

Relmagine ... 21st century learning

Creating the Model Global School

Global-Community Partnerships
Personalized Student Learning
Teamwork and Collaboration
Professional Development
4D Assessment
Technology



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OXFORD COMMUNITY SCHOOLS

Dr. William Skilling, Superintendent
August 14, 2009

105 Pontiac Street, Oxford, Michigan 48371
248.969.5000 / 248.969.5016 Fax / www.oxfordschools.org



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105 Pontiac St., Oxford, MI 48371
248.969.5000 / 248.969.5016 Fax

August 14, 2009

Dr. Sally Vaughn
Michigan Department of Education
Project ReImagine
John Hannah Building, 4th Floor
608 West Allegan Street
Lansing, MI 48933

Subject: Project ReImagine Grant Application

Dear Dr. Vaughn

We are pleased to have the opportunity to showcase Oxford Community Schools' commitment to global education through the attached project proposal. Acceptance of this project will further enhance our current initiatives toward becoming a global educational beacon in Michigan.

We look forward to your positive feedback and the prospect of being selected one of Michigan's model global school systems. Feel free to contact me if there are any questions related to our proposal.

Thank you for your consideration.

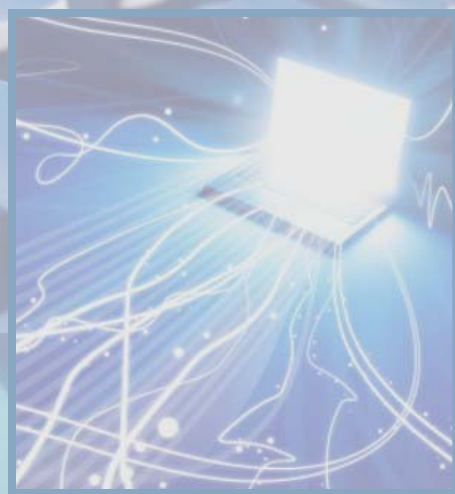
Sincerely,

OXFORD COMMUNITY SCHOOLS

William C. Skilling, Ph.D.
Superintendent

I

general
district
information



I. General District Information

School District: Oxford Community Schools ISD/ESA: _____

Contact Person's Name: William C. Skilling, Ph.D.

Position/Title: Superintendent

Address: 105 Pontiac Street

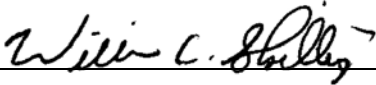
Oxford MI 48371 (248) 969-5000
CITY STATE ZIP AREA CODE/PHONE

E-mail Address: william.skilling@oxfordschools.org

Number of Students in District: 4,398

Are all School District Buildings included in this plan? ☒ Yes ☐ No

I acknowledge that my school district submits this proposal with my approval.

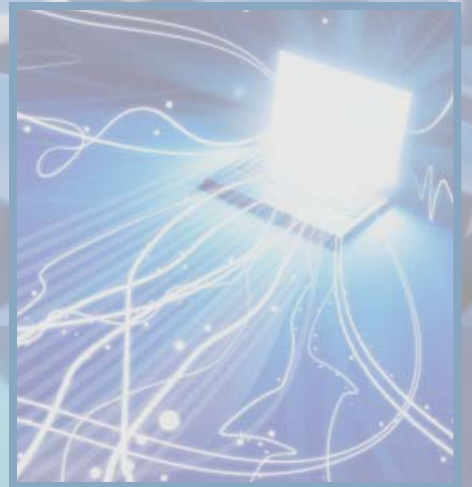
Signature of District Superintendent  Date August 14, 2009

(if applicable)
Signature of PSA Authorizer _____ Date _____



II

re-imagine
partner
information



II. Re-imagine Partner Information

A.

Partner name: Oakland County Tech Prep Consortium

Address: 2900 Featherstone Road

Auburn Hills MI 48326 (248) 232-4571
CITY STATE ZIP AREA CODE/PHONE

Partner Type:

☐ ISD ☐ LEA ☐ Charter School ☐ Teacher Leader ☐ Union

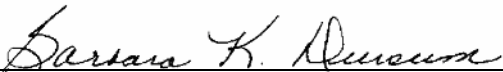
☐ Government ☐ Foundation ☐ Faith-Based ☐ Civic Organization

☒ Other (College Partnership)

Partner Representative: Barbara Dursum Title: Director

E-mail Address: bdursum@oaklandcc.edu

I acknowledge that this proposal is submitted with my approval and support.

Signature of Partner  Date August 14, 2009

(if applicable)
Signature of PSA Authorizer _____ Date _____

B.

Partner name: Innovative Communications, Inc.

Address: 789 Bridgeview North

Saginaw MI 48604 (989) 754-5040
CITY STATE ZIP AREA CODE/PHONE

Partner Type:

☐ ISD ☐ LEA ☐ Charter School ☐ Teacher Leader ☐ Union

☐ Government ☐ Foundation ☐ Faith-Based ☐ Civic Organization

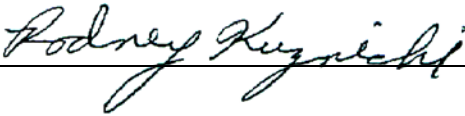
☒ Other (Technology Partnership)

II. Re-imagine Partner Information

Partner Representative: Rodney Kuznicki Title: Vice President

E-mail Address: rkuznicki@1ici.com

I acknowledge that this proposal is submitted with my approval and support.

Signature of Partner  Date August 14, 2009

(if applicable)
Signature of PSA Authorizer _____ Date _____

C.

Partner name: Oxford Education Association

Address: 105 Pontiac Street

Oxford MI 48371 (248) 969-5165
CITY STATE ZIP AREA CODE/PHONE

Partner Type:

☐ ISD ☐ LEA ☐ Charter School ☐ Teacher Leader ☒ Union
☐ Government ☐ Foundation ☐ Faith-Based ☐ Civic Organization

Partner Representative: James Gibbons Title: President

E-mail Address: james.gibbons@oxfordschools.org

I acknowledge that this proposal is submitted with my approval and support.

Signature of Partner  Date August 14, 2009

(if applicable)
Signature of PSA Authorizer _____ Date _____

II. Re-imagine Partner Information

D.

Partner name: Oxford Administrators Association

Address: 105 Pontiac Street

<u>Oxford</u>	<u>MI</u>	<u>48371</u>	<u>(248) 969-5114</u>
<small>CITY</small>	<small>STATE</small>	<small>ZIP</small>	<small>AREA CODE/PHONE</small>

Partner Type:

☐ ISD ☐ LEA ☐ Charter School ☐ Teacher Leader ☒ Union

☐ Government ☐ Foundation ☐ Faith-Based ☐ Civic Organization

Partner Representative: Timothy Throne Title: President

E-mail Address: tim.throne@oxfordschools.org

I acknowledge that this proposal is submitted with my approval and support.

Signature of Partner  Date August 14, 2009

(if applicable)
Signature of PSA Authorizer _____ Date _____

E.

Partner name: Level Data, Inc.

Address: 6395 Technology Avenue, Suite A

<u>Kalamazoo</u>	<u>MI</u>	<u>48009</u>	<u>(269) 408-2050</u>
<small>CITY</small>	<small>STATE</small>	<small>ZIP</small>	<small>AREA CODE/PHONE</small>

Partner Type:

☐ ISD ☐ LEA ☐ Charter School ☐ Teacher Leader ☐ Union

☐ Government ☐ Foundation ☐ Faith-Based ☐ Civic Organization

☒ Other (Technology Partnership)

II. Re-imagine Partner Information

Partner Representative: Matt Betts Title: President

E-mail Address: mbetts@leveldatainc.com

I acknowledge that this proposal is submitted with my approval and support.

Signature of Partner  Date August 14, 2009

(if applicable)
Signature of PSA Authorizer _____ Date _____

F.

Partner name: Michigan State University Confucius Institute

Address: 115D Erickson Hall

East Lansing MI 48824 (517) 353-4325
CITY STATE ZIP AREA CODE/PHONE

Partner Type:

☐ ISD ☐ LEA ☐ Charter School ☐ Teacher Leader ☐ Union

☐ Government ☐ Foundation ☐ Faith-Based ☐ Civic Organization

☒ Other (College Partnership)

Partner Representative: Zhao Yong Title: Executive Director

E-mail Address: zhaoyo@msu.edu

I acknowledge that this proposal is submitted with my approval and support.

Signature of Partner  Date August 14, 2009

(if applicable)
Signature of PSA Authorizer _____ Date _____

II. Re-imagine Partner Information

G.

Partner name: SHAR School Service

Address: 2465 South Industrial Highway

Ann Arbor MI 48104 (866) 742-7261
CITY STATE ZIP AREA CODE/PHONE

Partner Type:

☐ ISD ☐ LEA ☐ Charter School ☐ Teacher Leader ☐ Union
☐ Government ☐ Foundation ☐ Faith-Based ☐ Civic Organization
☒ Other (Instrumental Music Partnership)

Partner Representative: Robert Lawless Title: Owner

E-mail Address: blawless@sharmusic.com

I acknowledge that this proposal is submitted with my approval and support.

Signature of Partner  Date August 14, 2009

(if applicable)
Signature of PSA Authorizer Date _____

H.

Partner name: International Center for Leadership in Education

Address: 1587 Route 146

Rexford MI 12148 (518) 399-2776
CITY STATE ZIP AREA CODE/PHONE

Partner Type:

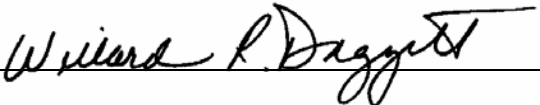
☐ ISD ☐ LEA ☐ Charter School ☐ Teacher Leader ☐ Union
☐ Government ☐ Foundation ☐ Faith-Based ☐ Civic Organization
☒ Other (Professional Development Partnership)

II. Re-imagine Partner Information

Partner Representative: Dr. Willard Daggett Title: President

E-mail Address: info@leadered.com

I acknowledge that this proposal is submitted with my approval and support.

Signature of Partner  Date August 14, 2009

(if applicable)
Signature of PSA Authorizer _____ Date _____

I.

Partner name: Discovery Education

Address: 1560 Sherman Ave.

Evanston IL 60201 (847) 425-7217
CITY STATE ZIP AREA CODE/PHONE

Partner Type:

☐ ISD ☐ LEA ☐ Charter School ☐ Teacher Leader ☐ Union
☐ Government ☐ Foundation ☐ Faith-Based ☐ Civic Organization
☒ X Other (Technology Partnership)

Partner Representative: Coni Rechner Title: Vice President

E-mail Address: coni.rechner@discovery.com

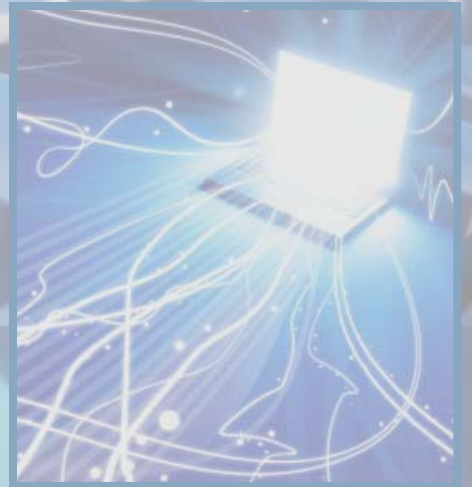
I acknowledge that this proposal is submitted with my approval and support.

Signature of Partner  Date August 14, 2009

(if applicable)
Signature of PSA Authorizer _____ Date _____

III

core
challenges



III. Core Challenges

Based on school district/organization self-assessment, school improvement plans, and other relevant data, summarize the core challenges you plan to resolve in reimagining your K-12 system.

OCS carried out an extensive self-assessment over the past two years to shape its priorities and future direction; it also examined educational data at the state and national levels, including: MEAP, MME, ACT data; drop-out and graduation rates; drop out data from college/universities; *MLPP Early Literacy Profiles*; District assessment information primarily in math/language arts; and *My Voice* Student and Staff Surveys (developed by the Quaglia Institute). OCS investigated economic and technological data, such as Dr. Willard Daggett's Model Schools' research; economic trends/jobs data; applications-based workforce and training data; 21st Century Skills data; international comparisons of student achievement, and OHS students' *WorkKeys* (job skills assessment) data.

After analyzing the information above, three core challenges emerge that OCS intends to resolve as a part of Reimagining education: 1) Designing and directing curriculum and instruction in order to realize outcomes that ensure the global fluency of all students; 2) Hiring bilingual teachers who are 21st Century Master Teachers in their respective fields; and 3) Meeting goals listed in OCS' Strategic Plan while simultaneously practicing Strategic Intent[®].

Global fluency requires the adoption of an international perspective that will prepare students to compete in a global world that is changing 24/7. OCS has deliberately chosen the term "fluency" over "literacy" because literacy implies knowledge or familiarity, while fluency suggests mastery and accuracy. OCS desires that its students go beyond superficial knowledge. Oxford is creating a

III. Core Challenges

model global learning environment in which every student will be fluent in another world language and its culture/customs (Spanish or Chinese) by 8th grade.

Moreover, global fluency requires that all students must be able to create and invent their own work. In *The Global Achievement Gap*, Michael Jung, a senior consultant for McKinsey & Company, remarks on the importance of authenticity in the job realm: "... We still think that work is given to people; whereas I think that people are increasingly taking the work... Our old idea is that work is defined by employers and that employees have to do whatever the employer wants. That has not been true in professional jobs for a long time, because people have so many ways to influence what they do and how they do it."ⁱ Jung's ideas resonate with Daniel Pink's theory that today's products and services have to be "beautiful, unique and meaningful."ⁱⁱ Pink stresses the importance of right-brained skills such as imagination, creativity and empathy for competitive advantage. Employability in our new global economy focuses on people who can create and invent their own work. To actively produce and contribute their own work, students must be able to apply prior knowledge across disciplines while problem solving in unfamiliar and unpredictable areas. OCS must supply opportunities for students to thrive in an international marketplace and train students for a world without boundaries by learning from 21st Century Master Teachers. OCS has begun to implement



classrooms without walls with cutting-edge technology using OxfordNET™ so students can participate in collaborative projects and distance learning locally, statewide, nationally and globally. OxfordNET™ is OCS' instructional delivery mechanism

III. Core Challenges

for effective and efficient instruction that supports teachers in their endeavor to teach *Net Fluency™*. Music and the Arts foster right-brained skills and enhance performance in academic core classes, so OCS will continue to expand offerings in these areas.

The purposeful decision to offer unique and specialized opportunities in languages and early literacy attainment, the Arts, athletics, pre-engineering, an International Baccalaureate (IB) program, applied technology and vocational courses brings the challenge of finding qualified staff. OCS will triple teacher observation time in 2010 to three hours per year for every teacher to ensure that teachers are on their way to attaining 21st Century Master Teacher status. A 21st Century Master Teacher is both "globally" fluent and "net" fluent to bring about innovation and 21st century, international learning opportunities to students in their classroom or online.

Mapping instruction to standards and benchmarks that lend themselves to the global marketplace is also a part of the first core challenge. OCS strives to enhance students' skill base by reviewing/modifying instructional content/methods within its existing curriculum cycle. Advanced data and common assessments for all courses and content, as well as integrating Quadrant D teaching at all levels, have assisted in the modification of instructional content/methods with emphasis on global standards.

OCS must meet the challenge of realizing the goals set forth in its Strategic Plan in the next three to four years while concurrently practicing strategic intent. In its quest for educational global leadership, OCS will begin with ambitions that are out of proportion to its resources and capabilities. Strategic intent is the sustained

III. Core Challenges

obsession with student success at all grade levels. In order to become a global educational leader, sustainability of this obsession must endure for years and be accompanied by “an active management process that includes focusing attention on the essence of winning, motivating people by communicating the value of the target, leaving room for individual and team contributions, sustaining enthusiasm by providing new operational definitions as circumstances change, and using intent consistently to guide resource allocations.”ⁱⁱⁱ Strategic intent also demands the analysis and monitoring of foreseeable patterns of change locally, statewide, nationally and internationally to modify norms/expectations for OCS students upon graduation. OCS’ decision to continue with full-time Kindergarten in 2009-2010 to better prepare Kindergarten students academically, artistically, and socially, as well as the creation of the Fifth Core[™], are two examples of purposeful, strategic intent.

As OCS becomes intentional with its beliefs, it will be successful in resolving the three core challenges and every subset issue (such as total student proficiency on the MEAP or MME tests). While standardized tests do measure foundational knowledge, they do not address the core global competencies required for global fluency. Therefore, they cannot serve as **the** standard. OCS realizes that ensuring global fluency of all students in a global world that is changing 24/7 is the real challenge. By focusing on the real challenge, OCS will close the achievement gaps which alleviate the at-risk status of **all** students.

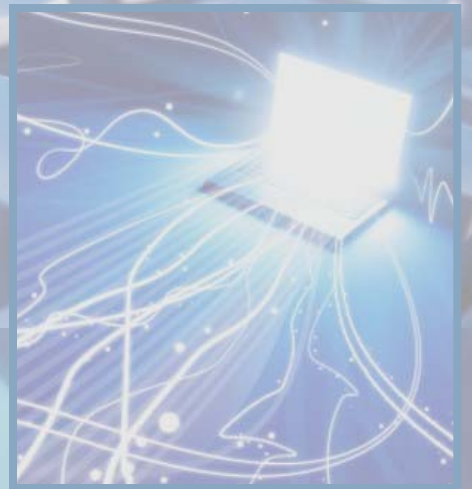
ⁱ Tony Wagner. *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need - and What We Can Do About It* (New York: Perseus Publishing, 2008) 40-41.

ⁱⁱ Wagner 39-40.

ⁱⁱⁱ Gary Hamel and C. K. Prahalad, “Strategic Intent,” *Harvard Business Review* July-August (2005): 2. 13 July 2009 <hbr.harvardbusiness.org/2005/07/strategic-intent/ar/pr>.

IV

accomplishing
outcomes



IV. Accomplishing Outcomes

Describe how you will accomplish the required outcomes and any other outcomes you expect to achieve through implementation of your Project ReImagine.

OCS: Blazing the Trail to Leadership in Global Education

Background: By the time they graduate, today's students will have watched more television programs, movies, and videos, and used more computer and related technology tools than their parents and grandparents combined. Adept at using cell phones, text messaging, interactive Web 2.0, and social networking tools, tech-savvy students excel at communicating and learning via digital means. Today's students have never known life without media, computers, or the Internet. They are accustomed to using keyboards, rather than pencils, prefer to search for and read information from a computer screen, and may have spent more time playing games and on social networking sites than reading books.

For the most part, though, these same students power down when they come to school, because educational institutions are still grounded in 20th century practices, curriculum, and teaching methods. School scheduling/learning options are generally decades-old in thinking, with little opportunity for connections to the real world. When technology is used, it is most often a teaching support, rather than a simulated workplace tool for manipulating data, communicating quickly, researching information, or producing artifacts. School and work remain as two separate entities with few connections. School is limited, out of touch, and often boring.

If the United States is to remain competitive in a global economy, schools must focus on "what students need to learn — and on how to create a 21st century educational system that delivers results."^{iv} A 21st century educational system is unattainable without technology because U.S. and global businesses already rely on

IV. Accomplishing Outcomes

technology as a requisite part of their processes, particularly for communication and collaboration, for information and research, and for producing products. Today's students must have rich, robust, and abundant opportunities to use modern technology for "important purposes in schools, outside of classroom walls, and beyond the school day, just as individuals in high-performance workplaces and other real-life settings do. Technology is the enabling force behind globalization, knowledge work, and entrepreneurship. Technology must empower students to use, process, and create information, participate in the global economy, and manage their own destinies."^v Visionary Marc Prensky asserts that technology's role is to "support students teaching themselves (with, of course, their teachers' guidance)." Underlying this assumption is the view that educators must embrace and move from the "old pedagogy" (lecturing and teachers as sole imparters of knowledge) to the "new teaching paradigm" (teachers as facilitators/guides of problem-based learning and collaborative tasks).^{vi}

ReImagine Learning: With full understanding of the shift that educators must make to ensure that all students learn with 21st century tools in a 21st century environment, Oxford Community Schools (OCS) plans to ReImagine learning by adopting a plan to bring its schools in line with high-performance workplace practices that will empower its students to compete both locally and across the globe. The Oxford Plan includes a flexible schedule with 24/7 hybrid/blended course offerings via a Moodle environment, a year-round schedule with two, 17-week semesters and a 12-week summer term, additional summer school options for credit and recovery, and the development of a more robust International Baccalaureate program that incorporates modern-day best practices and addresses new global competency requirements. A vital component is OCS' tiered conception of assessment – 4D Assessment – that touches

IV. Accomplishing Outcomes

upon four key dimensions: 1. change in instructional paradigm to a global fluency approach; 2. informing instruction; 3. student proficiency; 4. Oxford Plan (Project ReImagine). OCS already has in place a number of solutions for meeting 21st century teaching and learning head on. More importantly, the district has the knowledge, human and physical resources, and community support for accomplishing its goals.

Global fluency requires purposeful effort to close the global achievement gap.

21st Century Global workers must develop and demonstrate the following skills/qualities:

1. Adaptability and flexibility
2. Effective communication
3. Critical and analytical thinking
4. Creativity, innovation, invention, problem solving and assessment

21st Century Global workers need to reflect the following attributes/attitudes:

1. Self-Starter
2. Entrepreneur
3. Risk-taker
4. Imaginators
5. Inquisitor

21st Century Global workers need to cultivate the following proficiencies:

1. Ability to communicate competently in at least one world language (via *Fifth Core*)
2. Socio-cultural discernment that exhibits appreciation for and deep understanding of diverse cultures, races, religions and beliefs
3. Team-based problem solving at the international level via virtual media

IV. Accomplishing Outcomes

21st Century Global workers need to be *Net Fluency*™

1. Working well in an international virtual learning or working environment
2. Effective and efficient in acquiring new knowledge
3. Use technology responsibly and ethically
4. Able to access, evaluate and utilize the information creatively and effectively to problem solve in unfamiliar areas

To assess students' initial propensity to close the global achievement gap, as well as their progress towards global fluency, OCS will rely on some authentic/unconventional/personalized forms of assessment, such as student/self-reflection, ePortfolios, autobiographical artifacts, products generated, successful participation on international project based and problem solving teams, ThinkQuest international competitions, DECA International competitions, project-based learning teams, senior exhibits, STAMP test, student performance in core classes in which being members of international project based, problem based teams and international competitions are part of the course requirements. Teachers will create the criteria, rubrics, and authentic standards within the international project based assessments.

Strategic Intent: OCS is fully committed to replacing the older model of teaching/ learning for a new personalized and innovative one which embraces technology, pre-K to adult learning options, global community partnerships which foster collaboration and teamwork, international workplace settings in the classroom, Fifth Core™ languages, Music and project-based learning. Oxford offers equally balanced and unparalleled opportunities in all three As: Academics, Arts, and Athletics. **Oxford's strategic intent** is to **provide a “world-class education” as it strives to create a model global school system and become a global educational leader.** In the six

IV. Accomplishing Outcomes

sections below, Oxford describes both in-place and “in-preparation” solutions for accomplishing Project ReImagine’s outcomes.

1. **Outcome:** *Dramatically improved proficiency in core content areas by all students*

Solution: ASSESSMENT AND PROFESSIONAL DEVELOPMENT

✓ **In- Place:**

- **Partnership/Professional Development Initiative with the International Center for Leadership in Education (ICLE)** to train all K-12 teachers in the Rigor, Relevance and Relationship Framework. Oxford embraces Rigor through Relevance (Quadrant D) teaching in order to use knowledge to solve complex real-world problems and to create unique projects, designs, and other works for use in real-world situations.

The Rigor/Relevance Framework has four quadrants that are labeled with a term that characterizes learning/student

performance at that level. K-12 staff

participated in nine days of in-service

training on this model in 2008-2009

and twelve days of professional

development in 2009-2010. Oxford

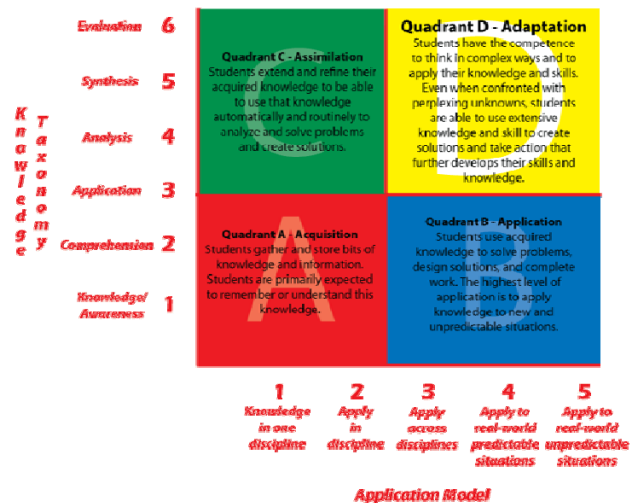
established its own, self-sustained,

coaching model predicated on the

Trainer of Trainers model that incorporates the objectives of the three-year

implementation plan it forged with ICLE. The Trainer of Trainers model involves the

creation of a core group of peer trainers who serve as instructional coaches and



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resource people for their colleagues. OCS refers to such trainers as “Teacher Leaders.”

- **Teacher Leaders at All Levels:** (15 at OHS, 12 at OMS and 10 at the elementary level) In 2008-2009, all Teacher Leaders participated in the following: Ten days of release time for instruction on how to coach peers in Quadrant D teaching; Dialogue with peers to improve professional relationships and relationships with students; Observation and coaching in all classrooms (with ICLE consultants); Modeling of Quadrant D lessons while peers observed; Observation of peers (with feedback on teaching Quadrant D lessons); Creation of Gold Seal Lesson Banks for future teacher use.
- **Oxford Middle School (OMS) and Oxford High School (OHS) are Members of the Successful Practices Network** through which they dialogue with other schools across the nation that are recognized for creating and sustaining quality, cost-effective programs. Members share experiences and ask for assistance on school improvement, data-driven achievement, research and best practices focused on rigor, relevance and relationships. Membership benefits include coach support, school site visit/customized action plan, members-only website, online professional learning, online conferencing, webinars, podcasts, newsletters, professional development publications, Gold Seal Lessons Service and Database, free use of *We Learn* (grades 6-12 survey site), *Learning Leaders Q & A* interactive forum, and state-specific *Curriculum Matrix Data*.

IV. Accomplishing Outcomes

In-Preparation:

- **Partnership and Professional Development Initiative with the ICLE** through 2011. In 2009-2010, OCS will accomplish the following: four days of all-staff professional development (PD) for Quadrant D teaching; expansion of coaching into assessment and how to inform instruction plus teaching reading in the content areas; five days of PD for Teacher Leaders on aforementioned topics; coaching of first-year teachers; growth of Teacher Leader group.
- **Oxford will launch a common experience for all staff and students by using True Colors®**, a simple model of personality and learning style identification for students and staff that improves communication through recognition of a person's true character. True Colors uses colors to differentiate four basic personality types, and thus offers an uncomplicated language to convey complex ideas. This information on students is "tracked" and passed on so all teachers have access to student profiles to assist with personalized teaching methods.
- **Continue and Strengthen the Balance between Athletics, Arts and Academics** as shared stakeholders in the teaching-learning process. Arts and Athletics supply unique learning experiences that cannot occur in the classroom. Athletics provide more options for failure, which is an essential part of learning, and participation in sports often results in higher academic achievement. Student athletes learn the vital need for cooperation and communication with their teammates. Further, participation in sports fosters the development of leadership skills and familiarizes athletes with both social and ethical norms governing competition. The Arts enhance creativity, communication, and innovation. David Skorton, president of Cornell University,

IV. Accomplishing Outcomes

explains that the Arts “keep and convey our cultural heritage while opening us up to other societies and civilizations around the globe.” He also suggests that they stimulate our creativity and imagination, much needed capacities in today’s global economy, and they serve as communicators of messages that do not require translation.^{vii} Derek E. Gordon, CEO of the Arts Council of Greater Baton Rouge (and former executive director of Jazz at the Lincoln Center and former senior vice president for the Kennedy Center), points out that discovery-based learning is at the heart of artistic study, and echoes the positive effect of the Arts on cognitive learning skills in core academic subjects.^{viii}

- **Increase the Frequency and Change the Style of Teacher Appraisals** as well as assessment of technology use in the classroom. (Refer to Section III for details.)

2. **Outcome: *Innovative, multi-faceted delivery of educational programs***

Solution: GLOBAL-COMMUNITY PARTNERSHIPS, FIFTH CORE™, MUSIC, AND TECHNOLOGY

✓ In- Place:

- **Global Learning Partnerships:** As a member of INet, OCS is part of an international network of transforming learning through innovation. OCS adopted a global perspective in March 2008 when its Board of Education approved a strategic plan, vision statement, and mission. OCS uses its vision to inspire, its mission to guide, and its core values to shape change as it strives to provide a World-Class Education for students. OCS’ Vision Statement is “To create a World-Class Education Today, to Shape Tomorrow’s Selfless, Global Leaders.” Its Mission Statement 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.”

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Fifth Core™ : Foreign Language: with the incoming kindergarten class in 2009, all students will be fluent in one world language by 8th grade at the Intermediate-Mid level. In order to help validate student progress, OCS will carry out a more formal assessment in grades five and eight via a tool such as the web-based STAMP (Standards-based Measurement of Proficiency) test. This test measures language proficiency “according to Benchmark Levels 1-5 which are related to ACTFL Performance Guidelines at the Novice to Intermediate levels” (http://www.avantassessment.com/products/stamp_faq.html).

OCS’ goal is to position all students to be able to compete against the best graduates globally for the best education and jobs available internationally. It is imperative that students not only learn a world language, but also, the acquisition skills to acquire additional fluency in other world languages when needed. Moreover, it is crucial that they have a greater understanding of world cultures so they will know how to work and socialize effectively in other countries. In order to realize the goals described above, all students in grades K-8 are required to learn either Spanish or Mandarin Chinese. OCS seeks to employ bilingual/bicultural educators to afford a more authentic, international educational environment, and over the last two years, the district has hired nine such teachers. Some teach their native language while others reinforce their languages and cultures in core classes, electives, and resource rooms. OCS partners with the Confucius Institute at Michigan State University to foster teacher exchange programs between the U.S. and China.

- **Music:** OCS provides orchestra/strings instruction in the language of music in grades K-12 because brain research has proven that music instruction complements and

IV. Accomplishing Outcomes

enhances education in numerous ways. Research indicates that music also improves math comprehension/mastery; assists in the development of right-brained skills, such as communication, literacy and creativity; boosts brain capacity to process, organize, recall and present information; develops and fortifies the pathways that determine skill and memory.^{ix} Therefore, OCS offers an extensive array of music offerings for students. Starting in sixth grade, the performing arts program expands to include many different instrument, choral and visual arts offerings. As students enter high school, the options multiply. Due to the high level of importance the Arts play in the holistic development of students, OHS requires two years of study in the fine arts for graduation.

In-Preparation:

- **Deepen partnerships with Confucius Institute at Michigan State University.**

Dr. Zhao will speak to OCS staff /community on the importance of preparing for a global society and the structure of the Chinese language and culture program. He will head up PD and teacher training on best practices for language acquisition, as well as conduct assessment and on-site observation of OCS staff (with feedback) that teach in the Chinese immersion program.

- **Expand strings program to preschool-grade 3.** Strings instruction using the Suzuki method will start in Kindergarten with a choice of violin, viola, cello, and guitar as a part of "Music Maestros[®]." This program is part of a strategy to increase musicianship, linguistic skills, creativity, right-brained skills, and academic performance. As Kindergarten students move to first grade and continue on to second and third grades, they will have daily instruction with additional pre- and after school options.

IV. Accomplishing Outcomes

- **Expand Chinese immersion program** in 2010 to preschools housed in two elementary schools in cooperation with the Confucius Institute. As preschool immersion students move forward into the elementary schools, OCS will add one grade per year to the program. OCS will research a third world language at OHS (to augment fluency), such as Arabic or Indian, for which demand and job opportunities are growing. In 2010, OMS will once again offer its Chinese Culture course and initiate a Hispanic Culture Course for 7th graders, as well as Chinese I for 8th graders.
- **Prepare study abroad and hosting opportunities** for students and families and additional exchange opportunities for teachers.
- **Design a more robust, high-quality International Baccalaureate Program with new global competencies embedded** that empowers OHS students to compete internationally. This program will be an innovative one based on best practices that can flow through the Model Schools' approach. Unlike the original design (circa 1960s), OCS' model will use process to teach content.
- **Develop "Cradle-to-Grave" Programming and Intergenerational Mentors**_so that retirees and others from the community will serve as mentors, experts, tutors, and historians as they partner in learning with our students. Volunteers may participate with our students in broadcasting and publication of local, state, national and international stories and experiences to preserve and share histories, traditions, culture, scientific discoveries and similar activities via blogs, podcasts, video, digital portfolios and scrapbooks or other forms of digital storytelling.
- **Recruit Business Owners, Community Leaders, and Members of Families** who are non-native speakers of English that will serve as mentors, experts and

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historians as they partner in learning with our students in one or more of the following ways: Cultural and Business fairs/expos, Arts-related expos/ performances/concerts; International culture and language camps; Sharing/demonstration of cultural manners and mores; Service learning opportunities; Job shadowing; Broadcasting and publication of local, state, national and international stories and experiences to preserve and share histories and other forms of digital storytelling. These mentors and experts (as well as intergenerational mentors) will receive complimentary lunch after service in the schools, community education classes, and the opportunity to attend an ESL/ELL liaison program to discuss/get help on school and community-related issues.

- **Develop New Business Partnerships with Oakland County, State of Michigan and International Businesses** to articulate international and national agreements for mentoring, student interns, job shadowing, and job placement. OCS seeks to form partnerships with medical, computer industry, environmental, media, emerging sector, and globally-owned firms (140 and growing) in Oakland County, Michigan, and beyond. This effort will be led by an external consultant whose background includes foreign language and international business.
- **Global Setting in K-12 Classrooms:** OCS will bring the “global workplace setting” into each classroom in the form of international project-based learning, international collaboration, dialogue or exchange, and/or international workplace simulations. A global, project-based learning experience will become a graduation requirement for all children. OCS will structure curriculum so that students are able to participate in a number of global projects such as: **ThinkQuest Learning Projects** in which student teams collaborate and vie internationally in website and narrative competitions; **ePals** in

IV. Accomplishing Outcomes

which students participate in a global community of classrooms for exchange and collaboration; **WISE** in which students participate in web-based science inquiry projects; **Art Junction** in which students participate in safe and structured virtual environments; **The Center for Innovation in Engineering and Science Education** in which students participate in international projects with peers and experts that employ real time data available from the Internet; **Creative Connections** for setting up class-to-class exchanges on cultural and social themes between American schools and their counterparts around the world; **The Globe Program** for supporting students, teachers and scientists to collaborate on inquiry-based investigations of the environment and the Earth system in close partnership with NASA and NSF Earth System Science Projects; **Global SchoolNet** for engaging teachers and students in meaningful project learning exchanges with people around the world.

- **Include Global Workplace Simulations and Work-Based Projects** via the following and similar software: **The Stock Market Game**, **Classroom, Inc.**, and **Knowledge Matters**; Telementoring sites such as the **International Telementor Program** and **Electronic Emissary K-12 Telementoring**.
- **Instructional Technology Tools**: Videoconferencing software plus student-friendly and secure blogging, podcasting, wikis, social bookmarking/tagging, video/photosharing, and document sharing tools to converse, exhibit, and critique products, share information and collaborate, research, and perform with other students and classrooms, and to research and communicate with experts.
- **Social networking sites such as Whyville**, a virtual world for **preteens** in which they learn, create and play educational games to earn “clams,” and **FreshBrain** a site

IV. Accomplishing Outcomes

where teens can explore, engage, and create through activities/ projects using technology. Students will receive information on and discuss internet safety **via Web Wise Kids** or a similar program.

- **iPods/MP3 players** for increasing literacy in early elementary and for collaboration between classes at all levels. Kindergarten-second graders in two elementary schools will utilize iPods to listen to books and record themselves reading. Students in Physical Education and/or Health classes and/or athletic teams will record a series of statistics such as heart rate (via monitors) and body fat, and then pass them on to Math students for detailed analysis.
- **IEP/Personalized Learning:** OCS intends to use IEPs/Personalized Learning plans to address differential learning based on student interest, readiness, and learning styles. Teachers will receive staff development training on frequent assessment and modification of instruction to personalize learning, differentiated instruction, Response to Intervention (RTI) strategies and Positive Behavior Support.
- **Alternative high school program (Crossing Bridges):** to reinforce foundational skills for graduation purposes and to address development of vocational skills via Universal Design for Learning. OCS will begin to offer the Crossing Bridges Alternative Education (housed at Crossroads) as a School of Choice option in 2010. Crossing Bridges will provide options for students who learn best in non-traditional settings that include smaller learning communities with individualized instruction, mastery-based learning, accommodation of various learning styles/rates, service learning, and student mentoring thru graduation (to encourage faithful attendance, completion of coursework,

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healthy lifestyle choices, and assistance in times of crisis or need). (Refer to Outcome 6 for additional details and Appendix II.)

3. **Outcome: *Increased efficiency and effectiveness of school management***

Solution: PROFESSIONAL DEVELOPMENT AND PRACTICE

✓ In- Place:

- **Revisions of the curriculum frameworks process** to more effectively and efficiently offer new curriculum and new instructional programs. The process offers additional checks and balances due to an increase in stakeholder participation.
- **Technology Skills Training** for teaching courses in Moodle will continue throughout the 2009-2010 school year; A **Faculty Skills Training course** for facilitating netcourses will occur in the 2009-2010 school year. This online course will address principles that support effective facilitation, key facilitator roles, the facilitator as instructor and project leader, tone, voice, healthy online communities, and evaluation. The course is being developed by experienced practitioners who have both developed and taught online courses.

In-Preparation:

Close the gap on assessment time/feedback: Instantaneous feedback increases concentration, which results in higher rates of recall and retention. In order to heighten learning productivity and enhance staff job performance, OCS plans to incorporate three new technologies: 1) *Level Data*, a new process of sharing more detailed data in real time (without human intervention) between multiple applications for total district operations; 2) *DyKnow Vision* student response tools, class capture functionality, collaborative learning tools, and anytime-anywhere access tools to enhance teaching and learning in and out of the classroom; 3) *DyKnow Monitor* classroom management

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software which allows for the monitoring of hundreds of computers in wireless and wired environments via a central server design. Teachers will need training in how to interpret and use *DyKnow Monitor* and *DyKnow Vision* to modify instruction.

While educators can agree that it is important to use data to inform instruction, most do not realize the foundational elements that need to be in place before reliable and pertinent information can be applied to instruction. At its core, Level Data shares more detailed data in real time (without human intervention) between multiple applications for total district operations which will ultimately impact instruction.

OCS is overcoming many of the challenges facing school districts today, some of which include:

- Explosion of data demand, complexity, and urgency
- Lack of focus on the core business processes within the district, such as enrollment. Most districts do not follow students through the application tree all the way to graduation and beyond.
- Failure to leverage technology to automate processes. Most districts generate data but do not use technology to check accuracy or improve timeliness of data.
- Impaired sustainability of district knowledge. When staff members retire or move into new positions, most districts lose a wealth of knowledge associated with them and the processes for which they are responsible.

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Level Data offers a holistic approach to attend to the challenges listed above in the following ways:

- The implementation of Level Data requires the identification, discussion and analysis of knowledge stores (people and processes that provide specific pieces of information).
 - Level Data determines the best of breed application suite (the best programs/processes to share specific sets of information).
 - "Spawning tentacles of new applications" control the amount of technology needed to support applications related to new or currently unsupported activities.
- Level Data acts as a change agent to promote process work flow within the district culture via the initiation of a connected team that starts with Student Information, Food Services, Transportation, Media Center, Data Network Infrastructure, and Instruction/Assessment.
- Level Data permits collaborative work with application vendors.

The benefits of implementing Level Data at OCS include:

- No redundant data entry
- Clean and accurate data, the first time and every time
- More time to interpret data, not clean it
- Ability to focus on reporting information, not moving data between applications
- Real-time access to information

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- **Technology Tools Workshops:** OCS is preparing major technological innovations and additions to convert each classroom to a *Next Generation High Tech* classroom. Teachers will need professional development workshops to learn how to create new learning experiences for students through the following technology tools (an integral part of said classrooms) that can personalize instruction more effectively: display of paper documents and physical objects; interaction within the district or remotely with live video and computer or physical objects in high definition; amplification of voice within the learning environment and incorporation of surround sound; customization of learning by capturing information from individual students and the lesson itself for digital storage and future access; acceptance of remote audio and video sources and display of any digital source; integration of tools that permit modification of content and tracking.

4. **Outcome:** *Pre-school or other programs implemented by 2011-2112 to prepare all young children for school and all schools for young children.*
Solution: DEVELOP NEW PROGRAMS TO PREPARE ALL YOUNG CHILDREN FOR SCHOOL

✓ **In- Place:**

- OCS offers **Tuition-based, All-Day-Everyday Preschool for Working Parents** (9-11:30am) with before and after care offered from 6am to 6pm at two elementary schools; three-year-olds and four-year-olds have separate classrooms. Tuition-based preschools exist at three of five elementary schools. (A fifth elementary serves 3rd-5th grades only; currently, a fourth does not have enough physical space.) OCS has two state-funded preschools through the Great Start Readiness Program (GSRP) for children who may be at risk for school failure. OCS maintains an 8:1 adult/child ratio with no more than 16 children per class. OCS uses a research-based, internationally-recognized

IV. Accomplishing Outcomes

curriculum (High/Scope) which promotes active learning and student choice based on interest. OCS offers a Parent Involvement Component, as all parents must volunteer once/month in classrooms and attend one meeting/month. The Kindergarten Transition Program includes visits to kindergarten classrooms, a bus ride to familiarize children with rules and safety, and informational meetings for parents at which kindergarten teachers speak. Home visits in summer prior to the academic school year ease the transition into preschool for parents and children and enable future parent involvement.

In-Preparation:

- **Universal Preschool:** OCS intends to: Provide Everyday-Half-Day preschool for four-year olds (9AM-Noon) at four elementary schools (currently offered at three of five); Offer Half-Day preschool two-three days per week for three-year-olds at four elementary schools (currently offered at three of five); Offer All-Day-Everyday preschool with before and after care at four elementary schools; Increase education requirements/background and training so that all staff hold a Bachelor's degree; Vertically team preschool teachers in PD with early elementary teachers (reading, math, and writing) to effect seamless transition for students from preschool to Kindergarten and to promote readiness; Begin Chinese and Spanish immersion offerings in 2010 to lay the foundation for future language learning; and initiate Suzuki-based instruction to enhance brain capacity and development.

IV. Accomplishing Outcomes

5. **Outcome:** *Early transition options for students, based on proficiency and readiness, to access post-secondary opportunities*

Solution: *STUDENT LEARNING OPTIONS*

✓ In- Place:

- **High School Options:** OCS offers ten Advanced Placement (AP) classes at OHS, Michigan Virtual School (MVS) distance learning options, and Applied Technology courses to satisfy core requirements, such as pre-engineering and Webmasters (website design and maintenance) courses that fulfill a math requirement. OCS offers a program through Oakland Schools ("Tech Centers") through which 11th and 12th grade students may gain vocational training in daily blocks of 2.5 hours. Students are able to earn college credit with some programs due to OCS' articulation agreements with Baker and Oakland Community Colleges.
- **Middle School Options:** Some of the accelerated options offered allow students to access post-secondary opportunities more quickly: Honors/advanced math course options at all grade levels, Honors English/Language Arts, and a world language for 8th grade.

In-Preparation:

- **Accelerated Learning Options:** OCS is assessing whether to move to a seven period day with 0 hour and instruction after hours and during summer, using Moodle technology. OCS will also initiate a flexible schedule with 24/7 hybrid/blended course offerings via a Moodle environment. OCS will begin by incorporating an online component into each face-to-face class, and then offer all ground courses in an online format by 2011 via OVS (Oxford Virtual School). All courses will be a part of a repository so that teachers do not have to replicate course design or instruction. OCS is

IV. Accomplishing Outcomes

preparing options for earning credit for college while in high school via online and on-site courses at OHS in partnership with Oakland University, Baker College, Oakland Community College and international partners for completion of the Associate's Degree.

- **College Credit:** OCS is assessing the feasibility of using the College-Level Examination Program® (CLEP) to help students obtain dual enrollment/college credit by earning qualifying scores on any of 34 examinations. Students may also earn credit for knowledge acquired through testing out of courses, independent study, prior course work, on-the-job training, professional development, cultural pursuits, or internships. OCS will continue to expand AP Course offerings to include Spanish, Chinese and other subjects. Students also will have the opportunity to attend the Oakland Early College, earning up to 60 college credits while still in high school.
- **Compacting Curriculum:** OCS will initiate a curriculum compacting effort to allow students to learn new content and avoid review or re-instruction of material they have already mastered.
- **High School Credits for OMS Students:** Currently, OMS students are able to earn two high school credits through successful completion of two advanced math classes. OCS will offer the following, additional options for high school credit by the fall of 2011: Three credits each in Chinese and in Spanish and one credit for physical science. In addition, middle schoolers can take Oxford High School online courses for high school credit.

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6. Outcome: *Implementation of universal education in instructional practices*

Solution: *PROFESSIONAL DEVELOPMENT AND PRACTICE*

✓ In- Place:

- **Universal Design for Learning (UDL) is supported in OCS classrooms:** These principles include 1) Multiple means of representation to offer diverse learners various options for acquiring information and knowledge; 2) Multiple means of action and expression to provide learners choices for demonstrating what they know; 3) Multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.

In-Preparation:

- **UDL in the Classroom Workshops for Teachers:** Teachers will learn how to present key information via different sensory modalities and make learner adjustments of format (size, color, amplitude, speed, layout), text-to-speech, and speech-to-text, digital text and voicing to reduce decoding barriers, particularly for ESL/ELL learners.
- **Alternative High School:** OCS is preparing to incorporate innovative instructional methods and flexible curriculums that are ultra traditional. This “school within a school” will be aimed at a variety of learners: high-level, self-motivated students; students with behavioral problems; and students with special remedial needs. As the plan evolves, professional development will be needed to help teachers develop instructional strategies and assessments to raise their awareness of alternative learners.
- **Interest-Based Resources for Addressing Multiple Means of Engagement:**
Based on its research, OCS has found a number of free resources to use as pre-

IV. Accomplishing Outcomes

assessment tools for gauging student interest and learning styles. Representative examples include the **Southwest Allen County Schools Interest Survey**; the **Student Interest Inventory for Physical Education** at Saskatchewan; **High School Assessments** at Rutgers Career Services; **If I Ran the School**; **NC Wise Owl's Pick-an-Alien** (Multiple Intelligences Survey) and **Caves of the Code Breakers** (mini MBTI personality test); **Career Cruising**; **Solomon and Felder's Index of Learning Styles Questionnaire**; **Vark Questionnaire**; electronic survey tools such as **Zoomerang**, **Survey Monkey**, and **Polldaddy**.

^{iv} The State Educational Technology Directors Association (SETDA), the International Society for Technology in Education (ISTE) and the Partnership for 21st Century Skills, "Maximizing the Impact: The Pivotal Role of Technology in a 21st Century Education System," (2007): 2. 7 August 2009 <http://www.setda.org/c/document_library/get_file?folderId=191&name=P21Book_complete.pdf>.

^v The State Educational Technology Directors Association (SETDA), the International Society for Technology in Education (ISTE) and the Partnership for 21st Century Skills 3.

^{vi} Marc Prensky, "The Role of Technology in Teaching and the Classroom," *Educational Technology* Nov.-Dec. (2008): 1. 31 July 2009 <http://www.marcprensky.com/writing/Prensky-The_Role_of_Technology-ET-11-12-08.pdf>.

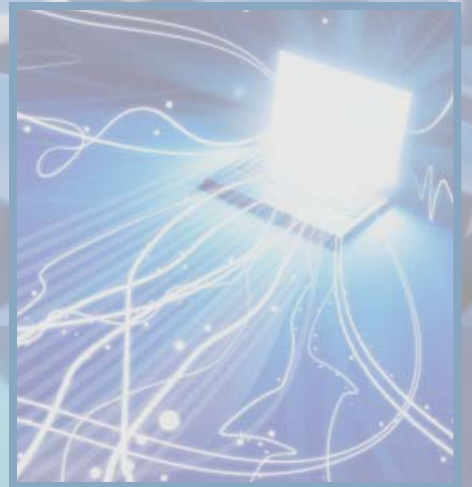
^{vii} Ted Barone, "Why California Must Fund Music Education," *San Francisco Chronicle* 31 July 2009: A15. 2 August 2009 <<http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2009/07/30/EDQ01910HK.DTL#ixzz0N64rQ4TI>>.

^{viii} David J. Skorton, "The Arts are Essential," *Edutopia* February/March (2009): 26. 6 January 2010 <<http://www.edutopia.org/arts-education-humanities-creativity>>.

^{ix} Derek E. Gordon, "Why Arts Education Matters: A Conversation with Derek E. Gordon," *The Kennedy Center ArtsEdge*: 15 May 2009. 6 January 2010 <<http://artsedge.kennedy-center.org/content/3270/>>

V

school and
community



V. School and Community

Describe how you have and will involve your school and community in designing and implementing your Project ReImagine.

OCS already has a number of programs that depend heavily upon community input and involvement. Additional community-based initiatives, both local and global, play a key role in design and implementation of OCS's Project ReImagine.

✓ In- Place:

- The **Community Facilities Steering Committee** (15 parents plus an additional 110 community and staff members on subcommittees) developed and presented the most recent bond proposal and helped develop OCS' (long-range) Facilities Plan.
- The **Strategic Planning Committee** (41 community members, three students, and 41 members of the staff and administration) meets annually about modifications and improvements to OCS curriculum, programs and facilities, and to evaluate past initiatives and performance. OCS' Vision and Mission Statements, Strategic Plan and Core Values are an outgrowth of the work of this committee.
- **School Improvement Teams** (consisting of teachers, administrators, parents, students, and business partners) offer input and research to attain the schools' established goals.
- During the school year, **Superintendent Advisory Meetings** take place twice per month. These meetings are open to all community members and present a "small group" opportunity to ask questions and voice concerns about OCS.
- The **Community Leaders Program** involves school administrators, community, business, and government leaders. This group meets twice monthly to discuss common issues and seeks to improve the Oxford community and OCS as a whole.

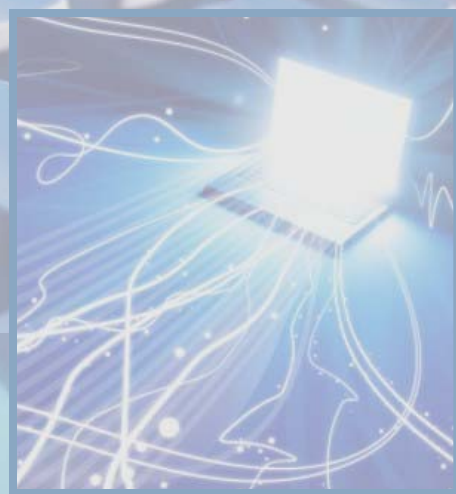
V. School and Community

- **Oxford Parks and Recreation** has a strong connection with OCS; it uses OCS' facilities for community education, music, athletic, and art programs.

In-Preparation:

- **Intergenerational Mentors** (retirees and others from community) will serve as mentors, experts, tutors and historians to help students with schoolwork and to partner with them in digital storytelling. (Refer to Section IV for details.)
- **Business owners, community leaders, and non-native English speakers will serve as mentors, experts and historians** as they partner with students in cultural and business-related events/opportunities. (Refer to Section IV for details.) OCS will begin a Liaison Program for ESL/ESL parents to support them and familiarize them with OCS. (Refer to Section IV for details.)
- OCS will advance its partnerships with Dr. Willard Daggett of the ICLE (PD on Quadrant D teaching); Dr. Yong Zhao and the Confucius Institute (teacher exchange programs and the Chinese immersion program); Shar Music (stringed instruments for K-12 orchestra program); INet, (globalized student networking, leadership, and innovation resources and opportunities); iNACOL (collaboration and research to enhance quality K-12 online teaching/learning); Level Data (sharing data in real time between multiple applications for total district operations); Innovative Communication (next generation high tech equipment for classrooms); Oakland University, Oakland Community College, Oakland Early College, and Baker College (dual enrollment, distance learning and summer term options in partnership with the Oxford Education Association); Discovery Education (customized digital content for global learning and possible mentoring opportunities); and establish business and language-based partnerships with Oakland County corporations.

VI implementation of the oxford plan



VI. Implementation of “The Oxford Plan”

Describe your capacity for rapid implementation, your ability and plan to sustain and continue reform, and how you will know if your Project ReImagine is successful. Describe how you will measure progress. Describe how you will measure success.

Oxford is prepared to articulate and launch its plan for educating globally-focused, technologically capable students of the 21st century. The driving force behind “The Oxford Plan” and its implementation is the interrelationship of instructional technology, Fifth Core™, and 24/7 learning options for pre-K-12 students with clear links to instructional and community support, and best practices research relating to student engagement and multimedia enhancements.

Rapid Implementation: Oxford’s proposal ignites a program for globalizing and 21st “centurizing” learning to prepare students to both collaborate and compete on the world stage. Since many components of its plan are already in place or in development, rapid implementation is assured. Oxford is solidly invested in collaborative interaction with its community, in resource sharing, and in coordination of services for its students. Strong technology, staff development, curriculum, and leadership elements will continue to support the district’s intent to improve student achievement, offer student learning options beyond walls 24/7, provide a Fifth Core™, establish and maintain support partnerships with parents and the community, provide pre-K learning options, and upgrade the quality and sophistication of instructional technology support. Together these strengths will join to place Oxford Community Schools in a global leadership position, bar none.

Ability and Plan to Sustain and Continue Reform: The district’s three-year timeline illustrates key personnel, and evaluation checkpoints to measure success, sustain, and continue reform, and chart progress. Included in the plan is

VI. Implementation of “The Oxford Plan”

1) a grant project director who will oversee all aspects of the project, 2) a working Advisory Board who will continue to monitor progress and advise changes, and 3) a grant assessment/evaluator. These three components are essential for planning, sustaining, and continuing district reform and as key leaders, must be receptive to both new technology developments and research on teaching and learning.

Year 1 Sustainability Plans: Oxford administration, staff, and the community are committed to support the design, setup and continuance of Project ReImagine in the district. The strategy for Year 1 is to build upon programs previously established in the district, launch new programs, and tap into its business and community partnerships. In early Quarter 1 of the first year, the Advisory Board, the project director, the project evaluator, and other key personnel will establish target indicators, assessment measures, and strategic goals. The project evaluator will have responsibility for drafting and writing the evaluation plan, developing procedures for data collection, collecting and analyzing data according to the evaluation objectives, and reporting evaluation findings. The project evaluator will report on progress during each quarter in the grant period and make recommendations for modifications to the Advisory Board to assure that identified targets are being accomplished. All target goals for Project ReImagine will be in concert with the district’s Strategic Plan and strategic intent.

Financial resources have been committed for Model Schools, True Colors staff and student training, professional memberships, research and launch of an I.B. program, and a comprehensive preschool program. Preparation for Fifth Core™ World Language and Music is moving forward. Moodle delivery and additional technology enhancements such as iPods for early elementary reading instruction,

VI. Implementation of “The Oxford Plan”

and online courses in differentiated instruction and Moodle skills training for all faculty are being planned. The district will continue to look for supplementary revenue through additional grants and grow business and community partnerships to create additional opportunities for students and staff.

Years 2 and 3 Sustainability Plans: For Years 2 and 3, the district has budgeted for continuance of the programs and activities identified in Year 1. Additional funds have been committed for differential learning resources, consulting and staffing for Fifth Core™ World Languages and Music, and technology applications such as *Level Data*, *DYKnow*, and *Illuminate*, 21st Century classroom configurations, MiVHS, and 24/7 delivery of summer courses and other learning options. All courses will have an online component by early 2010, and the majority of secondary school courses will be ready for full online delivery in the fall of 2010.

Measuring Progress: Oxford’s grant project director, project evaluator, curriculum director, Advisory Board, and additional key personnel will establish target goals, benchmarks, and other indicators early in Quarter 1 of the first year. Its project director and project evaluator will monitor goals and benchmarks throughout the grant process, report back to the Advisory Board and Superintendent, and make adjustments as needed. Assessment of the grant itself will be reported during each quarter of Year 1 and in the second and fourth quarters of Year 2 and Year 3, with a final report of all three years prepared at the end of the third year.

VI. Implementation of “The Oxford Plan”

Measuring Success: Success will be measured in a “Baker’s Dozen” of ways:

1. Attainment of the project’s target goals, outcomes, and indicators.
2. Student achievement as demonstrated by systematic, ongoing assessment data.
3. Positive feedback from students, staff, and community as measured by surveys and meetings.
4. Increase in highly-qualified master teacher competencies as measured by intensified appraisals, individualized work plans, and professional development records of completion.
5. Demonstration that The Oxford Plan blueprint will serve as a model which can be disseminated and replicated in other school districts, states, regions, and countries as measured by requests from educational institutions.
6. Evidence of growth from single online components of face-to-face courses to multiple components and full online courses available 24/7 as measured by technology and curriculum data.
7. Increased student, teacher, administrator, and parent access to technological software and hardware as measured by technology access data.
8. Increased instructional support technology in every classroom as measured by installations of 21st Century classroom tools and technology access data.
9. Increase in the number of business, education, and community partnerships as measured from the start to the project’s conclusion.
10. Increase in the number of comprehensive professional development workshops aimed at building teacher skills in using technology to support and

VI. Implementation of “The Oxford Plan”

improve instruction and student performance with progress measured by records of completion/ teacher appraisals.

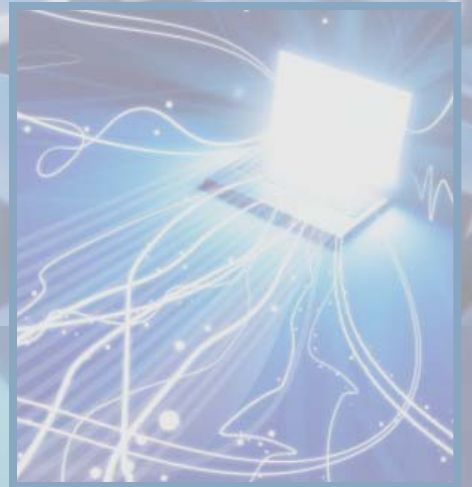
11. Increase in the number of professional development workshops aimed at building instructional strategies and knowledge of differential and universal learning with progress measured by records of completion/ teacher appraisals.
12. Increase in the number of Individualized Educational Plans (IEPs) and evidence of personalized learning as demonstrated through student portfolios, Career Cruising, and other tools.
13. Expanded focus on the use of technology to engage students in active rather than passive learning through projects, experiments, data collection/analysis, skills development, career learning, and global work settings. This success factor will be measured through staff surveys and by staff appraisals/observations.

How Will Oxford Know if Its Project ReImagine Plan Is Successful?

Using the indicators listed in the section **Measuring Success** will provide data and insight into the success of the project. However, everyone who visits an “Oxford Plan” classroom will sense right away that the project has made a difference. The climate is different. Students and teachers are different. Learning is different. Technology is now Teachnology. Students are collaborative partners with teachers and the world. Teachers are students themselves. The Three A’s, Academics, Athletics, and the Arts, are effectively integrated into the culture. Everyone is excited, ready to learn, and eager to soar . . . into the wild and wonderful world of the 21st Century.

VII

timeline



VII. Timeline

Describe your timeline for implementing your Project ReImagine.

The timeline below provides information and key responsibilities for the **Ramp-Up Period** and for **Project Management and Sustainability** of Project ReImagine. As some components of the proposal are already in place, Oxford will be able to move quickly to organize for grant implementation.

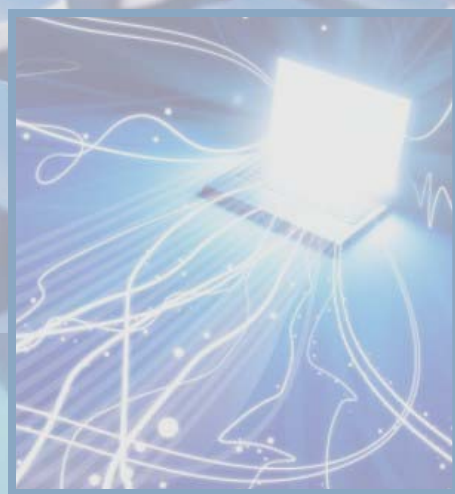
Q1 = July-Sept. Q2 = Oct.-Dec. Q3 = Jan.-March Q4 = Apr.-June

Activity	Persons Responsible	Year 1				Year 2				Year 3				Final
Ramp-Up Period		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
ReImagine Award announced	MDE	x												
Community Press Release/Marketing	Supt./Public Relations	x												
Project Director Appointed	Superintendent		x											
Advisory Board established	Superintendent		x											
Assessment/ Evaluator appointed	Superintendent		x											
PD needs/ calendar established	Staff Development Coordinator		x											
Curriculum Committee established	Curriculum Director		x											
Fifth Core™ World Lang. Consultant appointed	Supt. / Curriculum Director		x											
Technology plan established	Director of Technology		x											
I.B. Research and Launch	Curriculum Director		x	x HS		x MS		x ES						
Diff. Instruction/ Univers. Learning	Curriculum Director	x												
Pre-K Coordinator appointed	Curriculum Director		x											

Project Management and Sustainability														
Activity	Persons Responsible	Year 1				Year 2				Year 3				Final
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Budget established	Budget Director	x				x				x				x
Advisory Board meets	Supt./Project Director		x	x	x	x	x	x	x	x	x	x	x	x
Budget Update to Advisory Board	Project and Budget Directors	x		x		x		x		x		x		x
Business Partnerships established	Supt. and Project Director	x	x	x										
Staff Training designed/delivered	Staff Development Coordinator/Curriculum Director	x	x	x	x	x	x	x	x	x	x	x	x	
Music Program scheduled and evaluated	Curriculum Director		x	x	x	x	x	x	x	x	x	x	x	
Fifth Core TM Foreign Language Program designed, scheduled, and evaluated	Fifth Core TM Foreign Language Consultant/Curriculum Director		x	x	x	x	x	x	x	x	x	x	x	
Assessment/Evaluation	Project Director	x	x	x	x		x		x		x		x	
True Colors Staff / Student Activity	Curriculum Director/Staff Development		x			x				x				
I.B. program delivered	Curriculum Director					x HS	x	x MS	x	x ES	x	x	x	
Pre-K program designed/delivered	Pre-K Coordinator	x	x	x	x	x	x	x	x	x	x	x	x	
Technology implementation	Director of Technology	x	x	x	x	x	x	x	x	x	x	x	x	
4D Assessment	Advisory Board				x				x				x	

VIII

funding



VIII. Funding

Describe the federal, state, and local funding sources you will use, including American Recovery and Reinvestment Act funds. Include community, foundation, or business funding sources. After demonstration districts have been selected, MDE will work with those districts to possibly secure financial support for implementation. Estimate what you will use from your existing funding streams. Estimate the funding needs for planning and implementation. Provide general estimates and categories.

Project ReImagined Budget

Categories	Year 1	Year 2	Year 3
PROFESSIONAL DEVELOPMENT			
Model Schools *Represents additional days of PD in the calendar		\$30,000	\$30,000
Memberships (e.g., INET, INACOL) *Expansion of global organizations	500	5,000	5,000
IB – Startup (Applications, Registration)	57,000	57,000	57,000
IB – Startup (Training)		225,000	225,000
IB – Coordinators		100,000	100,000
Online Moodle/Facilitator Skills Training (All Staff)		45,000	
Online DI Basics & w/Technology Training (All Staff) *Both Moodle and DI training are based upon 250 teachers taking an online class developed in-house with partners			35,000
DI book & resources (K-8)		10,000	
DI professional development (K-12 staff)			25,000
UDL professional development (K-12 staff)		25,000	25,000
RTI professional development (K-12 staff)		25,000	25,000
PBS professional development (K-12 staff)		25,000	25,000
FIFTH CORE™			
World language consulting & professional development	5,000	100,000	75,000
World language staff (startup) including Curriculum & Instructional Materials		300,000	150,000
K - 3 STRING MUSIC PROGRAM			
Instruments – equipment (startup)		25,000	25,000
INCREASING SCHOOL EFFICIENCIES			
Level Data	15,000	110,000	125,000
DyKnow		120,000	120,000
Lecture/video capture application		100,000	100,000

Categories	Year 1	Year 2	Year 3
PRESCHOOL			
Instruments – equipment (startup)		5,000	5,000
STUDENT LEARNING OPTIONS			
Ipods – reading instruction		25,000	25,000
Technology for 21 st century classrooms *300 classrooms & infrastructure	4,500	4,000,000	3,000,000
All classes online / Discovery online development	5,000	250,000	250,000
Secondary Student Learning Device		625,000	625,000
Crossing Bridges	5,000	80,000	80,000
TOTAL	\$ 92,500	\$6,287,000	\$5,132,000
GRAND TOTAL (including planning year and implementation)	\$11,511,000		

General Budget Comments

After startup costs have been expended, The Oxford Plan will become sustainable via the following rationale:

- Attrition of teachers and hiring new bi-lingual staff
- Elimination of antiquated programs and offerings
- Major reduction in text book purchases as we create our own content

Project ReImagine – Oxford’s Contribution

Funding – Local, state, federal, and ARRA sources

- GF = General Fund
- SE = Special Ed
- ARRA = American Recovery and Reinvestment Act
- OS = Oakland Schools
- Bond = Local Bond Issue
- Conf = Confucius Grant
- FLAP = FLAP Grant

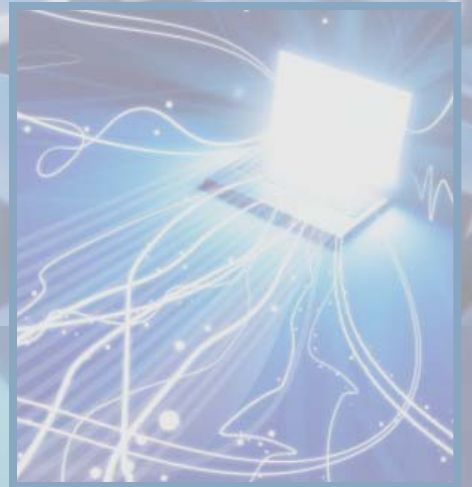
Categories		2008-09	2009-10	2010-Beyond
	ReImagine Project Director		\$40,000	\$40,000
	ReImagine Project Assessment/Evaluator		15,000	15,000
PROFESSIONAL DEVELOPMENT				
GF	Model Schools	70,000	70,000	70,000
GF	Number of days	9	12	12
GF	Memberships (e.g. iNet, iNACOL)	15,000	15,000	15,000
GF	All other PD expenditures	100,000	80,000	80,000
GF	UDL		25,000	25,000
GF	RTI	8,000		
SE	PBS	3,000		
FIFTH CORE™				
OS	World language consulting & professional development	14,000		
GF	Staffing – world languages		140,000	140,000
GF	IB Coordinators (district-wide)			400,000
Conf	Confucius (renewable for 5 years)			61,500
K-3 STRING MUSIC PROGRAM				
GF	Instruments – equipment	60,000	45,000	
INCREASING SCHOOL EFFICIENCIES				
GF	Level Data	25,000	20,000	15,000
PRESCHOOL				
	Staffing – world languages startup staff & curriculum			125,000
STUDENT LEARNING OPTIONS				
GF	True Colors – staff	2,500	10,000	
GF	True Colors – students		25,000	25,000
ARRA	iPods – reading instruction		32,000	
GF & ARRA	Summer Course Sessions		20,000	20,000
GF	MiVHS, Dual Enrollment, etc.	25,000	25,000	25,000

VIII. Funding

Bond	21 st Century Classroom			8,500,000
ARRA	Elementary Technology		62,000	
GF	Secondary Technology		200,000	
ARRA	Technology – Special Ed students		500,000	
GF	Athletics (no pay to play)	688,000	745,000	775,000
GF	Athletics			575,000
Bond	Athletic / PE / Health Technology e.g., heart monitors, Wii		20,000	10,000
GF	Athletic Dept. Exemplary Program		25,000	15,000
TOTAL		\$1,010,500	\$2,059,000	\$10,876,500
GRAND TOTAL (including planning year and implementation)		\$13,946,000		

IX

obstacles
and support



IX. Obstacles and Support

What obstacles (including rules and regulations) to your reimagining do you envision and how would you propose overcoming those obstacles? What support have you identified?

While OCS is eager to pioneer its concept of global fluency and global educational leadership, it recognizes that its proposed innovations bring challenges and potential obstacles that need to be addressed.

1. Professional Development

- OCS must continue to boost the number of PD days, Collaborative Days, and Data Days that it provides each year. At present, OCS devotes nine days to PD, and in 2010, this number will increase to 12. OCS has already begun an initiative for teachers to co-plan and collaborate through the use of Collaborative Days and Data Days. OCS intends to incorporate daily or weekly time into the school day for team planning, collaboration on curriculum development/modifications, and peer observation.
- Professional development must reflect a cross-departmental emphasis in order to accommodate OCS' focus on global collaboration and fluency. OCS purposes to avoid the one-size-fits-all mentality. Professional development opportunities will become more tailored under the guidance and contribution of teachers within their particular subject areas.
- Teachers will need training on the advanced technology that will be a part of their high tech/next generation global classrooms in order to increase their preparedness and comfort levels, and also to decrease resistance.

2. Curriculum Development

- Perhaps some of the greatest challenges will arise as a result of fully embracing the change in the teaching paradigm. The tendency toward a

traditional mindset and the desire to cling to past strategies and methods of instruction, as well as territorial discussions about the pertinence of various subjects, will require a great communicative effort (in order to prevent divisiveness). The focus on global fluency will necessitate the elimination of antiquated courses and the addition of new ones. The recently revised Curriculum Frameworks process will permit a quicker move from the conception of new courses to implementation.

3. Summer Courses and Dual Enrollment

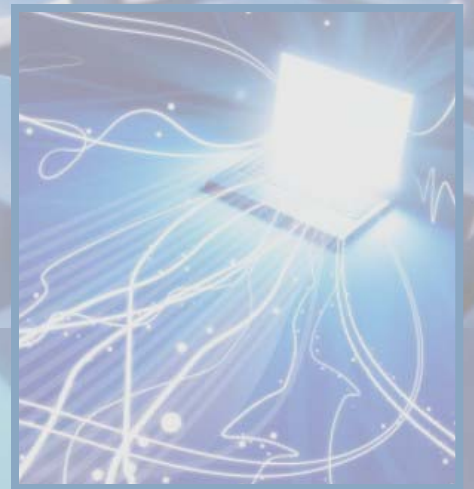
- At present, a local university charges roughly \$325/credit hour and a local community college costs approximately \$72/credit hour. OCS is researching a different type of dual enrollment that would allow OHS to count the student for full-time equivalency (FTE) without having to pay the full tuition, i.e., a pro-rated amount based on what it would cost to take the course at OHS.

A possible support that OCS is considering is a partnership with Oakland Community College that would permit OCS teachers to instruct the classes in which students earn dual credit. The community college could discount the tuition because it is not paying the teachers; secondly, the teachers could teach community college students as well through distance learning.

- OCS will need to negotiate compensation for teachers who facilitate online courses, as well as those who teach both ground courses and online courses during the summer term.

X

assurance
of accuracy



X. Assurance of Accuracy

School District Superintendent

I have read the proposal of the district and acknowledge that all the information provided in the proposal is accurate.

Signature of School
Superintendent


OXFORD COMMUNITY SCHOOLS

Date August 14, 2009

Partner A

I have read the proposal of the district and acknowledge that all the information provided in the proposal is accurate. I assure that as a partner, we will strive toward accomplishing these goals.

Signature of
Partner


OAKLAND COMMUNITY COLLEGE

Date August 14, 2009

(if applicable)

Signature of
PSA Authorizer

Date _____

Partner B

I have read the proposal of the district and acknowledge that all the information provided in the proposal is accurate. I assure that as a partner, we will strive toward accomplishing these goals.

Signature of
Partner


INNOVATIVE COMMUNICATIONS, INC.

Date August 14, 2009

(if applicable)

Signature of
PSA Authorizer

Date _____

Partner C

I have read the proposal of the district and acknowledge that all the information provided in the proposal is accurate. I assure that as a partner, we will strive toward accomplishing these goals.

Signature of
Partner


OXFORD EDUCATION ASSOCIATION

Date August 14, 2009

(if applicable)

Signature of
PSA Authorizer

Date _____

X. Assurance of Accuracy

Partner D

I have read the proposal of the district and acknowledge that all the information provided in the proposal is accurate. I assure that as a partner, we will strive toward accomplishing these goals.

Signature of
Partner _____


OXFORD ADMINISTRATOR'S ASSOCIATION

Date August 14, 2009

(if applicable)

Signature of
PSA Authorizer _____

Date _____

Partner E

I have read the proposal of the district and acknowledge that all the information provided in the proposal is accurate. I assure that as a partner, we will strive toward accomplishing these goals.

Signature of
Partner _____


LEVEL DATA, INC.

Date August 14, 2009

(if applicable)

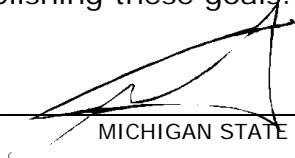
Signature of
PSA Authorizer _____

Date _____

Partner F

I have read the proposal of the district and acknowledge that all the information provided in the proposal is accurate. I assure that as a partner, we will strive toward accomplishing these goals.

Signature of
Partner _____


MICHIGAN STATE UNIVERSITY

Date August 14, 2009

(if applicable)

Signature of
PSA Authorizer _____

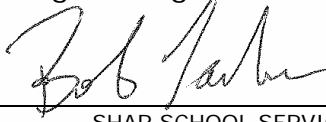
Date _____

X. Assurance of Accuracy

Partner G

I have read the proposal of the district and acknowledge that all the information provided in the proposal is accurate. I assure that as a partner, we will strive toward accomplishing these goals.

Signature of
Partner



SHAR SCHOOL SERVICES

Date August 14, 2009

(if applicable)

Signature of
PSA Authorizer

Date _____

Partner H

I have read the proposal of the district and acknowledge that all the information provided in the proposal is accurate. I assure that as a partner, we will strive toward accomplishing these goals.

Signature of
Partner



INTERNATIONAL CENTER FOR LEADERSHIP IN EDUCATION

Date August 14, 2009

(if applicable)

Signature of
PSA Authorizer

Date _____

Partner I

I have read the proposal of the district and acknowledge that all the information provided in the proposal is accurate. I assure that as a partner, we will strive toward accomplishing these goals.

Signature of
Partner



DISCOVERY EDUCATION

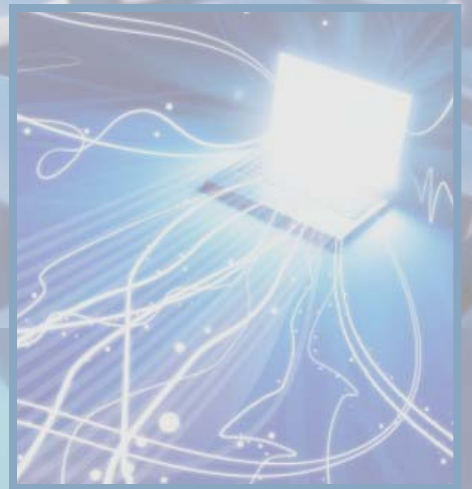
Date August 14, 2009

(if applicable)

Signature of
PSA Authorizer

Date _____

appendix



Proposal: Crossing Bridges Alternative High School

Introduction

With the recent introduction of the new course and graduation requirements of the Michigan Merit Curriculum for all high school students beginning with the freshman class of 2006, there appears to be a growing need for alternative instructional delivery and assessment for students. Many students are not keeping up with the required pace of current instruction and traditional assessment methods. To assist these students in completing the Merit Curriculum requirements and demonstrating competence in required course content, we are proposing the development of a small alternative high school on the grounds of Crossroads for Youth, Inc., operated by the District, under the supervision of Marty Johnson, Principal of Crossroads Secondary School.

Need

Nationally, we know that nearly one-third of high school students do not graduate on time with their classmates (*The Silent Epidemic: Perspectives of High School Dropouts*). Students who fall behind in credits frequently become discouraged, and leave high school without graduating. Research has identified three major risk factors associated with dropping out: Poor school attendance; class failures; and behavioral adjustment issues (*On the Front Lines of Schools: Perspectives of Teachers and Principals on the High School Dropout Problem*).

While Oxford High School's dropout rate has not been atypical for a suburban-rural area in the past (reference attached: *State of Michigan 2007 4-Year Cohort Graduation/Dropout Rate Report*), there appears to be a serious trend in class failures noted with the potential graduating classes of 2011, 2012 and 2013 (the first three class groupings held to the Michigan Merit Curriculum requirements). Of 370 current freshman students, there were 383 course failures in the first two trimesters the 2008-09 school year. Of 326 current sophomore students, there were 428 total course failures during the 2007-08 school year and the first two trimesters of the 2008-08 school year (chart attached). Approximately three-quarters of their classmates had passed all of their classes, however. While these numbers are startling, they are perhaps not unexpected as major changes in curriculum and instruction were mandated over a short period of time. It does take some time to align curriculum and instruction over grade levels and prepare students for more rigorous graduation requirements. As District staff identify and address the myriad of issues related to preparing students for the new curriculum and graduation requirements, undoubtedly the rate of student success will improve.

However, two concerns will likely continue: First, how can we enable our current at risk students to succeed in developing competence and persisting through graduation? Secondly, how can we provide a sound educational program on an ongoing basis for those students that do not learn effectively in traditional classroom settings emphasizing oral presentation, recall, and written assessments? “School districts should develop options for students, including curriculum that connects classroom learning with real life experiences, smaller learning communities with individualized instruction, and alternative learning environments that offer rigorous and specialized programs to students at risk of dropping out (Bridgeland, Dilulio, and Balfanz in *On the Frontline of Schools: Perspectives of Teachers and Principals on the High School Dropout Problem*).

We envision the Crossing Bridges Alternative Program as providing this much needed non-traditional learning environment, and thus supplementing the current support programs for at-risk students at OHS (REACH, Leadership, SAT Prep, and Co-Teaching for Special Education Students).

Program

We propose a highly flexible instructional program addressing the Michigan Merit Curriculum through each student’s “education flight plan”. Flexibility will be evident in terms of student engagement in learning, instructional delivery, student expression of their knowledge and skills, and time constraints. Teachers will receive training in universal design for learning (UDL), along with their colleagues at OMS and OHS. Class work and course expectations will be driven by a commitment to mastery learning wherein students will not fail – students and teachers will persist in learning until mastery of subject matter and course objectives are met. High expectations will continue for students in terms of learning outcomes. However, students will be taking a more active role in determining the nature and pace of instruction. Semester-by-semester, each student will meet with staff to determine courses to be addressed, the type of learning environment for each, and how progress will be assessed for the proceeding semester.

An emphasis on active and interactive project-based experiential learning will be evident in the instructional program for many students. When feasible, instruction will be organized around real life learning experiences, such as service learning projects. If House Bill 4010 becomes law, future curriculum and programming will be aligned for some students so that they may earn a vocational certificate of completion or vocationally endorsed diploma.

Students will also have available extensive on-line learning opportunities through the Compass program. This online learning program will allow students to work on any of the Michigan Merit Curriculum required classes (and many others), with the flexibility of logging on from home in the evenings or on the weekend. While grades for coursework will be transcribed three times a year, actual class time attributable to each course will vary. Students may work towards one or several course credits at a time, and test out of a class for credit over any timeline agreed to by

the student and teacher. State approved course assessments for required classes will be utilized when available.

In order to foster self esteem and group cohesiveness, all students will regularly participate in the Adventure Program initiatives offered by Crossroads for Youth, Inc. These include the low and high ropes courses, and other group and individual growth activities.

In summary, the underlying curriculum delivered through the Crossing Bridges Alternative Education Program will be very similar to that of OHS, however the instructional program and organizational aspects of learning (time, setting, student engagement) will be quite different.

Logistics

- Located in two classrooms at Chamberlain Hall on the grounds of Crossroads for Youth, Inc. on a lease basis
- Leadership and supervision provided by the Principal of Crossroads Secondary School
- Target of 25 tenth grade resident students for the 2010-11 school year
- Option to apply as a School of Choice to fulfill enrollment target
- Two experienced, half time, highly qualified secondary teachers with two core curricular certifications each (i.e. math/science, social studies/language arts)
- One full time teacher assistant
- One part-time counselor, social worker, or teacher consultant
- Trimester school calendar with shortened spring/summer session
- District transportation provided to OHS, with an am/pm shuttle to and from Crossroads (no student vehicles to Crossroads site)
- School hours and minutes per state aide requirements
- Start up costs supported by Project ReImagine grant
- Ongoing funding provided through state aid membership count
- Anticipated increase to 50 students in Fall 2011 and 70 students in the Fall of 2012, with corresponding staffing increases.
- Student initiatives curriculum contracted through the Adventure Program of Crossroads for Youth, Inc.

Crossing Bridges Alternative Education

2010-2011



"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away." – Thoreau

Oxford Community Alternative School HANDBOOK

Rationale

The Crossing Bridges Alternative Education Program of Oxford Community Schools is designed for resident high school sophomores who have experienced academic, personal-social and attendance difficulties at OHS. Select sophomore students would complete their high school education at Crossing Bridges. It has been developed with the idea that some students, no matter how intelligent, may have a need for a different learning environment in order to achieve their educational potential and graduate from high school.

Mission Statement

The purpose of Crossing Bridges Alternative Education is to assist enrolled students in developing the skills, knowledge, and attitudes necessary to be productive, caring citizens in our society. We will provide an atmosphere of understanding that recognizes and capitalizes on each student's individuality. We will provide students with the opportunity to experience success in individual and group endeavors. We will provide students with structure and consistency in order to help them understand and cope with their lives in a constructive fashion. Finally, we will provide students with an alternative setting in which to achieve academic success with the Michigan Merit Curriculum and earn a high school diploma.

Program Goals

1. Provide a parallel graduation track for resident high school students who are at risk of dropping out of school
2. Structure our program to motivate enrolled students to obtain their high school diploma in a time efficient manner.
3. Provide an alternative program for resident students who would benefit from:
 - smaller classes with more personal attention
 - a mastery based learning environment wherein students and teachers persist until required concepts and skills are achieved
 - an educational environment in which individual rates and styles of learning can be accommodated more effectively
 - an integrated curriculum organized through simulated and real life opportunities for learning

- a pro-social curriculum component featuring individual and group initiatives arranged through the Adventure Center of Crossroads for Youth, Inc., service learning requirements, and routine monitoring of expectations.
- a smaller learning community with less emphasis on interpersonal competition

4. Position students for career and academic success

Target Population and Selection Criteria

Current ninth grade OHS students and other resident students age fifteen and sixteen are potential enrollees of the Crossing Bridges Program. Both general and special education students will be considered for enrollment. For the Fall of 2010 we are targeting twenty-five students whose school performance (or prior school performance) makes them at risk of dropping out and not completing high school.

The following selection criteria will be utilized to identify potential candidates. While not all characteristics must apply to each student selected, note that items one and two are most predictive, and thus mandatory for selection:

1. Student has a history of excessive school absenteeism
2. Student is failing or has failed several 9th grade classes
3. Student scored below college benchmark cut scores on three or more areas of the 8th grade ACT Explore Test
4. Student has limited involvement in co-curricular activities
5. Student has had a history of referrals for counseling and/or student support interventions
6. Student has a documented history of school behavior difficulties.

Students whose school difficulties are *primarily* related to drug or alcohol abuse, serious mental health issues, or delinquent/criminal behavior may not be accepted into the Crossing Bridges School. For students whom these challenges are primary, appropriate interventions at the high school or within the community (such as mental health interventions, Youth Assistance referral, or juvenile justice interventions) must be implemented before referral to Crossing Bridges. It is expected that the Oxford High School will continue to intervene with all at-risk students prior to referral to Crossing Bridges. This may include: school counseling, parent conferencing, behavior contracts with appropriate consequences/ rewards, and instructional support and modifications.

Enrollment

Intake

High School Counselors will review student performance and provide a confidential list of potential enrollees to OHS administrators for their approval in the Spring of 2010. Once this list has been reviewed and approved by Crossing Bridges staff, students and their parents will be advised of their opportunity to enroll in the Crossing Bridges School for the Fall of 2010.

Resident young adults age 15 and 16 who are not currently enrolled at OHS may also be accepted for enrollment. Self-referrals, parent referrals, and community referrals, such as Youth Assistance, will be accepted. The parent or guardian of the student must sign a release to obtain pertinent school records, and both must participate in an interview with a Crossing Bridges staff member to gather background information.

Placement decisions will be based on the degree of need for alternative school programming, the perceived fit of the alternative curriculum to the student's educational needs, student and parent/guardian interest, the availability of enrollment openings, and the absence of mitigating factors (substance abuse, mental health issues, delinquent behavior, etc.). When accepted for enrollment, OHS students must officially check out of OHS, return any textbooks, and pay any outstanding fees.

Mentor Recruitment

All students will identify a responsible adult to serve as his/her mentor through graduation from Crossing Bridges. This can be a parent or guardian, other family member, or family friend. When an optimal mentor is not readily available to the student, Crossing Bridges staff will assist the student in locating a suitable person to serve in this capacity. The mentor's role will be to support the student's regular school attendance, diligence in completing coursework, support for the student in making healthy lifestyle choices, and assistance during times of need or crisis. Mentors will sign an agreement detailing this commitment. Parents or guardians will sign a release of school information so that non-family mentors are able to attend semester conferences developing Learning Activity and Assessment Plans and revising the student's Education Flight Plans and IEP (when appropriate). Mentors as well as parents and guardians will routinely be invited to conferences and any presentations or demonstrations involving their student.

Orientation

Once accepted, the student, his/her parent or guardian, and mentor will attend a program orientation and complete the enrollment process. At this time the student, parent or guardian, mentor and a Crossing Bridges staff member will develop an *Education Flight Plan* (EFP) (see appendix A). This is a living document that extends the standard educational development plan (EDP) for students attending Crossing Bridges. In the EFP the student, with staff assistance, will specify one or more potential employment sectors and detail a personal curriculum plan that will lead to graduation. A sequence of courses (required and elective) to be completed and a tentative timeline will be included. The student's learning style and learning/assessment strengths will also be noted. Each student's *EFP will be reviewed and revised (as needed) at*

semester intervals until graduation is achieved. Special education students will additionally participate in developing a new individual education plan (IEP) as per state guidelines.

As part of the students' orientation process, all students and staff will participate in a two day team building activity facilitated by Adventure staff from CFY, Inc. This will include an overnight on grounds. Following this experience, students will have a day off before classes begin.

Attending High School Classes

Students in the Crossing Bridges program will not attend classes at Oxford High School concurrently. Enrollment at the CTE campuses is also not anticipated at this time. Students may re-enroll at Oxford High School at semester break with recommendation of the Crossing Bridges Principal and approval of the OHS administration.

Sports and extra-curricular activities

While it is not anticipated that the Crossing Bridges program will provide high school sports, all Oxford school district students in good standing are eligible to participate in district activities including sports. Please be advised that transportation and time constraints may make practices and other team requirements problematic.

School Program

Calendar and Hours

Students will be in attendance approximately 35 hrs per week. On-site school hours are typically from 8:00 am to 3:00 pm. This schedule will be varied once a month throughout the year in order to provide extended day, evening, and Saturday Adventure Center activities. Crossing Bridges School will operate on an extended school calendar with two seventeen week semesters and a twelve week summer term. The total school days and hours per year will mirror that of the Oxford High School and will meet state requirements for membership reimbursement.

Curriculum

- A standards-based education with high expectations for all students
- Documentation of learning to demonstrate mastery
- Addresses all Michigan High School Essential Content Standards
- Features interactive, interdisciplinary and project-based learning in real and virtual environments

- Includes Pro-social learning opportunities and expectations
- Orientation towards application of learning
- Individualized to address re-teaching needs identified by standardized tests (EXPLORE, PLAN, and MME) and teacher assessments
- Includes emphasis on test-taking skills, note-taking, and study skills
- Opportunities for rapid credit recovery through online learning courses

The Crossing Bridges curriculum will address the Michigan High School Essential Content Standards and Expectations for all Michigan Merit Curricular areas. These standards will be delivered through a variety of instructional approaches. Integrated, interdisciplinary courses will be developed that address standards and content statements across several core areas at once (*see appendix B: Sample Student Day*).

The Pro-social curriculum component will address the following expectations:

- Self-awareness – recognition of personal strengths and challenges
- Mastery of group roles – leader, facilitator, participant
- Demonstrates initiative and perseverance across activities and tasks
- Demonstrates awareness of group dynamics and influence on members
- Demonstrates awareness of cultural influence on values and decision-making
- Demonstrates knowledge of and personal choices consistent with a healthy life style
- Conflict resolution skills
- Stress management skills

Grading

Students must earn 28 credits to graduate from Crossing Bridges School. Students may not earn additional credit for a course they have previously received credit for from any high school or alternative program. It is anticipated that most courses will be offered on a pass/incomplete basis. Students will not fail a course unless they discontinue enrollment without completing all course requirements. All students are expected to continue to work on projects, complete class work, and/or re-take assessments until they have successfully mastered course expectations delineated in the Learning Activity and Assessment Plan developed by the teacher and student for that course (*see appendix C*). Students will have an ongoing responsibility to maintain a portfolio (electronic, written, work samples, letters of appreciation, log of hours, self-assessments, multimedia, etc.) of learning competencies for specified courses.

Teachers will utilize an extensive variety of means to document student learning. Both formative and summative assessments will be used in courses. Rubrics will be borrowed or developed for content standards to document learning. The instructional team will maintain

“running records” as well as a database noting individual student learning activities, associated curriculum standards, and level of competency demonstrated.

Types of acceptable documentation of learning will include:

Written forms such as research papers, reports, compositions, poems, and action plans. Oral forms, including presentations, skits, monologues, interviews, and panel presentations. Combined forms such as projects, demonstrations, multimedia, project design, self-assessment, and reflection. Additional types include: Portfolios, journals, completed art work, sketchbook, physical demonstration, improvement in performance over time, and expert assessment.

Progress Monitoring

At the end of each semester individual students and a Crossing Bridges staff will meet to review progress made towards the student’s Education Flight Plan (EFP). *Parents, guardians, and mentors will routinely be invited to participate in this process and will receive a brief written summary* whether they attend or not. The student and staff member will cooperatively determine courses and learning standards to be addressed during the succeeding semester. Students will continue to work towards incomplete classes from the preceding semester. Students may work towards one or several course credits at a time, and complete requirements for a class in any time frame agreed to by the teacher and student. The semester plan will specify the learning setting, assessment regimen, student responsibilities, and projected time frame for courses to be addressed. As needed, the student’s EFP may be revised at this time.

Student Commitment

Each student will sign a performance based contract detailing the curriculum plan with expected timelines for course completion for the succeeding semester. The contract may also include expectations regarding attendance, program participation and behavioral adjustment depending on the perceived need for support for the student. *Parents or guardians and mentors will routinely receive a copy of this agreement as well.* Students will be asked to leave the Crossing Bridges Program if they repeatedly fail to achieve commitments.

Attendance

Students in the Crossing Bridges Alternative Education program are guaranteed a place as long as they demonstrate a commitment to learning, successfully follow the District Code of Conduct, and remain age eligible. One aspect of a student’s commitment to learning is regular, punctual attendance. Absences from school often result in a loss of experience which cannot be replaced by make up work. Students are expected to avoid absences when at all possible and schedule appointments when they will have the least impact on school. Students with a history of school absences will have individual guidelines for attendance included in their semester contracts. Students are expected to call school personnel if unable to attend. Excessive absences can delay

course completion and eventually delay high school graduation. *If students repeatedly fail to meet the attendance targets in their individual semester plans, their enrollment will be discontinued.*

Behavior Policies

District Code of Conduct

All district policies and Oxford High School policies regarding code of conduct are in effect for students in the Crossing Bridges Alternative Education program. Students may be suspended and expulsion may be recommended for engaging in activities described in the Oxford Community School District's Code of Conduct. Activities for which there is no tolerance. These include (but are not limited to):

- Verbal abuse
- Intimidation
- Bullying
- Stalking
- Unauthorized use or attempted access to computer systems, servers, etc.

Conflict Resolution

Students are expected to resolve conflict in a responsible manner using conflict resolution skills. Mediation services are available if individual resolution proves unsatisfactory. Fighting on or off campus will result in disenrollment from the Crossing Bridges Alternative Education School.

Dress Code

Students are not permitted to wear clothing or items that promote any activity inappropriate for a school setting. This includes (but is not limited to) items that display messages that encourage harassment, sexually explicit or provocative behavior, drugs, alcohol, or violence. Students may not wear clothing or potentially dangerous items that may disrupt the learning environment.

Closed Campus

The Crossing Bridges program is a closed campus. Except for approved school programs, once students leave campus, they may not return that day. Students will use district transportation from OHS to Crossing Bridges. They will shuttle back to OHS via District transportation at the end of the day and resume their transportation schedule.

Nondiscrimination

Oxford Community Schools and the Crossing Bridges Alternative Education program is an equal opportunity educational institution and does not unlawfully discriminate or deny access to its educational programs or activities on the basis of race, color, national origin, sex, age, marital status, or disability.

Crossing Bridges Alternative School Proposed Budget for Years 1-3

Item	year 1	year 2	year 3
Teacher salaries & fringes	160,000 (2)	170,000 (2)	250,000 (3)
Tutorial assistant salaries	20,000 (1)	40,000 (2)	60,000 (3)
Secretarial salary & fringes (1/2)	20,000	20,000	20,000
SSW salary & fringes (1/2)	40,000	40,000	40,000
Additional admin. schedule	8,000	8,000	8,000
Custodial costs	2,500	2,500	2,500
Adventure Center staff costs	8,000	8,000	12,000
Ancillary Special Ed. Costs	10,000	10,000	10,000
Teaching Supplies	12,000	12,000	12,000
Computer Lab equipment	30,000	10,000	10,000
Copy Machine expenses	6,500	6,500	6,500
PD and conferences	1,500	1,500	1,500
Rent & utilities	6,000	8,000	12,000
Transportation shuttle	10,000	10,000	10,000
Totals	334,500	346,500	454,500
MDE membership	175,000	350,000	490,000
Reimbursement			



Fifth Core Chinese Language Experimental Pilot Program Design 2009 - 2018

KEY: Old Program Model (x) Proposed Fifth Core™ Program Model

GRADE	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	6 th Grade 2015-16	7 th Grade 2016-17	8 th Grade 2017-18
K	✓	✓	✓	✓	✓	✓	✓	✓	✓
1		✓	✓	✓	✓	✓	✓	✓	✓
2			✓	✓	✓	✓	✓	✓	✓
3	X	X	X	✓	✓	✓	✓	✓	✓
4	X	X	X	X	✓	✓	✓	✓	✓
5		X	X	X	X	✓	✓	✓	✓
Entry for new students						5 th grade STAMP begins	Proficiency assessment for placement (STAMP TEST)		
6		Level 1A (.5 cr.)	Level 1A (.5 cr.)	Level 1A (.5 cr.)	Level 1A (.5 cr.)	Level 1A (.5 cr.)	Level 1A (.5 cr.) Level 1 (1.0 cr.)	Level 1A (.5 cr.) Level 1 (1.0 cr.)	Level 1A (.5 cr.) Level 1 (1.0 cr.)
7		Level 1 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (1.0 cr.) Level 2 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (1.0 cr.) Level 2 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (1.0 cr.) Level 2 (1.0 cr.)
8		Level 1 (1.0 cr.) HS credit	Level 1 (1.0 cr.) Level 2 (1.0 cr.)	Level 1 (1.0 cr.) Level 2 (1.0 cr.)	Level 1 (1.0 cr.) Level 2 (1.0 cr.)	Level 1 (1.0 cr.) Level 2 (1.0 cr.)	Level 1 (1.0 cr.) Level 2 (1.0 cr.)	Level 1 (1.0 cr.) Level 2 (1.0 cr.) Level 3 (1.0 cr.)	Level 1 (1.0 cr.) Level 2 (1.0 cr.) Level 3 (1.0 cr.)
Entry for new students									8 th grade STAMP begins
HS Level 1	✓	✓	✓	✓	✓	✓	✓	✓	✓
HS Level 2	✓	✓	✓	✓	✓	✓	✓	✓	✓
HS Level 3		✓	✓	✓	✓	✓	✓	✓	✓
HS Level 4			✓	✓	✓	✓	✓	✓	✓
HS Level 5				✓	✓	✓	✓	✓	✓
HS AP					✓	✓	✓	✓	✓

Assessment Targets for Middle School

- **Level 1 proficiency** at Novice-Mid equivalent to 1 high school credit
 - End of seventh grade: Most students should be a Novice-Mid to Novice-High
 - Reading, listening, writing and speaking
- **Level 2 proficiency** at Novice-High equivalent to 2 high school credits
 - End of eighth grade: Novice High to Intermediate-Low
 - Reading, listening, writing and speaking
- **Level 3 proficiency** at Intermediate-Mid equivalent to 3 high school credits
 - End of eighth grade: Intermediate-Mid to Intermediate-High for those taking Chinese III (starting 2016-17 school year)
 - Reading, listening, writing and speaking

References

[ACTFL Speaking Guidelines](#)

[ACTFL Writing Guidelines](#)

[ACTFL Guidelines Speaking, Listening, Reading, Writing](#)

[ACTFL Performance Guidelines](#)



Fifth Core Spanish Language Experimental Pilot Program Design 2009 - 2018

KEY: Old Program Model (x) Proposed Fifth Core™ Program Model

GRADE	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	6 th Grade 2015-16	7 th Grade 2016-17	8 th Grade 2017-18
K	✓	✓	✓	✓	✓	✓	✓	✓	✓
1		✓	✓	✓	✓	✓	✓	✓	✓
2			✓	✓	✓	✓	✓	✓	✓
3	X	X	X	✓	✓	✓	✓	✓	✓
4	X	X	X	X	✓	✓	✓	✓	✓
5		X	X	X	X	✓	✓	✓	✓
Entry for new students						5 th grade STAMP begins	Proficiency assessment for placement (STAMP TEST)		
6		Level 1A (.5 cr.)	Level 1A (.5 cr.)	Level 1A (.5 cr.)	Level 1A (.5 cr.)	Level 1A (.5 cr.)	Level 1A (.5 cr.) Level 1 (1.0 cr.)	Level 1A (.5 cr.) Level 1 (1.0 cr.)	Level 1A (.5 cr.) Level 1 (1.0 cr.)
7	Level 1 (1.0 cr.)	Level 1 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (1.0 cr.) Level 2 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (1.0 cr.) Level 2 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (1.0 cr.) Level 2 (1.0 cr.)
8	Level 1 (1.0 cr.) HS credit	Level 1 (1.0 cr.) HS credit	Level 1 (1.0 cr.) Level 2 (1.0 cr.)	Level 1 (1.0 cr.) Level 2 (1.0 cr.)	Level 1 (1.0 cr.) Level 2 (1.0 cr.)	Level 1 (1.0 cr.) Level 2 (1.0 cr.)	Level 1 (1.0 cr.) Level 2 (1.0 cr.)	Level 1 (1.0 cr.) Level 2 (1.0 cr.) Level 3 (1.0 cr.)	Level 1 (1.0 cr.) Level 2 (1.0 cr.) Level 3 (1.0 cr.)
Entry for new students									8 th grade STAMP begins
HS Level 1	✓	✓	✓	✓	✓	✓	✓	✓	✓
HS Level 2	✓	✓	✓	✓	✓	✓	✓	✓	✓
HS Level 3	✓	✓	✓	✓	✓	✓	✓	✓	✓
HS Level 4	✓	✓	✓	✓	✓	✓	✓	✓	✓
HS Level 5				✓	✓	✓	✓	✓	✓
HS AP				✓	✓	✓	✓	✓	✓

Assessment Targets for Middle School

- **Level 1 proficiency** at Novice-Mid equivalent to 1 high school credit
 - End of seventh grade: Most students should be a Novice-Mid to Novice-High
 - Reading, listening, writing and speaking
- **Level 2 proficiency** at Novice-High equivalent to 2 high school credits
 - End of eighth grade: Novice High to Intermediate-Low
 - Reading, listening, writing and speaking
- **Level 3 proficiency** at Intermediate-Mid equivalent to 3 high school credits
 - End of eighth grade: Intermediate-Mid to Intermediate-High for those taking Spanish III (starting 2016-17 school year)
 - Reading, listening, writing and speaking

References

[ACTFL Speaking Guidelines](#)
[ACTFL Writing Guidelines](#)
[ACTFL Guidelines Speaking, Listening, Reading, Writing](#)
[ACTFL Performance Guidelines](#)

Oxford Community Schools
Project ReImagine Waiver Requests
The Right to Innovate
January 2010

Challenges:

Michigan is facing unprecedented times in preparing students to work and live successfully in a global world that is changing 24/7. We need to prepare students for jobs that have not been created, using technology that has not been thought of yet in order to close the global achievement gap as we prepare our students to become successful global workers and citizens. (Yong Zhao, *Catching Up or Leading the Way*, 2009; Tony Wagner, *Closing the Global Achievement Gap*, 2008)

In addition to these educational challenges, comes the financial crisis that we face in Michigan and in our nation that is not likely to be remedied in the next few years. We are not in a recession; we are in a recalibration of our economy. When Michigan's recovery comes, we will have lower wages and benefits, and we may have fewer resources available to our schools to do the work of education. Therefore, Oxford Community Schools' Project ReImagine Team developed a proposal to deal with these realities in a successful way. These challenging times has brought us a great opportunity. The following waivers, if granted, will help pave the way to provide us unlimited opportunities with our Project ReImagine. It will give us the ability to be truly innovative.

These proposals would allow Oxford Community Schools to be innovative in closing the global achievement gap, raise student achievement, increase the number of students participating in early college program, reduce the dropout rate and be fiscally responsible by removing some of the traditional barriers associated with meaningful, effective and efficient change.

Waiver Proposals:

I. Performance Based Pupil Account versus Seat Time Based Pupil Accounting

Oxford Community Schools has an ambitious program that will allow students to earn high school credits online 24/7. Secondly, the online courses will be used in a hybrid fashion as well. These hybrid on-line classes will support the teacher instruction in the classroom. The benefits include helping students complete their homework successfully, support remediation, support acceleration of learning, and allows students who are home sick or traveling to not miss their classes and assignments. A teacher's lesson will be video captured and posted to their websites. In order to allow for year-round, 24/7

learning, we need to have a seat time waiver. This waiver would assist in allowing students to take courses from international teachers. Due to time zone differences, they may be taking their class in the evening or early morning time. Likewise, they may be taking their class on a different calendar if the course is being taught by a teacher in South America as an example. Through our membership in iNET, we are going to aggressively seek international learning opportunities for our students. In fact, it will be requirement of graduation at Oxford High School for students to work as part of an international team in multiple disciplines and/or take courses from teachers in other countries.

- **Pupil Accounting: Section 2 – Hours of Pupil Instruction**
 - Waive the requirement that the pupil must be concurrently enrolled and attending at least one course offered by the district in which credit is earned and regular daily attendance is required.
 - Waive the requirement that virtual learning is limited to two classes per semester per pupil. The waiver will permit students to take more than the two online classes currently allowed.
 - Waive the requirement that the pupil must be enrolled by and be in attendance on the appropriate count day (September or February) or during the 10/30 day rule period during the class time designated for the course on the pupil's class schedule. Recognize students who are logged in and registered for their online classes. Also, recognize students who may take the course on a complete non-traditional calendar schedule.
 - Allow the district to establish a year-round school that is 24/7. Students could be counted for 1 FTE by completing a minimum equivalence to one full year of high school credits (6 credits) annually. Annually would be from July 1st through June 30th of the following year.

If we want to educate students according to their optimal learning time, we would not start high school classes before 10 a.m. Seat time would make this impractical.

Offering classes online year-round would be limited due to the seat time rules. This would support our credit recovery program as well and support our alternative education students who may have been suspended or expelled. We could provide our IB program online for students who do not have an IB program at their high schools. High school students should have the flexibility to come and go based on their educational plan not their seat time.

- **Pupil Accounting: Section GB – Early/Middle College**
 - Change to allow LEA to establish an Early/Middle College agreement with a private college, university, a junior college or community college.

- Waive the requirement that dual enrollment students must be enrolled in at least one high school course.

This is necessary to support our early college initiative. We will be partnering with Oakland Community College to offer students the possibility of an associate's degree or up to 60 semester hours by the time they graduate from Oxford High School. We also want to be able to offer students a fifth year in order to complete both their high school requirements and the requirements of an associate's degree. Both middle school and high school students would have the ability to take high school courses year-round.

- **Pupil Accounting: Section 5E – Nonpublic Part-Time Pupils & Home Schooled Pupils**
 - Allow students who attend private, denominational or parochial schools or a pupil that is home schooled to enroll on a part-time basis in grades 1-12 essential core classes.
 - Waive the requirement that requires instruction to be by a certified teacher, (Note: allow an alternative certificate) must occur during the regularly scheduled school hours, and attendance must be taken.
 - Waive the requirement that pupils who are home schooled must have their instruction during the regular school day.

These waivers provide students in private schools or who are home schooled the opportunity to take advantage of our innovative, global fluency focused essential/core curriculum. Enable students access courses they otherwise would not have access to in their own high schools. Create opportunities for more diversity with the make-up of students within the virtual/online classes. Would provide prorated FTEs for Oxford Community Schools or charge a reasonable tuition rate for each class.

- **Pupil Accounting: Section 5I – Section 105 & 105c Schools of Choice Pupils**
 - Waive the requirement that school of choice students must reside with the same ISD or contiguous ISD.
 - Provide students throughout Michigan to take Oxford's online courses that will allow other students to participate with students internationally, provide new opportunities for students who have limited opportunities, and allow students to participate in our 24/7 learning environment.

These two waivers provide students statewide to take advantage of our innovative, global fluency focused curriculum. Enable students access courses they otherwise would not have access to in their own high schools. Create opportunities for more diversity with the make-up of students within the virtual/online classes. Cost effective for both the sending district and for Oxford Community Schools.

II. Limited License to Instruct (General Model) (G)

- **Limited License to Instruct (General Model) (G): Alternative Certification of Teachers** – allow for temporary certification if the person has special skills or knowledge needed by the school in order to fill a special created program or difficult to find teaching position such as pre-engineering courses, Mandarin Chinese, robotics, international teachers, etc. Examples include the following:
 - Allow students to take online and/or distance learning courses from teachers in other countries. Recognize courses of instruction from other countries.
 - Hiring an Engineer to teach a pre-engineering class or robotics class
 - Filling a Mandarin Chinese language position with a Chinese teacher from China
 - Hiring a biochemist to teach biochemistry
 - Hire a community college instructor or a university professor to teach a class within their area of expertise through an online course or on site.

Oxford High School is adding many new courses to its curriculum to help close the global achievement gaps including improving our STEM course offerings, rapidly expanding our Mandarin Chinese language program, and creating more globally learning opportunities by hiring international teachers. We want to provide opportunities to learn from people within the industries nationally or globally to help make learning more authentic for our students.

III. MCL 423.215 Section 15, Subsection 3h: Alternative

Compensation: Allow for school employers to hire new teachers for pilot or experimental programs without being tied to the teacher's contract for seven years.

- (h) Decisions concerning use of experimental or pilot programs and staffing of experimental or pilot programs and decisions concerning use of technology to deliver educational programs and services and staffing to provide the technology, ***or the impact of these decisions on individual employees or the bargaining unit.***
- Amend subsection (h) to include compensation

This will help to make it more affordable to start-up new programs and offer new curriculums already identified. Likewise, we may need to hire a non-traditional teacher and put them on a higher pay scale that would not be allowable under the current contract. MCL 423.215 section 15, subsection 3h allows us to layoff teachers in order to hire new teachers for a pilot program.

This additional change would allow us flexible in the compensation package for that pilot teacher. Sometimes in order to hire an engineer, you will have to pay more than the teachers' contract allows for a person with no teaching experience and/or without a master's degree. Secondly, due to the number of unemployed teachers, they would be willing to work for less money than the current contract allows. This would allow for the district to save money when launching a pilot or experimental program. This savings could be realized for seven years.

III. All Project ReImagine Initiatives would be Granted Pilot/Experimental Status for Seven Years

- **MCL 423.215 Section 15 subsections 3h-i & 4**
 - Define a minimum time period for pilot or experimental program to maintain this status for a minimum of seven years in order to allow schools to establish a new program without interference with the local teacher associations.
 - This would give school districts seven years to establish clear data as to the effectiveness of the new curriculum or program. It takes a minimum of five years to establish a trend.
 - It will give the school district time to evaluate and adjust the curriculum and methods without interference of the teacher unions.
 - The pilot or experimental program will become part of the culture by the time seven years have elapsed.
 - The MEA is defining pilot and experimental programs being limited to one-year. There has never been an arbitration to challenge their position.
 - **Class size** – Student teacher ratio. Currently, the school code does not require us to bargain class size but it is permissible. Most school districts have language in their contracts that include class size. With pilot/experimental status, class size would be exempt as well during the seven year period.