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U.S. Department of Education  
Office of Innovation and Improvement  
Washington, D.C. 20202-5900

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To Whom It May Concern:

Oxford Community Schools offers its support to the Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) application for funding from the U.S. Department of Education Office of Innovation and Improvement under the Investing in Innovations (i3) Grant Program (CFDA 84.396B). The purpose of this grant is to validate the use of enhanced data systems that drive MiBLSi advancement and expansion in improving student achievement and closing achievement gaps among Michigan students.

Over the last seven years, MiBLSi, a combined partnership among Kalamazoo Regional Educational Services Agency (KRESA), Ottawa Area Intermediate School District (OAISD) and Macomb Intermediate School District (MISD), has helped schools fully implement schoolwide support systems in reading and behavior by combining the best of evidence based practices with data based decision making. Through this model of professional development, schools have received training, coaching, and ongoing technical assistance in their support of students becoming better readers with social skills necessary for success.

The MiBLSi initiative embraces a Response to Intervention approach which directly aligns with state and national educational priorities. School wide components of this project focus both district and school improvement planning on improved outcomes for all students. Outcomes are improved through the integration of three critical elements: data-based decision making, evidence-based practices in support of students, and systems support for principals and staff.

As a partner with MiBLSi and a member of the consortium of schools, Oxford Community Schools is prepared to expand this initiative by identifying key staff as ISD or district coordinators, state trainers, and reading and behavior coaches in support of our schools.

Our organization represents the leadership of elementary and middle schools and we recognize the importance of developing a safe and respectful school culture, in which all students can succeed both academically and socially. We will work with MiBLSi to provide the needed support to reach all our district/regional schools.

Sincerely,

James V. Schwarz, Ph.D.  
Assistant Superintendent for Curriculum & Instruction  
Oxford Community Schools



An IDEA Mandated Activities Project for Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi).

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Dear ReImagine and Investing In Innovation Grant Official Partner,

Thank you for partnering with us in this Investing in Innovation (i3) grant proposal to support the implementation of Response to Intervention (RtI) through Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) participation in your respective districts. We are in the final stages of the grant writing and are asking for information from each district. One section of the grant asks for the experience of the Eligible Applicant. Our application is strengthened when the experience of all partners is included.

Most important, is our collective ability to manage complex projects. Your example need not be solely related to RtI, but should demonstrate your ability to increase student achievement through the management of complex projects. Please briefly describe any such efforts, and student outcomes in answering the following questions. Not all features will be applicable to all districts.

This collection of information, and your district's commitment letter (signed by the ISD/district Superintendent), are your important contribution to this application. We plan to submit the grant application by April 30<sup>th</sup>, therefore it is imperative we have your reply **No Later Than Wednesday, April 28, 2010.**

**Intermediate School District/District Name** Oxford Community Schools  
**Name and Title of Person providing information** James Schwarz, Assistant Superintendent for Curriculum & Instruction

1. What data has the district collected to document increased student achievement and/or reduction in the gap between sub groups of students? Please quantify the percent increase in student achievement and/or reduction in gap, name the data source utilized, and name the initiative or effort in which this data was collected. Oxford Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, Oxford Community Schools identifies students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. Two attached data documents are: 1. sp ed / gen ed population trends 2. sp ed / gen ed MEAP data for 2009 3. sp ed referral data for 2009-10. Please see attachments for MEAP subpopulation and for data on portraits sorted by disability. Also included in the same attachment is baseline referral data collected in 09-10.
2. Describe the ISD/district goal for establishing RtI. Please be specific. The Oxford district goal for establishing RtI was originally established within our Strategic Plan whereby curriculum will be monitored and

adjusted through the investigation of data to ensure student achievement for all ability levels (Goal 2, strategy 2). To that end, schools are about the business of teaching students skills to be life-long learners and lead productive adult lives. NCLB established 100% proficiency in math and language arts by the 2013-14 school year. IDEA in 2004 introduced the use of RtI as the model of LD identification. Oxford's RtI outcomes focus on creating interventions that catch students up to the skill levels of their age-mates. If there is a lack of responsiveness to all leveled targeted and intensive interventions: The team may seek comprehensive evaluation to establish if sufficient RtI data exist to make a special education decision and if there is a defined pattern of strengths and weaknesses.

3. Name any schools that have in the past, or are currently, participating in MiBLSi. None. We are committed to begin to begin the process of formal implementation.
4. Has the district invested financially in training in the last few years to develop capacity for RtI reading and/or behavior support?  
 Yes  No
5. Does the district have a leadership team who oversees the development of RtI in the district?  
 Yes  No
6. Is there a district RtI coordinator?  Yes  No  
If yes, please note name and title. Kristy Weinert, Special Education Teacher Consultant.
7. Has the district committed to the use of a universal screener?  Yes  No  
If yes, please name the screener. Each school with our district utilizes various screeners as decided by individual school RtI leadership teams. They choose from the following:  
  
Basic Reading: MLPP/EIR, Maze, Dibels  
Reading Comp: MLPP/EIR, Maze  
Reading Fluency: EIR, Dibels  
Written Language: District Assessment, AIMS web  
Math Reasoning: District Assessment, EDM Checklists, MBSM  
Math Calculation: AIMS web, District Assessment, Early Numeracy, EDM Checklists, MBSM
8. Please provide name, grade level information, and student count for each elementary school committed to participating in this application. Please electronically attach this information to an email along with this fill-able document.

Please return this completed questionnaire by email to Dr. Margaret McGlinchey at [margiemcglinchey@mac.com](mailto:margiemcglinchey@mac.com) . If you have any questions, or need technical assistance in completing this questionnaire, please contact one of the MiBLSi Directors: Steve Goodman, Margaret McGlinchey, or Kathryn Schallmo at the email addresses above.

Thank you for your assistance in this extraordinary opportunity to further support Michigan's students through the Investing in Innovation Grant.