



School Improvement Plan

Oxford Bridges Alternative High School

Oxford Community Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Assist Plan	

SIP GOALS~PLAN 2018/19

Overview

Plan Name

SIP GOALS~PLAN 2018/19

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at Oxford Bridges Alternative High School will improve their Writing and Composition performance	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$700
2	Students at Oxford Bridges Alternative High School will improve their Reading performance.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$500
3	Students at Oxford Bridges Alternative High School will enhance their preparation for success in a global environment.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$254000
4	Students at Oxford Bridges Alternative High School will improve their Math performance.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$4000

Goal 1: Students at Oxford Bridges Alternative High School will improve their Writing and Composition performance

Measurable Objective 1:

85% of All Students will demonstrate a proficiency of benchmark standards in Writing by 06/17/2022 as measured by student proficiency of 2 or better (standards grading).

Strategy 1:

Common writing assessment - Teachers will administer writing assessment (pre/post) with common rubric to increase writing skills.

Category: Other - Cross curriculum-common core writing

Research Cited: Graham, Steve and Perin, Delores (2007). Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. Alliance for Excellent Education

Gallagher, Kelly (2006). Teaching Adolescent Writers. Stenhouse Publishers

Tier: Tier 1

Activity - Review writing assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will adjust instruction based on outcomes of writing prompt	Academic Support Program, Professional Learning	Tier 1	Evaluate	08/27/2018	06/07/2019	\$500	Section 31a	Teachers, Building Principal

Activity - Analysis of School-wide Writing Prompt data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching teams and administration will review data collectively to improve program implementation, integrity and student work.	Teacher Collaboration, Technology	Tier 1	Evaluate	08/27/2018	06/07/2019	\$0	No Funding Required	teaching staff and administration

Activity - PLC groups – common grading techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teaching staff and administration will assess several pieces of writing with rubric to evaluate common practices .	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Evaluate	08/27/2018	06/07/2019	\$0	No Funding Required	Teaching staff, building principal
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Strategy 2:

Increase writing performance - Teachers will utilize multiple writing strategies to assist students in developing their writing for different formats and styles. .

Category: Other - Cross curriculum-common core writing

Research Cited: Marzano, Robert and Brown, Jay (2009). "A Handbook for the Art and Science of Teaching," ASCD

Argumentative Writing Conference, Wayne RESA, December 2013

Tier: Tier 1

Activity - Essay Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize various techniques to assist student in the structuring, development and organization of written pieces.	Direct Instruction	Tier 1	Monitor	08/27/2018	06/07/2019	\$0	No Funding Required	Teaching Staff

Activity - Rubrics and Standards-based grading to track development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will utilize rubrics and standard based grading practices to assist with the development of guided outlines	Policy and Process, Monitor, Other - development of effective standards based grading process	Tier 1	Evaluate	08/27/2018	06/07/2019	\$0	No Funding Required	teaching staff and building principal

Strategy 3:

Analysis of Writing Samples - Teaching staff will utilize several activities to assist students in evaluating their own and peers writing pieces.

Category: Other - Cross curriculum-common core writing

Research Cited: McNeese, Alex Common Core, Smarter Balanced Implementation Training"

Gallagher, Kelly (2006) Teaching Adolescent Writers (chapter 4). Stenhouse publishing.

Tier: Tier 1

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Activity - Evaluate effectiveness of writing pieces	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use rubrics and other methods to evaluate what an effective piece of writing looks like, as well as evaluating their own and peers pieces.	Direct Instruction	Tier 1	Implement	08/27/2018	06/07/2019	\$0	No Funding Required	teaching staff
Activity - Use of Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize student friendly rubrics with common language for consistency across content areas	Direct Instruction	Tier 1	Implement	08/27/2018	06/07/2019	\$200	Section 31a	Teaching staff and administration

Goal 2: Students at Oxford Bridges Alternative High School will improve their Reading performance.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency of benchmark standards in Reading by 06/17/2022 as measured by student proficiency of 2 or better (standards based grading).

Strategy 1:

Increase reading performance of at risk students - Teachers will use multiple strategies to increase comprehension of various text.

Category: Other - Cross curriculum-common core reading

Research Cited: Marzano, Robert (2012) Classroom Instruction that Works ASCD

Frey, Douglas and Frey, Nancy (2010) ASCD

Tier: Tier 1

Activity - Comprehension strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will use a variety of strategies to increase vocabulary and comprehension.	Direct Instruction	Tier 1	Monitor	08/27/2018	06/07/2019	\$0	No Funding Required	teaching staff
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teaching staff will utilize in-house professional learning to gain skills and expertise in developing and increase student literacy.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$500	General Fund	Teaching staff, building principal
Activity - Data collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff and administration will explore and implement local assessments to evaluate student performance	Evaluation	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$0	No Funding Required	Teaching staff/administrator

Goal 3: Students at Oxford Bridges Alternative High School will enhance their preparation for success in a global environment.

Measurable Objective 1:

demonstrate a behavior for preparedness for an ever-changing global society by 06/17/2022 as measured by Teacher/Student Perception data, participation in Community Service, and an inventory of opportunities for students..

Strategy 1:

Community Service Learning Project - Teachers will implement a service learning project for all student in grades 10 and 11 to increase college/career readiness skills.

Category: Other - Cross curricular 21st century skills

Research Cited: Tony Wagner- Closing the Achievement Gap

Tim Elmore- I Y Generation

Tier: Tier 1

Activity - 21st century skills curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement curriculum using both common core and 21st century skill to enhance students college/career readiness skills.	Materials, Implementation, Direct Instruction, Technology	Tier 1	Monitor	08/27/2018	06/07/2019	\$250000	Other	Assistant Superintendent for Curriculum and Instruction OBHS staff and administration

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Activity - Service Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will assist students in identifying and completing service learning. This project is student led with OBHS staff being mentors to student development of the project	Community Engagement, Career Preparation /Orientation, Technology	Tier 1	Implement	08/27/2018	06/07/2019	\$1000	Section 31a	teaching staff and administration

Strategy 2:

Addressing students social emotional needs - Staff will implement strategies to address students' social and emotional needs allowing students to assist in personal growth. Staff will develop and implement a student success program to acknowledge student as they make positive changes to academics, behavior and attendance.

Category: School Culture

Research Cited: Sanchez, Horatio (2008). A Brain Based Approach to Closing the Achievement Gap. Xlibris Corporation

Kriet, Roxanne (2002). The Morning Meeting Book: Northeast Foundation for Children, Inc.

-Elias, M. J. (2006). The connection between academic and social-emotional learning. In M. J. Elias and H. Arnold (Eds.). The educator's guide to emotional intelligence and academic achievement: Social-emotional learning in the classroom. (pp. 4–14). Thousand Oaks, CA: Corwin Press.

- Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58, 466–474.

-Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.

-Durlak, J. A., Weissberg, R. P., Taylor, R. D., & Dymnicki, A. B. (in preparation). The effects of school-based social and emotional learning: A meta-analytic review

Tier: Tier 1

Activity - Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
all staff will attend Pd to learn multiple strategies to assist students with various social and emotional needs.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$1000	Section 31a	School staff and administration

Activity - Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administration and teaching staff will develop strategies to increase positive behavior. This will be partially done through rewarding students for coming to school, work completion and positive behaviors.	Academic Support Program, Behavioral Support Program, Parent Involvement	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$1000	Section 31a	School Staff and administration.
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Activity - Student Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
administration and staff will celebrate and recognize students for growth in academics and behavior	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	08/27/2018	06/07/2019	\$1000	Section 31a	administration/teaching staff

Strategy 3:

Student Academic Success - This class has three main focuses for student success.

1. seated courses
2. online courses
3. naviance college/career planning platform

Category: Learning Support Systems

Tier: Tier 1

Activity - Identify students for SAS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify students for placement in SAS based on previous performance	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$0	No Funding Required	Teacher staff/admin/intervention specialist

Activity - Development of intervention plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will have a student centered plan	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$0	No Funding Required	teaching staff/intervention staff/admin

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Activity - Identify and develop skills and focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student skills will be developed in content area proficiency, study and planning skills, and focus for college and career readiness.	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$0	No Funding Required	teaching staff/intervention staff/admin

Goal 4: Students at Oxford Bridges Alternative High School will improve their Math performance.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency of benchmark standards in Mathematics by 06/17/2022 as measured by student proficiency of 2 better (standards grading).

Strategy 1:

Diverse Presentation of Information - Teacher will utilize multiple strategies to meet varying learning styles within the classroom.

Category: Mathematics

Research Cited: Montgomery and Groat. Student Learning Styles and Their Implications for Teaching.

http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no10.pdf

Oakland Schools conference 2012 . Differentiated Learning” Professional Development

Wayne RESA, Summer 2014. 21 Things 4 Teachers

Gardner, Howard (2006). Multiple Intelligence; New Horizons in Theory and Practice. New Horizons

Tier: Tier 1

Activity - implementation of real world models	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will implement the use real world hands on algebraic models	Direct Instruction, Technology	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$3000	Section 31a	teaching staff, building administration

Activity - math fluency and number sense	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teacher will utilize various strategies to remediate math fluency and number sense	Materials, Direct Instruction, Technology, Evaluation	Tier 1	Evaluate	08/27/2018	06/07/2019	\$1000	Section 31a	teaching staff

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Strategy 2:

Embedded instruction of State mandated test preparation - There is a growing body of evidence that the use of high-quality, targeted assessment data, in the hands of school staff trained to use it effectively, can improve instruction. By embedding this content into regularly planned daily lessons it becomes congruent to what students are already learning thereby giving it a linear context and more opportunity for student engagement and recall. This will ensure students have been exposed to the vocabulary, context and other strategies and information needed to be successful on State mandated assessments.

Category: Mathematics

Research Cited: Schafer, William D., et al. Undated. Study of Higher-Success and Lower-Success Elementary Schools. Online: www.mdk12.org/practice

North Carolina Department of Public Instruction. 1999. Classroom Assessment: Linking Instruction and Assessment. Raleigh,

NC: Author.

Evaluation Section, Division of Accountability Services, North Carolina Department of Public Instruction. 2000.

Closing the Achievement Gap: Views from Nine Schools. Online: www.ncpublicschools.org/closingthegap/nineschools.pdf.

Tier: Tier 1

Activity - Identification of concepts heavily assessed on state tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teacher will utilize local assessments to track comprehension of identified key standardized tested math concepts	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Evaluate	08/27/2018	06/07/2019	\$0	No Funding Required	teaching staff, building administrator

Activity - Identification of strengths and weaknesses through assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teacher will use SAT/PSAT practice tests to assess students success on math concepts	Evaluation	Tier 1	Implement	08/27/2018	06/07/2019	\$0	No Funding Required	teaching staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Teaching staff will utilize in-house professional learning to gain skills and expertise in developing and increase student literacy.	Professional Learning	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$500	Teaching staff, building principal

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Success	administration and staff will celebrate and recognize students for growth in academics and behavior	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	08/27/2018	06/07/2019	\$1000	administration/teaching staff
math fluency and number sense	teacher will utilize various strategies to remediate math fluency and number sense	Materials, Direct Instruction, Technology, Evaluation	Tier 1	Evaluate	08/27/2018	06/07/2019	\$1000	teaching staff
Attendance	Administration and teaching staff will develop strategies to increase positive behavior. This will be partially done through rewarding students for coming to school, work completion and positive behaviors.	Academic Support Program, Behavioral Support Program, Parent Involvement	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$1000	School Staff and administration.
Professional development	all staff will attend Pd to learn multiple strategies to assist students with various social and emotional needs.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/27/2018	06/07/2019	\$1000	School staff and administration

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Service Learning	Teaching staff will assist students in identifying and completing service learning. This project is student led with OBHS staff being mentors to student development of the project	Community Engagement, Career Preparation /Orientation, Technology	Tier 1	Implement	08/27/2018	06/07/2019	\$1000	teaching staff and administration
Use of Rubrics	Teachers will utilize student friendly rubrics with common language for consistency across content areas	Direct Instruction	Tier 1	Implement	08/27/2018	06/07/2019	\$200	Teaching staff and administration
Review writing assessments	Teacher will adjust instruction based on outcomes of writing prompt	Academic Support Program, Professional Learning	Tier 1	Evaluate	08/27/2018	06/07/2019	\$500	Teachers, Building Principal
implementation of real world models	Teacher will implement the use real world hands on algebraic models	Direct Instruction, Technology	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$3000	teaching staff, building administration

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC groups – common grading techniques	Teaching staff and administration will assess several pieces of writing with rubric to evaluate common practices .	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Evaluate	08/27/2018	06/07/2019	\$0	Teaching staff, building principal
Identification of concepts heavily assessed on state tests	teacher will utilize local assessments to track comprehension of identified key standardized tested math concepts	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Evaluate	08/27/2018	06/07/2019	\$0	teaching staff, building administrator
Essay Structure	Teachers will utilize various techniques to assist student in the structuring, development and organization of written pieces.	Direct Instruction	Tier 1	Monitor	08/27/2018	06/07/2019	\$0	Teaching Staff

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Rubrics and Standards-based grading to track development	Teaching staff will utilize rubrics and standard based grading practices to assist with the development of guided outlines	Policy and Process, Monitor, Other - development of effective standards based grading process	Tier 1	Evaluate	08/27/2018	06/07/2019	\$0	teaching staff and building principal
Data collection	Teaching staff and administration will explore and implement local assessments to evaluate student performance	Evaluation	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$0	Teaching staff/administrator
Development of intervention plan	Each student will have a student centered plan	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$0	teaching staff/intervention staff/admin
Identify and develop skills and focus	Student skills will be developed in content area proficiency, study and planning skills, and focus for college and career readiness.	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$0	teaching staff/intervention staff/admin
Comprehension strategies	Teaching staff will use a variety of strategies to increase vocabulary and comprehension.	Direct Instruction	Tier 1	Monitor	08/27/2018	06/07/2019	\$0	teaching staff
Identify students for SAS	Staff will identify students for placement in SAS based on previous performance	Academic Support Program	Tier 1	Getting Ready	08/27/2018	06/07/2019	\$0	Teacher staff/admin/intervention specialist
Analysis of School-wide Writing Prompt data	Teaching teams and administration will review data collectively to improve program implementation, integrity and student work.	Teacher Collaboration, Technology	Tier 1	Evaluate	08/27/2018	06/07/2019	\$0	teaching staff and administration
Evaluate effectiveness of writing pieces	Students will use rubrics and other methods to evaluate what an effective piece of writing looks like, as well as evaluating their own and peers pieces.	Direct Instruction	Tier 1	Implement	08/27/2018	06/07/2019	\$0	teaching staff
Identification of strengths and weaknesses through assessment	teacher will use SAT/PSAT practice tests to assess students success on math concepts	Evaluation	Tier 1	Implement	08/27/2018	06/07/2019	\$0	teaching staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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21st century skills curriculum	Teachers will implement curriculum using both common core and 21st century skill to enhance students college/career readiness skills.	Materials, Implementation, Direct Instruction, Technology	Tier 1	Monitor	08/27/2018	06/07/2019	\$250000	Assistant Superintendent for Curriculum and Instruction OBHS staff and administration
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