions	In Progress	A new Literacy Coach position has just been added to the district who will assist in planning for enhanced interventions to reach at-risk and Title III eligible children. Servicing in ELA, Math, Social Studies, and Science will occur as a means of RTI as differentiation strategies, pull-outs, or after-hours tutorials.	May 28, 2014	Dr. James V Schwarz
Activity	Informational Reading Strategies	In Progress	High School and Middle School teachers have been trained in MIClass and HIClass Reading in the Content Areas; ELA departments and representative samples from each of the other core academic subjects.	May 13, 2014	Dr. James V Schwarz

## District Improvement Plan

Oxford Community Schools

Activity	Informational Writing Strategies	In Progress	Students are receiving Writers Workshop instruction at elementary level and writing in the content area strategies for the secondary level. Title III eligible students receive pull-out strategies with Writers Workshop or Writing in the Content Area Strategies.	May 28, 2014	Dr. James V Schwarz
Goal	To enhance student's Mathematical performance on standardized assessments, including MEAP/Smarter Balance, MME, ACT, and District Common Assessments by at least 5% over scores in fall of 2013.		As a district, we rose about 3.5% in math overall in standardized achievement compared to fall of 2012.	May 13, 2014	Dr. James V Schwarz
Objective	A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 5% increase in Reading and Writing on MEAP, MME/ACT assessments. in Mathematics by 06/12/2015 as measured by scores on MEAP/Smarter Balance, MME, ACT, and District Common Assessments for Mathematics.	Not Met	We rose about 3.5% overall in our proficiency within math, but not with 100% of the students. This is a lofty goal and one we strive to meet; not every student saw a gain from last year.	May 13, 2014	Dr. James V Schwarz
Strategy	Problem-Solving Strategies		Continuation of strategy will help increase student performance.	May 13, 2014	Dr. James V Schwarz
Strategy	Assessment Analysis		This is in process. Currently, we are investigating systemic student assessment and data warehouse for tracking and reporting student performance by standard.	May 13, 2014	Dr. James V Schwarz
Strategy	IB Instruction- Problem-Solving		Every school in our district has been Authorized IB in 2012-14. We continue to send teachers to trainings as a maintenance of effort for IB, concentrating on equipping all teachers with IB problem-solving strategies.	May 13, 2014	Dr. James V Schwarz

**District Improvement Plan**

Oxford Community Schools

Strategy	Mathematics Interventions		Interventions continue to increase in number and frequency of contact in the district. We are looking to purchase AIMSweb and SuccessMaker at the elementary level to assist with tracking student performance/diagnostics by standard.	May 13, 2014	Dr. James V Schwarz
Activity	Data Input and Analysis	In Progress	This is in process. Currently, we are investigating systemic student assessment and data warehouse for tracking and reporting student performance by standard.	May 13, 2014	Dr. James V Schwarz
Activity	IB Problem Solving PD	In Progress	Every school in our district has been Authorized IB in 2012-14. We continue to send teachers to trainings as a maintenance of effort for IB, concentrating on equipping all teachers with IB problem-solving strategies.	May 13, 2014	Dr. James V Schwarz
Activity	Math Interventions	In Progress	Interventions continue to increase in number and frequency of contact in the district. We are looking to purchase AIMSweb and SuccessMaker at the elementary level to assist with tracking student performance/diagnostics by standard.	May 13, 2014	Dr. James V Schwarz
Activity	Problem-Solving Strategies	In Progress	These Model Schools' strategies are in progress of being implemented.	May 13, 2014	Dr. James V Schwarz
Goal	All students will demonstrate a 5% or better increase in scores within Social Studies, Science, Math and ELA on MEAP, MME/ACT, and local district assessments.		In terms of MEAP, Oxford has increased it's scores, overall, from fall 2012, by nearly 6%. MME/ACT scores from 2014 are not yet calculated/released.	May 20, 2014	Dr. James V Schwarz

## District Improvement Plan

Oxford Community Schools

Objective	A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 5% increase in ELA, Math, Social Studies and Science on MEAP, MME/ACT assessments. in Social Studies by 06/12/2015 as measured by scores on MEAP/Smarter Balance, MME, ACT, and District Common Assessments for Mathematics, ELA, Social Studies, and Science..		We still aim toward the goal of having 100% of students increase their proficiency on an annual basis. This is a lofty goal.	May 20, 2014	Dr. James V Schwarz
Strategy	Integration of Curriculum Concepts		Within the alignments of Common Core to IB, cross-curricular connections will be made within IB Unit Planners.	May 20, 2014	Dr. James V Schwarz
Strategy	IB Training		Teachers are continually going to training to adhere to maintenance of effort for IB. All teachers of IB must continue with training in content area and inquiry-based strategies.	May 28, 2014	Dr. James V Schwarz
Strategy	Common Core Preparation/Alignment		Continued work needed to align to Common Core in ELA and Math, embedding in IB unit planners.	May 20, 2014	Dr. James V Schwarz
Strategy	Title 1A--Interventions		Interventions utilizing pull-out paraprofessional assistance for Tier II and III will increase in 2014-15.	May 20, 2014	Dr. James V Schwarz
Strategy	Title 1A Summer School		Title 1 Summer School is occurring this summer emphasizing ELA and Math. This is a 4-week remediation session, where students attend half day sessions 3 times/week.	May 28, 2014	Dr. James V Schwarz
Strategy	Literature Tools		Teachers are continuing in their training of Reading and Writing Workshop, in addition to the implementation of MAISA units.	May 28, 2014	Dr. James V Schwarz
Strategy	Inquiry Teaching		Teachers have integrated inquiry teaching within their IB unit planners, making cross-curricular and real-life connections to learning.	May 28, 2014	Dr. James V Schwarz
Strategy	GED Success		GED programming has been moved from Crossroads for Youth to the District Offices, along with a change in licenses. GED sessions are occurring for enrollees in an online format.	May 28, 2014	Dr. James V Schwarz

**District Improvement Plan**

Oxford Community Schools

Activity	Literature/Readers and Writers Workshop	In Progress	Teachers are continuing in their training of Reading and Writing Workshop, in addition to the implementation of MAISA units.	May 28, 2014	Dr. James V Schwarz
Activity	Title 1A Interventions	In Progress	Interventions utilizing paraprofessional support will increase in 2014-15	May 20, 2014	Dr. James V Schwarz
Activity	IB Training	In Progress	Teachers are continually going to training to adhere to maintenance of effort for IB. All teachers of IB must continue with training in content area and inquiry-based strategies	May 28, 2014	Dr. James V Schwarz
Activity	Title 1A Summer School	In Progress	Title 1 Summer School is occurring this summer emphasizing ELA and Math. This is a 4-week remediation session, where students attend half day sessions 3 times/week.	May 28, 2014	Dr. James V Schwarz
Activity	Inquiry Teaching	In Progress	Teachers are fine-tuning their IB unit planner adjusting to the modes of application-based instruction.	May 28, 2014	Dr. James V Schwarz
Activity	GED Success	In Progress	Our GED program has been moved from Crossroads for Youth, moving to the district offices, along with the license. Instruction is occurring online in a lab.	May 28, 2014	Dr. James V Schwarz
Activity	Common Core Preparation	In Progress	Continued work in alignment to Common Core within ELA and Math, embedding into IB Unit Planners will continue.	May 20, 2014	Dr. James V Schwarz
Activity	Integration of Curriculum Concepts	In Progress	Within the alignments of Common Core to IB, cross-curricular connections will be made within IB Unit Planners	May 20, 2014	Dr. James V Schwarz



## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Online Learning	Provide online learning/virtual education activities and courses for students and staff.	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$15000	Director of Oxford Virtual Academy Executive Director of Strategic Initiatives Assistant Superintendent for Curriculum & Instruction
K-12 Proficiency-Oriented World Language Program	Continue to develop/refine a K-12 proficiency-oriented world language program	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$20000	Assistant Superintendent for Curriculum & Instruction World Language Frameworks Committee
Problem-Solving/Inquiry	Students will be actively engaged in problem-solving, inquiry, innovation, and self-directed learning.	Professional Learning	Tier 1		06/13/2014	06/12/2015	\$20000	Building Principals Teachers Assistant Superintendent for Curriculum & Instruction IB Coordinators in each school

## District Improvement Plan

Oxford Community Schools

Identify Key Curriculum Components	Identify and accentuate key components of global education that is/will be implemented within district curriculum and instructional practices.	Implementation	Tier 1	Implement	06/14/2013	06/12/2015	\$0	Assistant Superintendent for Curriculum & Instruction Frameworks Curriculum Committees
Informational Reading Strategies	Provide for professional development for teaching staff relative to informational reading strategies through Reader's Workshop model (elementary)(Lucy Calkins) and Reading in the Content Areas (secondary)	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$9000	Assistant Superintendent for Curriculum Building Principals ELA Frameworks Committee
Informational Writing Strategies	All elementary staff will receive professional development on Writer's Workshop and secondary teachers will receive professional development on Writing in the Content Areas.	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$7500	Assistant Superintendent for Curriculum Building Principals ELA Frameworks Committee
RTI Strategies in Interventions	All staff will receive professional development in RTI strategies that incorporate informational reading and writing, fluency and comprehension for use in interventions through the efforts of a new Literacy Coach and Instructional Coach.	Professional Learning	Tier 2	Implement	06/13/2014	06/12/2015	\$5000	Teachers Building Principals Assistant Superintendent for Curriculum & Instruction Literacy Coach Instructional Coach

## District Improvement Plan

Oxford Community Schools

Problem-Solving Strategies	Teachers will instruct utilizing strategies from Model Schools that encompass using inquiry that instructs children at a high level within Bloom's Taxonomy and in real-world, unpredictable outcomes.	Direct Instruction	Tier 1	Implement	06/13/2014	06/12/2015	\$12000	Assistant Superintendent for Curriculum Principals Curriculum Frameworks Committees Teachers
Data Input and Analysis	Teachers will learn how to input student performance data via SchoolNet and how to use data to enhance classroom instructional decision making. A newly hired Instructional Coach will assist teachers in gathering, analyzing, and running reports to inform instruction.	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/12/2015	\$50000	Instructional Coach Assistant Superintendent for Curriculum Principals Teachers
Math Interventions	Professional development and staffing related to providing math interventions through differentiation of the curriculum.	Professional Learning	Tier 2		06/13/2014	06/12/2015	\$50000	Assistant Superintendent for Curriculum Principals Math Interventionists Teachers
IB Problem Solving PD	Teachers will attend IB professional development within the areas of inquiry and problem-solving to better differentiate within their classroom.	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$10000	Assistant Superintendent for Curriculum Principals Teachers
Title 1A Interventions	Utilizing tutorial specialists and paraprofessionals to provide one-one, small group tutorials and enrichment in social studies, science, math and ELA.	Direct Instruction	Tier 3	Implement	06/13/2014	06/12/2015	\$60000	Assistant Superintendent for Curriculum Principals Teachers Tutorial Specialists, Paraprofessionals

## District Improvement Plan

Oxford Community Schools

Common Core Preparation	Professional Development for teachers includes teaching with inquiry across the subjects aligning to Common Core standards.	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$20000	Assistant Superintendent for Curriculum Principals Teachers Curriculum Frameworks Committees
Integration of Curriculum Concepts	Teacher Training within Readers Workshop, Writing Workshop, Mi Class and Hi Class (Reading in the Content Areas), IB training in thematic instruction and thematic assessment.	Professional Learning	Tier 1	Implement	06/13/2014	06/12/2015	\$8000	Assistant Superintendent for Curriculum Principals Teachers
Inquiry Teaching	Teacher training on use of EDM applications and activities, science kit inquiry instruction. Materials and supplies for classrooms and summer programs relative to Math, ELA for Title 1A eligible children.	Professional Learning	Tier 2	Monitor	06/13/2014	06/12/2015	\$5000	Assistant Superintendent for Curriculum Principals teachers
IB Training	Teachers and administrators to receive through Level 2 training, including specialty areas across the district	Professional Learning	Tier 1	Monitor	06/13/2014	06/12/2015	\$50000	Assistant Superintendent for Curriculum Principals Teachers of PYP, MYP, and DP
Literature/Readers and Writers Workshop	Utilize literature and associated tools within training and classroom that will bring greatest benefit to the instruction of Readers and Writers Workshop.	Direct Instruction	Tier 2	Implement	06/13/2014	06/12/2015	\$10000	Assistant Superintendent for Curriculum Principals teachers Curriculum Frameworks Committees

## District Improvement Plan

Oxford Community Schools

GED Success	GED instructional prep 3 hours, 3 times per week for at-risk students provided by an instructional tutorial.	Direct Instruction	Tier 2	Monitor	06/13/2014	06/12/2015	\$23000	Assistant Superintendent for Curriculum Oxford Virtual School Director Instructional Tutorial
Title 1A Summer School	Summer sessions for Title 1 eligible students in the areas of ELA, Math, Science, and Social Studies.	Direct Instruction	Tier 2	Implement	06/13/2014	06/12/2015	\$30000	Assistant Superintendent for Curriculum Principals Title 1A Teachers and Paraprofessionals

### Oxford Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach
Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach

## District Improvement Plan

Oxford Community Schools

Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach
--------------------------	---	-----------------------	--------	-----------	------------	------------	---------	---

### Leonard Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach
Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach
Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach

### Lakeville Elementary School

**District Improvement Plan**

Oxford Community Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach
Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach
Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach

**Daniel Axford Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach

## District Improvement Plan

Oxford Community Schools

Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach
Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach

### Clear Lake Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach
Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach



**District Improvement Plan**

Oxford Community Schools

Professional Development	Elementary Teachers will receive guided instruction in the Common Core State Standards in the areas of reading, writing, and math. This year, teachers will use the knowledge and coaching tools to unpack standards, building learning targets, and to align assessments. This will help teachers gain an understanding of their students specific needs. The training will be provided by the Instructional Coach and Principals.	Professional Learning	Tier 1	Implement	08/26/2014	06/05/2015	\$50000	Chief Academic Officer, Instructional Coach
--------------------------	---	-----------------------	--------	-----------	------------	------------	---------	---