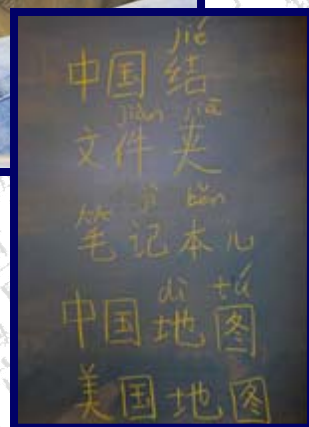


Confucius Classroom

October 26, 2009

Oxford's Fifth Core®
*Committed to teaching
Chinese language and
culture to ALL students*



OXFORD COMMUNITY SCHOOLS

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

APPLICATION TO BECOME A CONFUCIUS CLASSROOM



UNDER SPONSORSHIP OF THE

Confucius Institute at Michigan State University

115 ERICKSON HALL, EAST LANSING, MI 48824 / PHONE 517.355.3801 FAX 517.432.4797

DISTRICT NAME: Oxford Community Schools

DISTRICT ADDRESS: 105 Pontiac Street, Oxford, MI 48371

Your district must appoint a principal, vice principal, or the equivalent to be personally responsible for the Confucius classroom for your school. Please provide the following information about the person who will be responsible:

NAME: James Schwarz

TITLE: Assistant Superintendent of Curriculum

PHONE NUMBER: (248) 969-5037

E-MAIL ADDRESS: james.schwarz@oxfordschools.org

Your district must provide appropriate space for teaching, and office space for the Confucius Classroom and be responsible for the management and maintenance of the facility. Please indicate your district's willingness to meet this requirement:

- ☒ Yes, my district will provide appropriate space for teaching and office space for the Confucius Classroom and be responsible for the management and maintenance of the facility.

Your district must provide administrative support for the Confucius Classroom, and you must maintain all funds received in a separate account. Please indicate your willingness to meet this requirement:

- ☒ Yes, my district will provide administrative support for a Confucius Classroom and will maintain all funds received in a separate account.

APPLICATION TO BECOME A CONFUCIUS CLASSROOM

Please attach a plan, no more than 5 pages, including:

- Your objectives
- Planned activities
- A timeline
- A budget for the creation and ongoing operation of your district's Confucius Classroom
- Supportive rationale as to why your district should receive this grant.

SIGNATURE OF PERSON RESPONDING

James Schwarz

PRINT NAME

Assistant Superintendent of Curriculum

TITLE

October 26, 2009

DATE

(248) 969-5037

PHONE NUMBER FOR PERSON RESPONDING

james.schwarz@oxfordschools.org

E-MAIL ADDRESS FOR PERSON RESPONDING

For information or assistance about any aspect of this form, please contact Ma Yi, Assistant Director of the Confucius Institute at Michigan State University, Direct Line: 517.355.3778 Cell Phone: 864.561.3612, yima@msu.edu; or Tom White, Business Manager for CI-MSU, Direct Line: 517.355.3520 Cell Phone: 517.515.1604, e-mail tomwhite2251@gmail.com

When complete, please fax or mail a copy of this form and the related materials to the Confucius Institute at MSU, 115 Erickson Hall, East Lansing, MI 48824, Fax to 517.432.4797 ATTENTION CONFUCIUS CLASSROOMS.

I. Objectives

- To create an exemplary program for the teaching of Chinese language and culture.
- To provide the opportunity for ALL students at Oxford Community Schools to become proficient at the Intermediate-Mid level in the Chinese language by eighth grade.
- To foster greater awareness, understanding, and appreciation of the Chinese culture.
- To provide opportunities to interface and collectively problem-solve with students in China as part of international project instruction.

- Gives a student a head start in language requirements for college and life.
- Increases job opportunities in many careers where knowing another language is a real asset.



Most people recognize the value and importance of beginning foreign language instruction at an early age. Young children are able to

absorb and mimic non-native sounds with greater ease than adolescents and adults. In “Sooner is Better in Language Instruction,” former Spanish professor and current author/consultant Dr. Stephanie Throne explains additional reasons for early start-up of foreign language instruction:

II. Planned Activities

It's accepted today that bilingual students are often more cognitively developed and skilled than monolingual students, but they enjoy other benefits, too. The following list of the “Benefits of Being Bilingual” comes from ACTFL's Benefits of Language Learning site (<http://www.yearoflanguages.org/i4a/pages/index.cfm?pageid=3651>).

Learning a second language at an early age...

- Has a positive effect on intellectual growth.
- Enriches and enhances a child's mental development, cognitive skills and critical thinking.
- Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening.
- Improves a child's understanding of his/her native language.
- Gives a child the ability to communicate with people s/he would otherwise not have the chance to know.
- Opens the door to other cultures and helps a child understand and appreciate people from other countries.

Research has proven that it is increasingly difficult to begin language learning after age 12. Not only is it taxing to learn and recall vocabulary, but physical limitations complicate the process. If your tongue, throat, and lips have only formed English sounds, it is tough to master sounds from another language that you have never uttered. Think about how many non-native speakers of Spanish have trouble rolling the double r. Pronouncing r and l is challenging for Asian speakers of English. It can also be tricky to mimic sounds in a foreign language if you cannot discern them. The more subtle differences present difficulties because some of those sounds don't exist in our native language, so our ears are not well attuned.

Variations in grammar and syntax play a role in learning a foreign language. Even before we begin formal schooling, we have already learned how to form basic sentences. Older students may struggle with grammatical and syntactical constructions in foreign languages because English patterns are cemented in their brains.¹

¹ Throne, Stephanie. “Sooner is Better in Language Instruction,” *Wildcat Review* (April 2009) 7.

At the beginning of the 2010-2011 school year, OCS (Oxford Community Schools) will offer numerous and additional options for language learning at the elementary and secondary levels.

Elementary Level

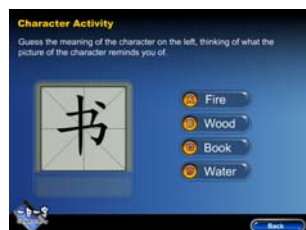


Both Daniel Axford and Clear Lake Elementary Schools will expand the offering of OCS' Fifth Core model within classrooms at the first grade level that will be

populated by students who are currently studying Mandarin Chinese in kindergarten. OCS will advance implementation one grade level each year. The framework for these classrooms will include 40 minutes of daily instruction in Mandarin Chinese language and culture in grades K-5 and 50 minutes per day in grades 6-8. Students will absorb and acquire the language through connections to core content areas and the arts, as well as with direct instruction. In addition, students will study and participate in Chinese cultural events. All OCS students will benefit from the Fifth Core program, developing mandatory participation through grade 8.

Lakeville and Leonard Elementary Schools will continue to offer instruction in Chinese language and culture in grades three through five. At Daniel Axford Elementary, first and second grade students also benefit from some Chinese instruction in Music class via TPR (total physical response) and exposure to Chinese music.

Chinese teachers will deliver content via a combination of the following two curricula: 1) the ECG Model and 2) Elementary Curriculum/ Curriculum Frameworks developed by a Chinese staff member at OCS. OCS will utilize the free materials offered on the Confucius Institute's website (<http://confucius.msu.edu/>), such as the Character of the Day link (<http://confucius.msu.edu/wotd/default.htm>)



that provides information on the character's origin, flashcards, tracing pages, and games. The China Panorama Series includes "A Creative Learning Program for Children" (<http://www.confucius.msu.edu/panorama.htm>), which uses a story-based approach via QuickTime video. This program is a series of 15 lessons (10-15 minutes in length) that enable children five and up to learn basic vocabulary. OCS educators anticipate using this series as well as thirty-plus children's traditional story books that the Confucius Institute is currently developing. These books will offer a mixture of accents and dialects, and will include approximately 68 songs that correlate with the books' themes.

Via the purchase of two high definition video cameras, elementary Chinese teachers may tape their students and then play the videos back for instructional purposes. Teachers can give concrete feedback to students as they view the videos together. Both educators and learners can pinpoint how pronunciation needs to be fine-tuned, and listen for/determine other necessary improvements or corrections.

In addition, OCS will incorporate the units into the OCS curriculum that are a part of the Chinese Culture and Exploration Series (<http://confucius.msu.edu/explorechinese.htm/>) for use at the elementary and middle school levels. This series would be particularly useful for the upcoming Chinese Language and Culture course (a nine week introductory course) for all sixth graders. Each unit provides teaching objectives, teaching content (that includes videos, in-class discussion topics and hands-on activities), and supplementary materials that are ready-to-go for educators and students.

Middle School and High School Levels

Starting in the fall of 2010, OCS will offer a Chinese IA class for sixth graders, a Chinese I course for seventh and eighth graders, plus a Chinese course (a nine week introductory course) for all sixth graders. High school students may take Chinese I, II, or III, and OCS intends to add Chinese IV and Chinese AP by 2011 and 2012, respectively. Teachers of these courses will follow the GLCEs (Grade Level Content Expectations)/Michigan

World Languages standards as well as College Board Standards (for AP), and choose textbooks and supplementary materials for their students.

OCS plans to implement the following resources from the Confucius Institute for use with its middle and high school Chinese programs:

1. Online version of *Chinese Your Way*, a self-directed e-text with a storyline that is rooted in culture and history. This e-text is a form of interactive software that interests middle and high school students because it is written from the perspective (first person) of an American teen that travels around China with friends. *Chinese Your Way* offers a number of tech-enhanced features (such as audio/pronunciation helps, video, hyperlinks, and drag and drop exercises) to engage students in exploration and faster acquisition of the target language. This courseware is more manageable for language learners because the storyline begins in English with few Chinese terms to promote recognition.

2. Subscription to ZON, a massively multiplayer online role playing game (MMORPG), which enables students to learn Chinese and culture for the completion of language-based tasks necessary to survive as a tourist (stage one), as a resident (stage two), and as a citizen (stage three). Players create characters (avatars) and navigate through 15 scenes (airport, hotel, and so on) to observe, listen to, read, engage and complete conversations. Teachers have the option to differentiate instruction within ZON by grouping students according to readiness and by other means. OCS would request its own server for use by middle and high school students.

A good amount of research exists in support of gaming within education. Perhaps some of the strongest evidence appears in the 2007 *Speak Up* event report (full report at <http://tinyurl.com/5n552o>). *Project Tomorrow*, a national nonprofit organization, summarized national data collected from surveys completed by 319,223 students, 25,444 teachers, 3,253 school leaders, and 19,726 parents. When

students were asked about their participation in gaming, they reported the following:

- Two-thirds of students in grades 6-8 play online games, either in multiplayer environments (31%) or single player games (36%).
- On average, K-12 students are playing games approximately 8-10 hours a week.

When students in grades 6-12 were asked about the value of gaming technologies within learning, they reported:

- Games make it easier to understand difficult concepts – 51%
- I would be more engaged in the subject – 50%
- I would learn more about the subject – 46%
- It would be more interesting to practice problems – 44%

Additional Technology and Personnel Required

In order to better engage and prepare our 21st century learners, the following technology/equipment would be required in each classroom in which Chinese Fifth Core instruction takes place (one classroom at Daniel Axford Elementary and one at Clear Lake Elementary):

- SMART Board
- Widescreen, high definition projector
- Video presenter/document camera
- Sony or Panasonic high definition video camera
- Teacher computer
- Five student computers
- Miscellaneous, curriculum-based software (such as Microsoft Office suite and Adobe Digital School Collection)
- Printer
- Sound system
- Networking devices
- Student response system
- Electric and cable installation
- Server for ZON MMORPG
- *Chinese Your Way* courseware (120 CDs with several Teacher's Guides)
***Note: Online version is preferred, if possible.
- Additional Chinese instructional materials

OCS would need the following to adequately serve its teachers and students:



- Consultant from the Confucius Institute at Michigan State University
- Professional staff development and training provided by consultants from the Confucius Institute at Michigan State University
- Technology staff and/or contractors

III. Timeline

OCS will equip all classrooms with the necessary staff, technology, equipment, and student materials described in this proposal so that everything is in place for the second semester of the 2009-2010 school year or by the start-up of the 2010-2011 school year.

IV. Budget

OCS will need a total of \$61,500 to outfit classrooms with appropriate technology. Additional expenses include \$5,000 for a private ZON server, approximately \$3,600 for *Chinese Your Way* courseware, approximately \$2,000 for the Chinese Culture and Exploration Series, and approximately \$4,000 in miscellaneous expenditures. Please see attached Appendix A-1.

V. Supportive Rationale

Via an innovative strategic plan and bold vision statement, Oxford Community Schools (OCS) has formally articulated its commitment to prepare its students to compete in a global world that is changing 24/7.

Representatives of the OCS staff, OCS administration, and the Board of Education, along with 80 members of the community-at-large, collaborated to formulate a strategic plan that calls for student fluency in another world language (Spanish or Chinese). This committee also developed the following vision statement:

“Creating a World-Class Education Today, to Shape Tomorrow’s Selfless Global Leaders.”

One of the primary goals of the strategic plan is ***“To create a***



model global learning community.” Strategies under this goal include the following:

2.1	Introduce new language classes and create a hiring plan and a financial plan for retention of new programs
2.2	Develop a feasible and an effective program to offer a second language to all students beginning in the early elementary grades
2.3	Identify key components of global education that will be implemented in our curriculum and in our instructional practices

Since the approval of this plan by the Board of Education in March of 2008, OCS has accomplished the following:

Framework

- This fall, OCS launched its “Fifth Core” world language program in order to fulfill a twofold objective: 1) Proficiency at the Intermediate-Mid level of all students in a world language (Spanish or Chinese) by the end of eighth grade, and 2) Reinforcement of world languages and cultures through the recruitment and hiring of bilingual teachers (fluent in both English and Chinese) to

teach other core subjects, elective classes, and/or serve in resource rooms. OCS coined the term “Fifth Core” because world languages and cultures have become a core subject that is studied each day of every year in grades K-8.

Student Participation and Curriculum Offerings

- A total of 277 kindergarten students (in eleven classrooms) currently receive instruction in Chinese language and culture every day. Each year, we will be adding an additional grade of instruction. At present, 327 third graders and 339 fourth graders receive Chinese language and culture instruction two days per week.
- At the high school level, OCS offers both Chinese I and Chinese II, in which over 100 students are presently enrolled.
- Currently, we have over 1,000 students learning Chinese.

Staff and Administrative Involvement/Leadership

- OCS’ superintendent of schools, Dr. William Skilling, has traveled to China two times. He first visited China (Beijing, Chongqing, and Shanghai) as part of a Michigan State University sponsored study tour in the fall of 2008. In August of 2009, Skilling taught about the American Education system, American school culture, western teaching practices, effective practices in managing student behavior, and responsibilities and expectations for American teachers. He was accompanied by one of Oxford High School’s English teachers, Dr. Marsha Chapman. Chapman taught English writing to Chinese graduate students who are planning to attend Michigan State University in the spring of 2010.

- OCS has hired a total of five Chinese teachers, three of whom teach Chinese language and culture, while two are teachers of mathematics and orchestra, respectively. OCS is actively seeking bilingual teachers of English and Chinese in order to expand its teaching capacity of Chinese language and culture across the curriculum. This expansion is necessary to prepare for a pre-k-12 Chinese immersion program.
- OCS has established and will continue to increase its involvement in global learning partnerships and problem-solving projects, such as iNet, ePals, ThinkQuest Learning Projects, Global SchoolNet and the Confucius Institute.

OCS is the ONLY school district in Michigan (and possibly, the nation) that provides the opportunity for every student to become proficient at the Intermediate-Mid level in the Chinese language by eighth grade. With the support of the community, Board of Education, administration team, and the Oxford Education Association, there is no school district more committed to the teaching of Chinese language and culture in Michigan than Oxford Community Schools.

MA2 華語世界 September 23, 2009 (Friday) **Michigan Chinese American News 美國華裔新聞** ART-BARADUC

牛津鎮幼兒漢語教學開學

王興教

Oxford is located on the north edge of Oxford Township. This year the Oxford district started a Chinese kindergarten program. Superintendent William Skilling has a goal for world education for all students in order to better prepare them to meet future goals.

A world language program is one of the important school programs this year. Chinese is an important foreign language because of the growing population that speaks the Chinese language. It is also important since China is a country with a rich history and because of its important economic world role, it is important to prepare students to learn the Chinese language. Because of the difference between the Chinese and American language it is difficult to study Chinese compared to other foreign languages.

Dr. Skilling believes our right brain is in charge of creativity, music, and language. It is better to further develop our right brain. The ability of imitation and improving memory is enhanced by learning a foreign language. For children, an early age is critical in developing a foreign language. Dr. Skilling's plan is to start a kindergarten language program and offer the program throughout elementary and secondary courses. Dr. Skilling has large plans for the Chinese program. He is investing his energy in finding for this program. He is also working with corporate programs through the Confucius Institute from Michigan State University in hopes of finding the best way in bringing Chinese language teachers to the United States.

Although there are many overseas Chinese people in the states, it is hard to find qualified Chinese teachers. In an effort to meet this sudden demand for the Chinese program, Yuan Huang was hired before the start of the school year for the Chinese program. Yuan Huang has graduated from Shanghai Teachers College and holds a teacher certificate from China. She also holds a masters degree from Wayne State University in the bi-lingual and bi-cultural program. She is considered to be talented children education.

Oxford is a small town in the suburbs of the Detroit area. The population is comprised mostly of European descendants. There are very few Chinese people living there. It is a very rich, quiet town. Because there are few Chinese people living there, it is difficult to start such a program in the school district.

Any help from overseas Chinese is greatly welcomed. Volunteers are always welcome to start Chinese activities with the students and to make friends with parents.

A famous Chinese saying is, "There is not a difficult thing as long as we put our hearts into it and try our best." Let's hope this holds true for the Oxford Chinese program.

APPENDIX

- A-1 Budget for Confucius Classroom Application
- A-2 Fifth Core[®] Chinese Language Program Design
- A-3 Strategic Plan 2008 - 2013

APPLICATION TO BECOME A CONFUCIUS CLASSROOM

Oxford Community Schools'
Budget for Confucius Classroom Application

	C I G R A N T				D I S T R I C T B U D G E T			
Description	Elementary CI Program	Middle School CI Program	High School CI Program	District Total	Elementary CI Program	Middle School CI Program	High School CI Program	District Total
SALARY AND BENEFITS (4.5 teachers)					\$197,507	Starts 2010-09	\$69,554	
CURRICULUM DEVELOPMENT					\$ 4,500		\$ 2,000	
TEXTBOOKS AND MATERIALS					\$ 9,500		\$ 3,000	
PROFESSIONAL DEVELOPMENT					\$ 6,000		\$ 2,500	
Consultant from Michigan State University's Confucius Institute	\$5,000	\$5,000	\$5,000					
TECHNOLOGY								
SMART Board (2)	\$ 2,400							
Widescreen, HD projectors (2)	\$ 3,000							
Printers (2)	\$ 1,000							
ELMO/document cameras (2)	\$ 1,000							
Teacher computers (2)	\$ 3,000							
High definition video cameras (2)	\$ 4,000							
Sound systems (2)	\$ 1,500							
Student response systems (2)	\$ 2,400							
Student Computers (10)	\$12,000							
Software(Microsoft Office, Adobe Digital School Collection) (2)	\$ 1,600							
ZON Server			\$ 5,000					
Chinese Instructional Materials from Confucius Institute at MSU	\$ 2,000		\$ 2,000					
<i>Chinese Your Way</i> Courseware (120)			\$ 3,600					
Chinese Culture & Exploration Series from Confucius Institute	\$ 2,000							
TOTAL	\$42,500	\$ 5,000	\$15,600	\$61,500	\$217,507		\$77,054	\$294,561



Fifth Core Chinese Language Program Design 2009 - 2018

KEY: New Program Model Old Program Model (x) Proposed Program Model

GRADE	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	6 th Grade	7 th Grade	8 th Grade
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 1A (.5 cr.)	Level 1A (.5 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 1B (.5 cr.) Level 1 (1.0 cr.)	Level 1B (.5 cr.) Level 1 (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 1 (1.0 cr.) Level 2 (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](#)



STRATEGIC PLAN 2008 - 2013

OXFORD COMMUNITY SCHOOLS
LEARN TODAY LEAD TOMORROW



Long-range Plan

A long range planning process was initiated in February, 2008 to steer Oxford Community Schools into the 21st century. The strategic planning process was embarked upon by the Oxford Board of Education, and over eighty staff and community members met with the purpose of developing a set of goals and strategies that will serve as a long-range plan for the future of Oxford Community Schools.

We believe that parent, community, and staff input are valuable. Thus, we formed a committee that was representative of our stakeholders to advise the Superintendent and Board of Education relative to the future direction of Oxford Community Schools. The strategic planning committee formed our long range plan. This plan consists of goal statements that address the challenges facing the district, strategies for achieving the goals, action plans for making it happen, and time tables for implementation.

The critical issues and goals established the road map for the next five years as Oxford Community Schools continues to expand the reputation for excellence that has been and will be a hallmark of the district for years to come.



OCS Strategic Plan

GOAL #1: To graduate students who are prepared for ever-changing global opportunities and who embody our core values evidenced by the following Oxford Student Profile/Exit Outcomes

Strategies

- Create awareness of Oxford Student Profile for staff
- Analyze current Oxford Student Profile for rigor/ relevancy and adjust accordingly
- Immerse core beliefs into daily instruction

GOAL #2: To create a model global learning community that maximizes student achievement and promotes excellence

Strategies

- Research-based teaching strategies will address the needs of various learning styles
- Curriculum will be monitored and adjusted to ensure student achievement for all ability levels
- Students will be actively engaged in problem solving, discovery, inquiry, innovation and self-directed learning
- Curricular and co-curricular opportunities will be added to meet the needs of all learners in the areas of academics, fine arts, and athletics
- Apply for the Michigan Exemplary Blue Ribbon Award at the secondary level
- Apply for the Michigan Exemplary Blue Ribbon Award at the Elementary Schools
- Create an advanced curriculum for highly motivated and high achieving students that will help them achieve their potential
- Introduce new language classes and create a hiring plan and a financial plan for retention of new programs

GOAL #2 (continued)

Strategies

- Develop a feasible and an effective program to offer a second language to all students beginning in the early elementary grades
- Identify key components of global education that will be implemented in our curriculum and in our instructional practices
- Additional pre-engineering and technology education courses for middle school and high school students should be researched, developed, and implemented communicate new initiatives in global education to promote understanding and support
- Effectively communicate new initiatives in global education to promote understanding and support
- Actively recruit international and culturally diverse staff
- Outfit every classroom and school with the technology necessary to support global education
- Develop and implement a Professional Development plan focused on global education for all staff
- Send key administrators and staff members at all grade levels to conferences, schools, etc to explore existing global education programs, such as the International Baccalaureate program for K-12

GOAL #3: To create an organizational structure that supports meaningful, effective, and efficient changes in curriculum and changes in instructional practices

Strategies

- Provide staffing to support elementary and secondary curriculum needs and to support professional development
- Professional development and/or additional common planning time for teachers to discuss student needs, instructional practices, and curriculum planning (i.e. PLC)
- Restructure curriculum organization and processes
- Create the structure and process for providing teacher leadership opportunities in curriculum and instruction (PreK-12)
- New high school Trimester schedule implementation
- Modify the high school's current course of study to meet the new standards and graduation requirements as defined by MDE and the Oxford Community Schools Board of Education

GOAL #4: To implement research based curriculum and instructional practices that includes authentic communication of student achievement

Strategies

- Provide time and training for curriculum and best instructional practice
- Provide training in best practice assessment
- Develop common assessments in all K-12 curriculum
- Provide time and training to analyze assessment results to improve instruction
- Study and assess results and benefits of the strings program under the leadership of Dr. Culver from the University of Michigan (4 years).
- Restructure the district's math curriculum to assure a unified K-12 math program
- Develop more authentic reporting systems
- Language of assessment and evaluation strategies should be clearly understood by parents, students, and all stakeholders

GOAL #5: To create facilities of excellence, incorporating the elements of being safe and secure, developmentally appropriate, and instructionally sound

Strategies

- Work with facilities / master plan committee to develop a better understanding of instructional space needs
- To develop a task force to advise the school district relative to current facility needs for providing learning activities in a quality learning environment. This advice should include the following areas: site issues, code issues, environmental issues, security/safety issues, student capacities, special needs issues, instructional & curriculum issues, athletic issues, fine arts issues

GOAL #5 (continued)

Strategies

- To work with a steering committee to address the needs of the district including but not limited to: instructional and curriculum issues, athletics, fine arts, public relations, grade structure/space considerations, special education, population forecasts, township and village master plans, mandated programs, transportation needs, technology plan, and child care programs/facilities
- Explore grades 5-6 and 7-8 configurations with possible school within a school, multi-age programs and other grade configurations as the district grows

GOAL #6: To employ staff who model learner outcomes and exemplify our core values

Strategies

- Use the new performance appraisal tool with all staff annually to maintain and improve staff
- Review labor contracts and negotiate modifications that best serve the needs of students
- Convey to staff the positive aspects of our new performance appraisal plan as a personal growth tool
- Prioritize professional development opportunities; Assure relevancy and compliance with State mandates
- Superintendent explains the concept of selfless leadership to every employee of the district
- Create leadership teams to deliver the vision of selfless, global leadership
- Create a consistent leadership development program for administrators, staff and support staff
- Evaluate all staff leaders based on the new documented performance appraisal process
- Explore opportunities for community service programs where students actively participate in appropriate school planning processes, curricular, and extra-curricular activities, which may include the following ideas: school board liaison, student judicial system, and building level student government
- A new performance appraisal instrument for teachers and support staff will be implemented

GOAL #7: To embrace the community while working together to achieve common goals and plan future endeavors

Strategies

- Develop effective and inviting methods for communication
- Develop partnerships within the community
- Explore opportunities for active parental involvement at all levels
- Maximize trusting relationships between school, home, and community
- Develop opportunities for the school and community to collaborate in supporting the development of responsible, selfless, and global leaders



Strategic Planning Committee

Facilitator:	Dr. Emmett Lippe	Bill Spargur	Brad Bigelow	Diane Sands
Co-Chairs:	Robert Martin	George Spencer	Karen Bissett	Dan Sargent
	Carol Micol	Dr. Mary Stein	Chad Boyd	Mike Schweig
		Christine Stephens	Joyce Brasington	Patty Silorey
Committee	Rev. Michael Alexander	Joe Young	Jeff Brown	Debbie Stout
	Todd Bell	Ben Chizmadia	Carolyn Cregar	Mike Sudroveh
	Jerry Brand	Angie Falzarano	Lydia Engel	Jean Swartzmiller
	Rod Charles	Marsha McMunn	Melissa Flanagan	Tim Throne
	Ron Davis	Jordan Murray	Jim Gibbons	Ken Weaver
	Jim Giachino	Jessica Cleland	Kristy Gibson-Marshall	Glenda Williams
	Dr. Tom Giberson	Daniel D'Alessandro	Sue Hannant	Shanie Williams
	Corky Hallead	Jamie Fleming	Marty Johnson	Dianna Zink
	Rev. Bob Holt	Shannon Groedl	Laurie Lavins	William Skilling
	Bill Keenist	Elizabeth Heron-Ruff	Paul McDevitt	Nancy Kammer
	Jack LeRoy	Kim Kovacic	Holly McKenzie	Tim Loock
	Rev. Doug McMunn	Jean Precour	Robert Murray	Jim Schwarz
	Dr. Mark Orchard	Julie Schoenherr	Kurt Nuss	Pat Bono
	Lt. Larry Perry	Chris Selley	Neil Peruski	Carol Mitchell
	Rev. Michael Schulz	Dawn Williams	Charlene Podzikowski	Colleen Schultz
	Ben Schneider	Marion Barran	Jean Popa	Linda Lewis
	Helen Smith	Dacia Beazley	Bud Rowley	
		Bruce Biebuyck	Denise Sanderson	

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