District Improvement Plan

Oxford Community Schools

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Oxford Community Schools' Improvement Plan stems from the involvement of parents, students, teachers, administrators, and community members. All schools' School Improvement Plans directly feed into our District Improvement Plan. Our schools SIP teams participate in a detailed analysis of student academic achievement data at the school level. We include discussions and surveys of parents and students and our analysis of our own processes and procedures to create a comprehensive assessment of our district. Through this process, the backbone of our improvement plans become set. Using these data points, the SIP teams create objectives, strategies, and activities to carryout our vision and mission for education. A District Improvement Team takes the results of the School Improvement Plans and builds a comprehensive plan for the district. These Stakeholders are chosen though out the organization and are selected based on their area of expertise at the grade level they either teach or administer. Parents and community leaders are invited to participate in school level and district level discussion sessions. Meetings are scheduled to gather input through individual school staff meetings, PTO meetings, district forums such as strategic planning sessions.

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

Oxford Community Schools' Improvement Plan stems from the involvement of parents, students, teachers, administrators, and community members. All schools' School Improvement Plans directly feed into our District Improvement Plan. A District Improvement Team takes the results of the School Improvement Plans and builds a comprehensive plan for the district. These Stakeholders are chosen though out the organization and are selected based on their area of expertise at the grade level they either teach or administer. Parents and community leaders are invited to participate in school level and district level discussion sessions. Meetings are scheduled to gather input through individual school staff meetings, PTO meetings, district forums such as strategic planning sessions.

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

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

2017-2020 District Improvement Plan

Overview

Plan Name

2017-2020 District Improvement Plan

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 Community Schools will enhance their preparation for success in a global environment.	Objectives: 1 Strategies: 6 Activities: 16	Organizational	$97243
2	Students at Oxford Community Schools will improve their reading performance.	Objectives: 6 Strategies: 10 Activities: 32	Academic	$849176
3	Students at Oxford Community Schools will improve their mathematical skills and knowledge.	Objectives: 4 Strategies: 7 Activities: 21	Academic	$849303
4	Students at Oxford Community Schools will improve their skills and knowledge within social studies.	Objectives: 2 Strategies: 5 Activities: 8	Academic	$446500
5	Students at Oxford Community Schools will improve their writing performance.	Objectives: 3 Strategies: 6 Activities: 19	Academic	$430500
6	Students at Oxford Community Schools will improve their skills and knowledge within science.	Objectives: 2 Strategies: 6 Activities: 11	Academic	$502500

Goal 1: Students at Oxford Community Schools 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 06/09/2017 as measured by Teacher/Student Perception data, IB Skills for Learner Profile reporting, participation in IB Exhibitions,IB Community Service, and the IB Personal Project, and an inventory of opportunities for students..

Strategy 1:

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

Category: School Culture
Research Cited: Tony Wagner- Closing the Achievement Gap
Tim Elmore- I Y Generation
Tier: Tier 1

Activity - K-10 Proficiency-Oriented World Language Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to develop/refine a K-10 proficiency-oriented world language program. World language teachers will identify learning objectives and expectations for students' ability to learn a world language by grade level. World language teachers will identify assessments to measure student progress on these expectations. Phase out mandatory Chinese world language instruction in the elementary schools and develop a process for students to opt in for Chinese language instruction. Schools: Oxford Elementary School, Oxford High School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Oxford Middle School, Daniel Axford Elementary School	Professional Learning	Tier 1	Implement	09/08/2015	06/30/2018	$25000	Other	Assistant Superintendent for Curriculum & Instruction World Langauge Frameworks Committee

Strategy 2:

IB and 21st Century Skills - IB coordinators will improve and increase the opportunities for students to utilize student learning and 21st Century Skills in a Problem Based Learning activities.

Category: School Culture

Research Cited: -Bifulco, R., Duncombe, W., & Yinger, J. (2005). Does whole-school reform boost student performance? The case of New York City. Journal of Policy Analysis and Management, 24(1), 47-72. -Frank, J. (2009). The Impact of the Primary Years Program of the International Baccalaureate Organization on the English Language Arts State Test Scores of Third, Fourth, and Fifth Grade Students in South Carolina. (Doctoral dissertation). Retrieved from: http://www.eric.ed.gov/ERICIbPortal/search/detailmini.jsp?_nfpb=true&&ERICExtSea rch_SearchValue_0=ED527071&ERICExtSearch_SearchType_0=no&accno=ED527071 -Hall J., Elder, T., et al. (2009). The primary years programme field study. Education Policy and Evaluation Center, University of Georgia. Access: http://www.ibo.org/research/policy/programmevalidation/pyp/documents/PYPFieldStudy 2009.pdf

Tier: Tier 1

Activity - MYP Personal Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The IB coordinator will begin to develop the model for implementing the IB Personal Project. OHS will implement the Personal Project class in the course planner. The class will be co-taught in its first year of development. OHS and OMS will develop a plan for implementing the IB Personal Project for all students for the 2019-20 school year. The aims of the MYP projects are to encourage and enable students to: -participate in a sustained, self-directed inquiry within a global context -generate creative new insights and develop deeper understandings through in-depth investigation -demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time -communicate effectively in a variety of situations -demonstrate responsible action through, or as a result of, learning -appreciate the process of learning and take pride in their accomplishments. Schools: Oxford High School, Oxford Middle School, Oxford Schools Early College	Career Preparation /Orientation , Behavioral Support Program, Community Engageme nt	Tier 1	Implement	09/08/2015	06/30/2020	$0	No Funding Required	IB MYP coordinator, OHS and OMS administrati on, Assistant Superinten dent of Curriculum and Instruction

Activity - MYP Community Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The IB MYP coordinator will set up the procedures and processes for students to complete the community project in years 3 and 4 of the MYP programme. The community project provides an important opportunity for students ages 13-14 to collaborate and pursue service learning. MYP projects are student-centered and age-appropriate, enabling students to engage in practical explorations through a cycle of inquiry, action and reflection. Schools: Oxford High School, Oxford Middle School, Oxford Schools Early College	Behavioral Support Program, Community Engagement, Parent Involvement	Tier 1	Implement	09/08/2015	06/09/2017	$0	No Funding Required	IB MYP coordinator

Activity - OSEC 21st Century skills class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Soft Skills teachers will evaluate the effectiveness of the writing intensive Soft Skills strategies class that will enhance effective communication skills among students in an effort to prepare them for college coursework. Based on these evaluation, improvements will be made to the class. Schools: Oxford Schools Early College	Technology, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	No Funding Required	OSEC administration, coordinator, and teacher

Activity - Cultures of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff at Daniel Axford, Clear Lake, OES, and Leonard will implement the Cultures of Thinking philosophy through conducting a staff book study and attending professional development to support the IB program. Schools: Oxford Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Professional Learning	Tier 1	Implement	08/01/2015	06/30/2020	$5000	General Fund	Principals at Daniel Axford Elementary School, Clear Lake, Leonard, and Oxford Elementary School

Strategy 3:

Social and emotional needs of students - Staff will implement programs to address students' social and emotional needs, allowing students to improve their academic achievement.

Category: School Culture

Research Cited: -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 - Olweus Bully Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Oxford Staff will utilize the Olweus Anti-bullying Program to address social issues in its schools. Staff will evaluate its effectiveness and address issues where identified. Schools: All Schools	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$10000	Section 31a	Assistant Superintendent of Student Services, Building Principals, Olweus Coordinator

Activity - Diversity Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Oxford Staff will attend training on diversity education provided by Oakland Schools. Selected staff and students from secondary schools will participate in Oakland School Justice League and Social Justice. Staff will expand social justice committee and expand whole school activities to address socio-emotional needs of students. Schools: Oxford High School, Oxford Middle School, Oxford Schools Early College	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2020	$7000	Section 31a, General Fund	Superintendent, building principal, OHS and OMS Deans of Students, Assistant Superintendent of Student Services

Activity - Art Therapy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads will contract with an Art Therapy service to provide therapeutic art lessons for students identified as at-risk due to social and emotional issues. The therapy will occur after school at the facility. Schools: Oxford Crossroads Day School	Behavioral Support Program	Tier 3	Implement	09/08/2015	06/09/2017	$3758	Title I Part A	Crossroads Principal

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Activity - Middle School Advisory Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School staff will address the socio-emotional needs of students through improving the advisory program. Topics covered include anti-bullying, social justice, tam building, problem solving, work and study habits. Schools: Oxford Middle School	Behavioral Support Program, Teacher Collaboration	Tier 1	Monitor	08/01/2016	06/30/2020	$0	No Funding Required	Middle School administration

Activity - Student needs (homeless)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Providing supplies, school event payments, field trip fees, and consumable book fees or homeless students in non-title 1 schools. Total academic support is co-funded by general funds for a total of $1,500. Schools: Oxford Elementary School, Oxford Bus Garage, Oxford Virtual Academy, Oxford Crossroads Day School, Oxford High School, Clear Lake Elementary School, Leonard Elementary School, Oxford Middle School, Daniel Axford Elementary School, Oxford Schools Early College, Oxford Bridges High School, Oxford Early Learning Center	Extra Curricular, Behavioral Support Program, Materials, Academic Support Program	Tier 3	Implement	08/01/2017	06/30/2018	$1500	Title I Part A	Assistant Superintendent of Student Services (Homeless Liaison), Secretary to superintendent

Activity - English Learner Family Parent Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30 hours paid $26.00 and hour for Parent Liaison services to increase parental involvement in our Title III program. Duties will involve contacting parents and families through phone calls, home visits and meetings, assist with the organization and implementation of events and activities for the purpose of enhancing parental involvement, and assist parent and families in locating resources for the purpose of promoting parent effectiveness and student achievement Four hours of translation services for Parent night for English Learner parents to discuss Title III services. Staff member to be paid $26.00 an hour for translation services. Schools: All Schools	Behavioral Support Program, Academic Support Program, Parent Involvement	Tier 3	Implement	08/01/2017	06/30/2018	$1285	Title III	Assistant Superintendent of Curriculum and Instruction, EL coordinator/teacher

Strategy 4:

GED - Crossroads will develop a GED program for at-risk students. The program will allow students to prepare for the GED test and improve their likelihood for success.

Category: Career and College Ready

Research Cited: -American Council on Education. (2009). 2008 GED testing program statistical report. Washington, DC: GED Testing Service.

-Briggs, D. C. (2001). The effect of admissions test preparation: Evidence from NELS:88. Chance, 14(1), 10-18.

-Perlman, C. L. (2004). Practice tests and study guides: Do they help? Are they ethical? What is ethical test preparation practice? Chapter 27 in Wall, J. E., & Walz, G. R. (eds.).

-Rubenstein, J. (2004). Test preparation: What makes it effective? Chapter 28 in Wall, J. E., & -Walz, G. R. (eds.). Measuring Up: Assessment Issues for Teachers,

Counselors, and

Administrators, 387-396. Greensboro, NC: CAPS Press.

Tier: Tier 3

Activity - Crossroads GED Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads will monitor the GED preparation class for success. The staff at Crossroads will review and purchase supplemental materials for the class. In addition students who are at-risk will have their GED tests paid to allow equitable access to the test. Laptop computers will be purchased to set up access for students at Crossroads. Schools: Oxford Virtual Academy, Oxford Crossroads Day School, Oxford Bridges High School	Technology, Supplemental Materials, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	$23000	Title I Part A	Crossroads Principal and staff

Activity - Crossroads GED Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1 Paraprofessional working 6 hours a day to address academic deficiencies in Title I neglected students in the areas of English, social studies, science, and math. The para will work under the direct supervision of the highly qualified principal with input from certified teachers. In addition the paraprofessional will staff an online lab for 3 hours of the day to allow students access to online classes and GED prep. The online classes will also be assigned a certified teacher of record. Schools: Crossroads for Youth	Career Preparation/Orientation, Direct Instruction	Tier 3	Monitor	08/07/2017	06/30/2018	$20700	Title I Part A	Crossroads Principal

Strategy 5:

Concept Based Units and Instruction - PYP and MYP teachers will focus on improving concept-based unit development and concept-based instruction practices. IB coordinators will work with teachers to help teachers understand the principles of concept-based units and instruction. IB coordinators and building principals will deliver professional learning on the topic. Each level will re-write their units in Atlas focusing on implementing the principle of concept-based instruction.

Category: Other - Curriculum

Research Cited: Erickson, H. Lynn. Stirring the head, heart, and soul: Redefining curriculum, instruction, and concept-based learning. Corwin Press, 2007.

Erickson, H. Lynn. Concept-based curriculum and instruction: Teaching beyond the facts. Corwin Press, 2002.

Erickson, H. Lynn, Lois A. Lanning, and Rachel French. Concept-based curriculum and instruction for the thinking classroom. Corwin Press, 2017.

Erickson, H. Lynn, and Lois A. Lanning. Transitioning to concept-based curriculum and instruction: How to bring content and process together. Corwin Press, 2013.

Tier: Tier 1

Activity - Concept Based Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IB coordinators and building principals will deliver professional learning on concep-based unit development and concept-based instruction. Schools: Oxford Elementary School, Oxford High School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Oxford Middle School, Daniel Axford Elementary School	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/01/2017	06/30/2018	$0	General Fund	Assistant Superintendent of Curriculum and Instruction IB Coordinators Building Principals

Strategy 6:

Data Driven Culture - Staff will learn how to use illuminate to collect data that will be pertinent to their courses to improve and adjust instruction. This data will also be collected to inform the school improvement process.

Category: Other - Professional Learning Communities

Research Cited: -Iamarino, D. L. (2014). The Benefits of Standards-Based Grading: A Critical Evaluation of Modern Grading Practices Current Issues in Education, 17(2). Retrieved from http://cie.asu.edu/ojs/index.php/cieatasu/article/view/123 4 Marzano, Robert J. Transforming Classroom Grading. Alexandria: ASCD, 2000. Print. Moffett, James, and Betty Jane Wagner. Student-Centered Language Arts, K–12. Portsmouth: Boynton/Cook, 1992. Print. National Governors Association Center for Best Practices, Council of Chief State School Officers. Common Core State Standards. Washington: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010. Print. Reeves, Douglas B. "Leading to Change/Effective Grading Practices." Educational Leadership 65.5 (2009): 85–87. Web. 23 June 2013. Wormeli, Rick. Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom. Portland: Stenhouse, 2006. Print

Tier: Tier 1

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

Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased Illuminate assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation. Schools: Oxford High School, Oxford Middle School	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2017	06/30/2020	$0	General Fund	Assistant Superintendent of Curriculum and Instruction, Building Principals, PLC leaders, PLC facilitator

Activity - Data analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 Staff will learn how to use illuminate to collect data that will be pertinent to their courses to improve and adjust instruction. This data will also be collected to inform the school improvement process and the MTSS process. Schools: Oxford Elementary School, Oxford High School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Oxford Middle School, Daniel Axford Elementary School	Technology, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2017	06/30/2020	$0	General Fund	Assistant Superintendent of Curriculum and Instruction, Building Principals

Goal 2: Students at Oxford Community Schools will improve their reading performance.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on all strands in Reading by 06/07/2024 as measured by student performance on mandated State assessments.

Strategy 1:

Reading comprehension strategies - All students will be taught reading strategies through the use of Reader's Workshop and reading in the content area strategies appropriate for secondary schools. All elementary staff receive professional development in Reader's Workshop through Oakland Schools, and secondary staff will receive professional development in reading in the Content Areas through Oakland Schools. Strategies will be implemented in the classroom and required in all classes.

Category: English/Language Arts

Research Cited: -Allington, Richard L. "The Schools We Have, the Schools We Need." The Reading Teacher. Vol. 48 No.1, IRA,1994:14-29.

-Beck, I.L., M.G. McKeown, R.L. Hamilton, and L. Kucan. Questioning the Author: An Approach for Enhancing Student Engagement with Text. IRA, 1997.

-Bergman, Janet L. "SAIL—A Way to Success and Independence for Low-Achieving Readers." The Reading Teacher. Vol. 45(8). IRA: 598-602.

-Center for the Improvement of Early Reading Achievement (CIERA). Every Child a Reader: Topic 5—Strategic Comprehension.

Ann Arbor, Michigan:University of Michigan, 1998.

-"Comprehension Strategies." In Evidence-Based Reading Instruction: Putting the National Reading Panel Report into Practice.

International Reading Association, 2002.

-Davey, B. "Think Aloud: Modeling the Cognitive Processes of Reading Comprehension." The Journal of Reading. Vol. 27(1): 44-47.

-Duke, Nell K., and P. David Pearson. How Can I Help Children Improve Their Comprehension? Ann Arbor, Michigan: Center for the Improvement of Early Reading Achievement (CIERA), Michigan State University, 2001.

-Duke, Nell K., and P. David Pearson, "Effective Practices for Developing Reading Comprehension" in What Research Has to Say About Reading Instruction, 3rd ed.,

Alan E. Farstrup and S. Jay Samuels, eds. IRA, 2002.

-Hoyt, Linda. Revisit, Reflect, Retell. Heinemann, 1998.

Tier: Tier 1

Activity - Elementary reading workshop instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 staff will develop elements of the reader's workshop method of teaching reading. Teachers will meet to review reading data: fluency, comprehension, rate, and accuracy grade level data to determine individual building focus on literacy strategies. In an effort to build teacher capacity for student engagement and an improved school climate our staff will focus on Professional Learning that is researched based provided by our Literacy Coach. .5 sub days per teacher will be funded from Title IIA to support professional learning. Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$5000	Title II Part A	Assistant Superintendent of Curriculum and Instruction, elementary principals, K-5 Literacy coach

Activity - OHS Literacy initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning - Staff will train and implement content area literacy strategies consistent with the process of reading apprenticeship in all subject areas. The professional development, processes, and activities utilized will focus on the work of HiClass, RAISE, Document Based Questions (DBQ) as well as methodologies inherent in IB methodologies. Content area literacy training sessions for staff will occur at HS and district wide professional development days. Schools: Oxford High School, Oxford Schools Early College	Professional Learning, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	No Funding Required	building administration

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Activity - OMS literacy initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OMS will be participating in the Reading Apprenticeship Writing Connections (RAWC). Professional Learning - Staff will train and implement content area literacy strategies consistent with the process of reading apprenticeship in all subject areas. The professional development, processes, and activities utilized will focus on the work of MiClass, RAWC, Document Based Questions (DBQ) as well as methodologies inherent in IB methodologies. Content area literacy training sessions for staff will occur at MS and district wide professional development days. Schools: Oxford Middle School	Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$5000	Other	Middle School Administration

Activity - Secondary Reading Comprehension techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize scaffolded guided reading techniques, vocabulary teaching strategies, and utilization of context clues to increase reading comprehension and fluency. Crossroads staff will research and explore Close Reading strategies to implement in their classrooms. Staff will chose a common set of strategies to implement and use in all subjects. Staff will utilize academic vocabulary instructional techniques with students to increase student's content specific academic vocabulary. Schools: Oxford Crossroads Day School, Oxford Bridges High School	Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	No Funding Required	Bridges administration and teaching staff

Activity - Crossroads Literacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads will continue to establish a library on the campus that will house reading materials appropriate for at-risk youth. The library will be accessible to students after school hours. Staff will volunteer to monitor the materials and the use of the program. Schools: Oxford Crossroads Day School	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2017	$0	No Funding Required	Crossroads principal and staff

Strategy 2:

Academic Vocabulary - Building Vocabulary - Staff will apprentice students in the essential vocabulary of their discipline and will utilize a variety of vocabulary

strategies to build word knowledge skills.

Category: English/Language Arts

Research Cited: -Marzano, R. J. (2004). Building background knowledge for academic achievement: Research on what works in

schools. Alexandria, VA: ASCD

-PEARSON, P. D., HIEBERT, E. H. and KAMIL, M. L. (2007), Vocabulary assessment: What we know and what we need to learn. Reading Research Quarterly, 42: 282–296. doi: 10.1598/RRQ.42.2.4

Tier: Tier 1

Activity - Vocabulary focus at Crossroads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Vocabulary- Staff will apprentice students in the essential vocabulary of their discipline and will utilize a variety of vocabulary strategies to build word knowledge skills. Professional development will occur at Crossroads and district wide professional development days. Schools: Oxford Crossroads Day School	Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/09/2017	$0	No Funding Required	Crossroads administration and staff

Strategy 3:

Standards Based Grading - Teachers will utilize a standards based approach to assess student learning.

Category: English/Language Arts

Research Cited: -Iamarino, D. L. (2014). The Benefits of Standards-Based Grading: A Critical Evaluation of Modern Grading Practices Current Issues in Education, 17(2). Retrieved from http://cie.asu.edu/ojs/index.php/cieatasu/article/view/123 4 Marzano, Robert J. Transforming Classroom Grading. Alexandria: ASCD, 2000. Print. Moffett, James, and Betty Jane Wagner. Student-Centered Language Arts, K–12. Portsmouth: Boynton/Cook, 1992. Print. National Governors Association Center for Best Practices, Council of Chief State School Officers. Common Core State Standards. Washington: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010. Print. Reeves, Douglas B. "Leading to Change/Effective Grading Practices." Educational Leadership 65.5 (2009): 85–87. Web. 23 June 2013. Wormeli, Rick. Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom. Portland: Stenhouse, 2006. Print

Tier: Tier 1

Activity - Common or Standards-Based Assessment 6-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased Illuminate assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation. Schools: Oxford Virtual Academy, Oxford Crossroads Day School, Oxford High School, Oxford Middle School, Oxford Schools Early College, Oxford Bridges High School	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$60000	General Fund	Chief Academic Officer, building principals, Instructional coach

Strategy 4:

Instructional Coach   - The District will employ an instructional coach who will mentor and coach nontenured teachers during their first four years of development.

Category: Learning Support Systems

Research Cited: -Alseike, B. U. (1997). Cognitive Coaching: Its influence on teachers. Dissertations Abstracts International, 58(8), 2911. (University Microfilms No. 9804083)

-Baker, R. G. (1983). The contribution of coaching to transfer of training: An extension study. Dissertation Abstracts International, 44(11), 3260. (University Microfilms No. 8403713)

-Duessen, T., & Buly, M. R. (2006). Connecting coaching and improved literacy. Northwest Education, 12, 43–45.

-Edwards, J. L. (2008). Cognitive Coaching: A synthesis of the research. Highlands

Ranch, CO: Center for Cognitive Coaching.

Tier: Tier 1

Activity - Nontenured teacher coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach will mentor and coach nontenured teachers in the district on best practice instructional techniques such as inquiry based learning, problem-based learning, the use of classroom technology, and other instructional methods that will improve instruction and classroom management. Schools: All Schools	Professional Learning	Tier 1	Monitor	09/08/2015	06/30/2020	$47500	Title II Part A	Assistant Superintendent of Curriculum and Instruction

Strategy 5:

Blended Online Learning - Teachers will implement blended online learning instructional practices to improve the student academic achievement through enhanced technology and differentiated instruction.

Category: Technology

Research Cited: -Mohammed, Saro. Blended Learning Research Clearinghouse 1.0. May 2015. Retrieved June 27, 2015

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-Graham, C.R., Henrie, C.R., & Gibbons, A.S. (2014). Developing models and theory for blended learning research. In Picciano, A.G., Dziuban, C.D. & Graham, C.R. Blended learning: Research perspectives, Volume 2. New York: Routledge/Taylor & Francis.

-Picciano, A.G., Dziuban, C. & Graham, C. (Eds., (2014). Blended learning: Research perspectives, Volume 2. New York: Taylor/Francis.

Tier: Tier 1

Activity - OVA blended reading instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Teaching staff will analyze district approved reading assessment results to determine what students may need additional assistance in reading comprehension . 2. Students will be enrolled in either the Let's Go Learn Reading, iLit, or Comprehension EDGE course online, depending on diagnostic results. 3. Teachers and administrators will monitor student use of the EDGE programs, monitoring pacing and progress. 4. Upon the completion of the EDGE course, the student will be retested in LGL to determine if students should be enrolled in additional EDGE courses. Schools: Oxford Virtual Academy, Oxford Schools Early College	Technology, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	No Funding Required	OVA principal

Measurable Objective 2:

52% of English Learners students will demonstrate a proficiency as defined by adequate progress in learning English as a second language in English Language Arts by 06/09/2017 as measured by MI-ELP (WIDA) assessment.

(shared) Strategy 1:

English Immersion Class - At the high school, English language learners will work on English reading and writing skills through the development of an English Immersion class. The class will immerse 13-17 English language learners in learning English speaking, listening, writing, and speaking skills with a highly qualified teacher. Student will continue to have general education English class as well. Learning English as a second language techniques and strategies will be implemented in the class.

Category: English/Language Arts

Research Cited: Review of "Research Summary and Bibliography for Structured English Immersion Programs" of the Arizona English Language Learners Task Force. Stephen Krashen - University of Southern California, Kellie Rolstad - Arizona State University, Jeff MacSwan - Arizona State University.

Sievert, Jessica, "Evaluation of Structured English Immersion and Bilingual Education on Reading Skills of Limited English ProficientStudents in California and Texas" (2007).

Applied Research Projects, Texas State University-San Marcos.

Paper 262.http://ecommons.txstate.edu/arp/262

Tier: Tier 3

Activity - Evaluate effectiveness of English immersion class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using data from WIDA scores, M-STEP testing, and academic classes. Schools: Oxford High School	Evaluation	Tier 3	Evaluate	03/01/2016	06/30/2020	$0	No Funding Required	Title III staff, assistant superintendent of curriculum and instruction

Activity - Immigrant paraprofessional support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title III immigrant funds will be used for additional support in the high school EL English classes. A paraprofessional will support for four hours daily as push in support during EL English class. Schools: Oxford High School	Academic Support Program	Tier 2	Implement	12/01/2016	06/30/2020	$14000	Title III	Assistant Superintendent of Curriculum and Instruction

(shared) Strategy 2:

ELL Differentiation Strategies - Elementary, Middle, and High School content teachers will receive training on differentiation of instructional strategies for EL students.2006 Shannon Research Press.

Category: English/Language Arts

Research Cited: Differentiated instruction: A research basis. Subban, Pearl; International Education Journal, 2006, 7(7), 935-947 ISSN 1443-1475 Shannon Research Press.

"Research on English Learner Instruction," Breaking Through: Effective Instruction & Assessment for Reaching English Learners, Goldenberg, Claude. edited by Margarita Calderón (Solution Tree Press, 2012)

Differentiated Instruction English Language Learners: Strategies for the Secondary English Teacher.. Baecher, Laura. Fall 2011. Wisconsin English Journal Volume 53, Number 2.

Tier: Tier 1

Activity - ELL support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified ELL students will receive additional support from highly qualified ESL staff and paraprofessionals. The students will receive one on one tutoring in English. They will receive assistance with fluency, comprehension, decoding, and vocabulary. An additional hour of literacy intervention to implement vocabulary program will be funded by Title III Schools: All Schools	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	$163146	Title III, General Fund, Section 31a	assistant superintendent of curriculum and instruction, EL teachers and EL paraprofessionals

Activity - Title III Conferences, substitutes and Mileage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL strategies in the general classroom, Special Populations Conference, and other ongoing Title III sessions for ESL strategies at Oakland Schools. We have one ELL teacher and two ELL parapros going to workshops and conferences at Oakland Schools and Lansing Provision of substitutes for one ELL teacher and two parapros when attending conferences. One ELL teacher and two ELL paraprofessionals going to conferences at Oakland Schools and Lansing for trainings in WIDA, Schools: All Schools	Professional Learning, Other, Academic Support Program	Tier 3		09/08/2015	06/30/2020	$2200	Title III	assistant superintendent of curriculum and instruction and EL teacher/coordinator

Activity - Title III teaching supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching Supplies- Teaching supplies are for daily instruction, not after-hours instruction, used by ELL teachers and parapros within the K-12 program. They include instructional materials of resource workbooks, software, iPads, electronic translation materials, as well as general ELL classroom supplies of construction paper, glue, crayons, etc. that is beyond the general fund allocation for all classrooms. Schools: All Schools	Supplemental Materials	Tier 3	Implement	09/08/2015	06/30/2020	$3858	Title III	Assistant Superintendent of Curriculum and Instruction and EL teacher/coordinator

Activity - Title III after hours tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| One teacher servicing Title III eligible students after hours, grades 9-12, over the span of the school year, twice a week for 60 minutes each for 40 weeks. Services include course assistance as well as English instruction.

Schools: Oxford High School | Academic Support Program | Tier 3 | Implement | 09/08/2015 | 06/30/2020 | $3972 | Title III | Assistant Superinten dent of Curriculum and Instruction and EL teacher/coo rdinator |

Activity - Achieve 3000 Literacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Achieve 3000 literacy software will be used as supplemental instruction in the sheltered Instruction English Learner English 9 classes. Students will have access to the program after school and at home. Computers (Chromebooks and cart) will be purchased for sole use of immigrant and LEP students. Schools: Oxford High School	Technology , Supplemen tal Materials, Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2020	$13000	Title III	OHS English Learner Teachers

Measurable Objective 3:

24% of English Learners students will demonstrate a proficiency in learning English as a second language in English Language Arts by 06/09/2017 as measured by MI-ELP (WIDA).

(shared) Strategy 1:

English Immersion Class - At the high school, English language learners will work on English reading and writing skills through the development of an English

Immersion class. The class will immerse 13-17 English language learners in learning English speaking, listening, writing, and speaking skills with a highly qualified

teacher. Student will continue to have general education English class as well. Learning English as a second language techniques and strategies will be implemented in

the class.

Category: English/Language Arts

Research Cited: Review of "Research Summary and Bibliography for Structured English Immersion Programs" of the Arizona English Language Learners Task Force.

Stephen Krashen - University of Southern California, Kellie Rolstad - Arizona State University, Jeff MacSwan - Arizona State University.

Sievert, Jessica, "Evaluation of Structured English Immersion and Bilingual Education on Reading Skills of Limited English ProficientStudents in California and Texas"

(2007).

Applied Research Projects, Texas State University-San Marcos.

Paper 262.http://ecommons.txstate.edu/arp/262

Tier: Tier 3

Activity - Evaluate effectiveness of English immersion class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Using data from WIDA scores, M-STEP testing, and academic classes. Schools: Oxford High School	Evaluation	Tier 3	Evaluate	03/01/2016	06/30/2020	$0	No Funding Required	Title III staff, assistant superintendent of curriculum and instruction

Activity - Immigrant paraprofessional support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title III immigrant funds will be used for additional support in the high school EL English classes. A paraprofessional will support for four hours daily as push in support during EL English class. Schools: Oxford High School	Academic Support Program	Tier 2	Implement	12/01/2016	06/30/2020	$14000	Title III	Assistant Superintendent of Curriculum and Instruction

(shared) Strategy 2:

ELL Differentiation Strategies - Elementary, Middle, and High School content teachers will receive training on differentiation of instructional strategies for EL students.2006 Shannon Research Press.

Category: English/Language Arts

Research Cited: Differentiated instruction: A research basis. Subban, Pearl; International Education Journal, 2006, 7(7), 935-947 ISSN 1443-1475 Shannon Research Press.

"Research on English Learner Instruction," Breaking Through: Effective Instruction & Assessment for Reaching English Learners, Goldenberg, Claude. edited by Margarita Calderón (Solution Tree Press, 2012)

Differentiated Instruction English Language Learners: Strategies for the Secondary English Teacher.. Baecher, Laura. Fall 2011. Wisconsin English Journal Volume 53, Number 2.

Tier: Tier 1

Activity - Professional Development for differentiating instruction by ESL teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL instructor/coordinator for the district will provide teachers who teach EL students with differentiated instructional techniques proven to work with EL students. Schools: All Schools	Professional Learning	Tier 2	Implement	09/01/2015	06/09/2017	$0	No Funding Required	District ESL teacher/coordinator

Activity - ELL support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Identified ELL students will receive additional support from highly qualified ESL staff and paraprofessionals. The students will receive one on one tutoring in English. They will receive assistance with fluency, comprehension, decoding, and vocabulary. An additional hour of literacy intervention to implement vocabulary program will be funded by Title III Schools: All Schools	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	$163146	General Fund, Title III, Section 31a	assistant superintendent of curriculum and instruction, EL teachers and EL paraprofessionals

Activity - Title III Conferences, substitutes and Mileage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL strategies in the general classroom, Special Populations Conference, and other ongoing Title III sessions for ESL strategies at Oakland Schools. We have one ELL teacher and two ELL parapros going to workshops and conferences at Oakland Schools and Lansing Provision of substitutes for one ELL teacher and two parapros when attending conferences. One ELL teacher and two ELL paraprofessionals going to conferences at Oakland Schools and Lansing for trainings in WIDA, Schools: All Schools	Professional Learning, Other, Academic Support Program	Tier 3		09/08/2015	06/30/2020	$2200	Title III	assistant superintendent of curriculum and instruction and EL teacher/coordinator,

Activity - Title III teaching supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching Supplies- Teaching supplies are for daily instruction, not after-hours instruction, used by ELL teachers and parapros within the K-12 program. They include instructional materials of resource workbooks, software, iPads, electronic translation materials, as well as general ELL classroom supplies of construction paper, glue, crayons, etc. that is beyond the general fund allocation for all classrooms. Schools: All Schools	Supplemental Materials	Tier 3	Implement	09/08/2015	06/30/2020	$3858	Title III	Assistant Superintendent of Curriculum and Instruction and EL teacher/coordinator

Activity - Title III after hours tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

One teacher servicing Title III eligible students after hours, grades 9-12, over the span of the school year, twice a week for 60 minutes each for 40 weeks. Services include course assistance as well as English instruction. Schools: Oxford High School	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$3972	Title III	Assistant Superinten dent of Curriculum and Instruction and EL teacher/coo rdinator

Activity - Achieve 3000 Literacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Achieve 3000 literacy software will be used as supplemental instruction in the sheltered Instruction English Learner English 9 classes. Students will have access to the program after school and at home. Computers (Chromebooks and cart) will be purchased for sole use of immigrant and LEP students. Schools: Oxford High School	Technology , Supplemen tal Materials, Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2020	$13000	Title III	OHS English Learner Teachers

Measurable Objective 4:

78% of English Learners students will demonstrate a proficiency on M-STEP in Reading by 06/09/2017 as measured by the M-STEP assessment for reading across the district.

(shared) Strategy 1:

English Immersion Class - At the high school, English language learners will work on English reading and writing skills through the development of an English

Immersion class. The class will immerse 13-17 English language learners in learning English speaking, listening, writing, and speaking skills with a highly qualified

teacher. Student will continue to have general education English class as well. Learning English as a second language techniques and strategies will be implemented in

the class.

Category: English/Language Arts

Research Cited: Review of "Research Summary and Bibliography for Structured English Immersion Programs" of the Arizona English Language Learners Task Force.

Stephen Krashen - University of Southern California, Kellie Rolstad - Arizona State University, Jeff MacSwan - Arizona State University.

Sievert, Jessica, "Evaluation of Structured English Immersion and Bilingual Education on Reading Skills of Limited English ProficientStudents in California and Texas"

(2007).

Applied Research Projects, Texas State University-San Marcos.

Paper 262.http://ecommons.txstate.edu/arp/262

Tier: Tier 3

Activity - Evaluate effectiveness of English immersion class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

Using data from WIDA scores, M-STEP testing, and academic classes. Schools: Oxford High School	Evaluation	Tier 3	Evaluate	03/01/2016	06/30/2020	$0	No Funding Required	Title III staff, assistant superintendent of curriculum and instruction

Activity - Immigrant paraprofessional support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title III immigrant funds will be used for additional support in the high school EL English classes. A paraprofessional will support for four hours daily as push in support during EL English class. Schools: Oxford High School	Academic Support Program	Tier 2	Implement	12/01/2016	06/30/2020	$14000	Title III	Assistant Superintendent of Curriculum and Instruction

(shared) Strategy 2:

ELL Differentiation Strategies - Elementary, Middle, and High School content teachers will receive training on differentiation of instructional strategies for EL students.2006 Shannon Research Press.

Category: English/Language Arts

Research Cited: Differentiated instruction: A research basis. Subban, Pearl; International Education Journal, 2006, 7(7), 935-947 ISSN 1443-1475 Shannon Research Press.

"Research on English Learner Instruction," Breaking Through: Effective Instruction & Assessment for Reaching English Learners, Goldenberg, Claude. edited by Margarita Calderón (Solution Tree Press, 2012)

Differentiated Instruction English Language Learners: Strategies for the Secondary English Teacher.. Baecher, Laura. Fall 2011. Wisconsin English Journal Volume 53, Number 2.

Tier: Tier 1

Activity - Professional Development for differentiating instruction by ESL teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL instructor/coordinator for the district will provide teachers who teach EL students with differentiated instructional techniques proven to work with EL students. Schools: All Schools	Professional Learning	Tier 2	Implement	09/01/2015	06/09/2017	$0	No Funding Required	District ESL teacher/coordinator

Activity - ELL support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Identified ELL students will receive additional support from highly qualified ESL staff and paraprofessionals. The students will receive one on one tutoring in English. They will receive assistance with fluency, comprehension, decoding, and vocabulary. An additional hour of literacy intervention to implement vocabulary program will be funded by Title III

 Schools: All Schools | Academic Support Program | Tier 3 | Implement | 09/08/2015 | 06/30/2018 | $163146 | Title III, Section 31a, General Fund | assistant superintendent of curriculum and instruction, EL teachers and EL paraprofessionals |

Activity - Title III Conferences, substitutes and Mileage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL strategies in the general classroom, Special Populations Conference, and other ongoing Title III sessions for ESL strategies at Oakland Schools. We have one ELL teacher and two ELL parapros going to workshops and conferences at Oakland Schools and Lansing Provision of substitutes for one ELL teacher and two parapros when attending conferences. One ELL teacher and two ELL paraprofessionals going to conferences at Oakland Schools and Lansing for trainings in WIDA, Schools: All Schools	Professional Learning, Other, Academic Support Program	Tier 3		09/08/2015	06/30/2020	$2200	Title III	assistant superintendent of curriculum and instruction and EL teacher/coordinator

Activity - Title III teaching supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching Supplies- Teaching supplies are for daily instruction, not after-hours instruction, used by ELL teachers and parapros within the K-12 program. They include instructional materials of resource workbooks, software, iPads, electronic translation materials, as well as general ELL classroom supplies of construction paper, glue, crayons, etc. that is beyond the general fund allocation for all classrooms. Schools: All Schools	Supplemental Materials	Tier 3	Implement	09/08/2015	06/30/2020	$3858	Title III	Assistant Superintendent of Curriculum and Instruction and EL teacher/coordinator

Activity - Title III after hours tutor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

One teacher servicing Title III eligible students after hours, grades 9-12, over the span of the school year, twice a week for 60 minutes each for 40 weeks. Services include course assistance as well as English instruction. Schools: Oxford High School	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$3972	Title III	Assistant Superintendent of Curriculum and Instruction and EL teacher/coordinator

Activity - Achieve 3000 Literacy Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Achieve 3000 literacy software will be used as supplemental instruction in the sheltered Instruction English Learner English 9 classes. Students will have access to the program after school and at home. Computers (Chromebooks and cart) will be purchased for sole use of immigrant and LEP students. Schools: Oxford High School	Technology, Supplemental Materials, Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2020	$13000	Title III	OHS English Learner Teachers

Measurable Objective 5:

A 5% increase of Bottom 30% students will demonstrate a proficiency on the M-STEP assessment in Reading by 06/09/2017 as measured by student performance on the M-STEP State assessment.

Strategy 1:

Reading Interventions - Eligible students will receive reading interventions to improve fluency and comprehension. Teachers will track student progress through the use of assessment programs that measure reading. Reading Specialists and teachers will determine appropriate amount of intervention needed, monitored by building principal.

Category: English/Language Arts

Research Cited: -Scammacca, Nancy K., Roberts, Greg, Vaughn, Sharon and Stuebing, Karla K. A Meta-Analysis of Interventions for Struggling Readers in Grades 4–12: 1980–2011 Journal of Learning Disabilities July/August 2015 48: 369-390, first published on October 3, 2013

-Wanzek, Jeanne, Vaughn, Sharon, Scammacca, Nancy K., Metz, Kristina, Murray, Christy S., Roberts, Greg, and Danielson, Louis Review of Educational Research, June 2013; vol. 83, 2: pp. 163-195., first published on February 22, 2013

Tier: Tier 2

Activity - RTI reading software interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Students Identified in the lower 30% needing comprehension support will receive SuccessMaker and/or Moby Max Intervention. Students identified in the lower 30% needing fluency support will receive Read Naturally support. Based on data, small group skill instruction will be delivered by Title I and at-risk professional and/or Paraprofessional Staff and/or parent volunteers with a minimum of 15 minutes, 5 times a week. Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	No Funding Required	Assistant Superintendent of Curriculum and Instruction, building principals, reading specialist,

Activity - Elementary reading interventions involving personnel	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week. Reading Specialist will identify students from the bottom 30% to participate in small group LLI instruction. Reading Recovery program will be utilized to address lowest readers in first grade. Whole to part reading strategies will be utilized where applicable. Title I will help support reading specialist at Lakeville and Leonard. At-risk funds will help support reading specialists at Clear Lake and Daniel Axford. Intervention positions will be added at the elementary schools to concentrate on K-3 reading. Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$321000	Section 31a, Title I Part A	elementary principals, reading specialist, title one staff

Activity - Middle School reading interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of the FAST adaptive reading assessment. The reading teacher will continue to adapt and develop the established reading intervention class based on Leveled Literacy Intervention program and the Achieve 3000 software program. Fountas and PInnell Benchmark assessment and running records will be utilized to measure student progress in reading. This class will be mandatory for students who score in the bottom 30% of FAST reading and State assessments. Schools: Oxford Middle School	Technology, Direct Instruction, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$65000	General Fund	Middle School administration, counseling staff, and reading teacher

Activity - REACH	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. Students will receive interventions in reading. Paraprofessional support will help track progress monitoring and identification process for the class. FASTBridbge, M-STEP, and past academic history will be used to identify students for REACH. Schools: Oxford High School, Oxford Schools Early College	Technology, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$30000	Section 31a	High School administration, RTI coordinator, Counselors.

Activity - Identification and placement -Crossroads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at Crossroads will be tested with Aimsweb and FAST to assess reading levels. Students will receive services based on this screening. Staff will monitor results. Schools: Oxford Crossroads Day School	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$15000	Special Education	Crossroads administration, psychologist, and social worker

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

| Oxford's approach to MTSS will be improved through the implementation and use of screeners, diagnostic and progress monitoring assessments. In addition, a district handbook and approach to MTSS will be developed and implemented across the district. All Teachers and MTSS Team Personnel will identify students that do not demonstrate reading proficiency and use a multi-tiered model of support to improve reading proficiency. FAST, Fountas and Pinnell, STAR and DORA will be used to identify at risk students. Teachers will receive training on strategies to improve academic achievement from counselors, social workers, IB coordinators, instructional coach, literacy coach, and other instructional leaders (principals). Trainings will include strategies for improving fluency, decoding, and comprehension. (FASTBridge screening)

Schools: All Schools | Technology, Behavioral Support Program, Academic Support Program | Tier 2 | Implement | 09/08/2015 | 06/30/2020 | $17000 | Section 31a | Assistant Superintendent of Curriculum and Instruction, Building principals, reading specialist, literacy coach, counselors, social workers |

Activity - Crossroads Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads will explore and purchase supplemental materials for supplying at-risk students with a reading intervention at the Crossroads campus. TCrossroads will utilize RAZ kids to improve reading proficiency. Schools: Oxford Crossroads Day School	Supplemental Materials, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$10000	Title I Part D	Crossroads Principal

Activity - Blended Reading RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Teaching staff will monitor weekly progress and grades in language arts to determine if an intervention is needed. 2. If an intervention is needed, teachers will determine appropriate intercessions including workshops, book clubs, Adobe sessions and online Let's Go Learn activities. 3. Teachers will monitor student progress in their online courses and also within Let's Go Learn, noting strengths and weaknesses. Teachers will also monitor skill levels during workshops and Adobe sessions. 4. Spring assessment data will be used to evaluate student progress and achievement. Schools: Oxford Virtual Academy, Oxford Schools Early College	Technology, Academic Support Program	Tier 2		09/08/2015	06/30/2020	$0	No Funding Required	OVA principal

Strategy 2:

Extended Learning Opportunities - Students who are deficient in reading as indicated through research based assessments such as Aimsweb, Fountas and Pinnell

testing, Star Reading assessment, and Dora will be recommended for extended learning opportunities.

Category: English/Language Arts

Research Cited: -Rocha, E. (2007). Choosing More Time for Students: The What, Why, and How of Expanded Learning. Center for American Progress.

-Baker, D. P., Fabrega, R., Galindo, C., & Mishook, J. (2004). Instructional Time and National Achievement: Cross-National Evidence. Prospects, XXXIV (3), 311-334

-Silva, E. (2007). On the Clock: Rethinking the Way Schools Use Time. Washington, D.C.: Education Sector

-Portland Public Schools. (2007). Opportunities to Increase the Amount and Quality of Instructional Time. Portland Public Schools, District Performance Auditor.

Portland: Portland Public Schools

-Cooper, H. (2003). Summer Learning Loss: The Problem and Some Solutions. ERIC Clearinghouse on Elementary and Early Childhood Education. Champaign, IL: ERIC.

-Frazier, J. A., & Morrison, F. J. (1998). The Influence of Extended-Year Schooling on Growth of Achievement and

Perceived Competence in Early Elementary School. Child Development, 69 (2), 495-517

Tier: Tier 3

Activity - Title I Parent Night (Reading)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Family meeting (1) will include information related to engaging children in reading activities. Schools: Lakeville Elementary School, Leonard Elementary School	Supplemental Materials, Parent Involvement	Tier 2	Monitor	09/08/2015	06/30/2020	$500	Title I Part A	Lakeville principal and reading specialist

Activity - After school tutoring (secondary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school. Schools: Oxford High School, Oxford Middle School, Oxford Schools Early College	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$26000	General Fund	Building administration and counselors

Activity - Before School tutoring (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.

Schools: Lakeville Elementary School, Leonard Elementary School | Academic Support Program | Tier 2 | Monitor | 09/08/2015 | 06/30/2020 | $10000 | Title I Part A | Assistant Superintendent of Curriculum and Instruction, elementary principals, Title I staff |

Activity - Lakeville Summer School program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lakeville Elementary will conduct a summer school program for its students who are identified as being at risk in reading, writing, and math. It will last about 6 weeks during the months of June, July, and August. Schools: Lakeville Elementary School	Academic Support Program	Tier 3	Implement	06/20/2016	06/30/2020	$15000	Title I Part A	Assistant Superintendent of Curriculum and Instruction, Lakeville Principal

Activity - Crossroads summer school	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads will conduct summer school for four weeks for title I identified Crossroads students July and August. Secretarial support and supplies for summer school will be needed. Schools: Oxford Crossroads Day School	Materials, Supplemental Materials, Academic Support Program	Tier 3	Implement	06/20/2016	06/30/2020	$22000	Title I Part A	Assistant Superintendent of Curriculum and Instruction, Crossroads Principal

Measurable Objective 6:

A 5% increase of Students with Disabilities students will demonstrate a proficiency on the M-STEP assessment in Reading by 06/09/2017 as measured by student performance on the M-STEP State assessment.

Strategy 1:

Reading intervention with direct instruction - Students identified as having a disability will receive research based interventions appropriate to their area of qualification delivered by a highly certified special education instructor. Programs such as Read 180, read naturally, will be used Student progress will be tracked through annual goals and measured by research based assessments.

Category: English/Language Arts

Research Cited: http://www.interventioncentral.org Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom

behaviors and foster effective learning for all children

and youth. The site was created by Jim Wright, a school psychologist and school administrator from Central New York.

Tier: Tier 3

Activity - Reading intervention through Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as having a disability will receive research based interventions appropriate to their area of qualification delivered by a highly certified special education instructor. Programs such as Read 180, Whole to Part, Read Naturally, Successmaker, and Leveled Literacy Intervention (LLI) will be used Student progress will be tracked through annual goals and measured by research based assessments. Schools: All Schools	Technology, Direct Instruction	Tier 3		09/08/2015	06/30/2020	$0	No Funding Required	Assistant Superintendent for Student Services, special education staff

Activity - Blended Tier III reading interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Special education staff will learn the LGL online tools to better understand the reports and recommendations within the online system. Special Education staff will also determine the most useful practices of instruction for each student based on need. 2. Special Education staff will determine if students should be enrolled in the LGL EDGE classes and will use appropriate tools (graphic organizers, manipulatives, books, etc.) to assist student learning. 3. Special education staff will collaborate with student mentor teachers to note areas of strengths and weaknesses in language arts progress. 4. Spring assessment data will be used to evaluate student progress and achievement Schools: Oxford Virtual Academy, Oxford Schools Early College	Technology, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$0	No Funding Required	OVA Principal

Goal 3: Students at Oxford Community Schools will improve their mathematical skills and knowledge.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on all strands in Mathematics by 06/07/2024 as measured by student performance on mandated State assessments.

Strategy 1:

Standards Based Grading - Teachers will utilize a standards based approach to assess student learning. Special education teachers will utilize this strategy to improve instruction and assessment.

Category: Mathematics

Research Cited: -Iamarino, D. L. (2014). The Benefits of Standards-Based Grading: A Critical Evaluation of Modern Grading Practices

Current Issues in Education, 17(2). Retrieved from http://cie.asu.edu/ojs/index.php/cieatasu/article/view/123 4

Marzano, Robert J. Transforming Classroom Grading. Alexandria: ASCD, 2000. Print.

Moffett, James, and Betty Jane Wagner. Student-Centered Language Arts, K–12. Portsmouth: Boynton/Cook, 1992. Print.

National Governors Association Center for Best Practices, Council of Chief State School Officers. Common Core State Standards.

Washington: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010. Print.

Reeves, Douglas B. "Leading to Change/Effective Grading Practices." Educational Leadership 65.5 (2009): 85–87. Web. 23 June 2013.

Wormeli, Rick. Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom. Portland: Stenhouse, 2006. Print

Tier: Tier 1

Activity - Common or Standards-Based Assessment 6-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation. Schools: Oxford Virtual Academy, Oxford Crossroads Day School, Oxford High School, Oxford Middle School, Oxford Schools Early College, Oxford Bridges High School	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2017	$60000	General Fund	Chief Academic Officer, building principals

Activity - 6-12 Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Oxford Community Schools: .5 Staffing of a 6-12 math coach who will provide instructional coaching in teaching and assessment strategies in math instruction to 6-12 math instructors. The other .5 of the position will be coaching International Baccalaureate program for 6-12 teachers paid for by general fund Schools: Oxford Virtual Academy, Oxford Crossroads Day School, Oxford High School, Oxford Middle School, Oxford Schools Early College, Oxford Bridges High School	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	01/01/2018	06/30/2018	$44000	Title II Part A	OHS Principal, Assistant Superintendent of Curriculum and Instruction

Strategy 2:

Blended Online Learning - Staff will utilize blended learning techniques to increase differentiated instruction and technology to increase student engagement.

Category: Mathematics

Research Cited: -Mohammed, Saro. Blended Learning Research Clearinghouse 1.0. May 2015. Retrieved June 27, 2015

http://learningaccelerator.org/media/12132951/BL%20Research%20Clearinghouse%201.0-050715%20%281%29.pdf -U.S. Department of Education (U.S. DOE),

Office of Planning, Evaluation, and Policy Development. Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning

studies. Washington, D.C., 2010. Retrieved June 27, 2015 from http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf -Graham, C.R., Henrie,

C.R., & Gibbons, A.S. (2014). Developing models and theory for blended learning research. In Picciano, A.G., Dziuban, C.D. & Graham, C.R. Blended learning:

Research perspectives, Volume 2. New York: Routledge/Taylor & Francis. -Picciano, A.G., Dziuban, C. & Graham, C. (Eds., (2014). Blended learning: Research

perspectives, Volume 2. New York: Taylor/Francis.

Tier: Tier 1

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

1. Teachers will analyze previous state testing data and diagnostic data to identify students in need of skill development in numbers, operations and algebraic processing. 2. For elementary all content teachers will implement live sessions and workshops into their math instructional practice to increase student engagement and learning. All secondary math teachers will provide supplemental lessons into their math instruction to increase student performance with algebraic processing for OVA full time students who have an OVA content teacher. 3. Teachers and Administration will monitor use of teacher live sessions in mathematics and teachers will use formative assessments and diagnostic assessment results to analyze student results and identify next steps. 4. Staff will evaluate the live sessions, supplemental instruction and workshops to analyze the actions taken, the impact and fidelity of implementation. Schools: Oxford Virtual Academy, Oxford Schools Early College	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	No Funding Required	OVA principal

Measurable Objective 2:

64% of English Learners students will demonstrate a proficiency on M-STEP in Mathematics by 06/09/2017 as measured by student performance on the M-STEP State assessment.

Strategy 1:

ELL tutoring in math - ELL will receive tutoring in math from an ESL highly qualified teacher and highly qualified paraprofessionals

Category: Mathematics

Research Cited: -Anstrom, K. (1997). Academic achievement for secondary language minority students: Standards, measures, and promising practices. Washington,

DC: National Clearinghouse for Bilingual Education

-Chval, K. B., & Khisty, L. L. (2009). Latino students, writing, and mathematics: A case study of successful teaching and learning. In Multilingualism in mathematics

classrooms: Global perspectives,

edited by R. Barwell, pp. 128–144.Clevedon, UK: Multilingual Matters

-Ramirez, Nora G., and Sylvia Celedon-Pattichis. "Second Language Development and Implications for the Mathematics Classroom." In Beyond Good Teaching:

Advancing Mathematics Education for ELLs, edited by Sylvia Celedon-Pattichis and Nora G. Ramirez, pp.19–38. Reston, VA: NCTM, 2012

Tier: Tier 2

Activity - ELL tutoring in math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals trained to work with ELL students will tutor ELL students in math deficits. Schools: All Schools	Academic Support Program	Tier 2	Implement	08/31/2015	06/30/2020	$45000	Section 31a	ELL paraprofessionals

Activity - Title III After school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One teacher servicing Title III eligible students after hours, grades 9-12, over the span of the school year, twice a week for 60 minutes each for 40 weeks. Services include course assistance as well as English instruction. Schools: Oxford High School	Academic Support Program	Tier 2		09/08/2015	06/30/2020	$3972	Title III	Assistant Superintendent of Curriculum and Instruction, EL teachers

Activity - English Learner numeracy support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional Math Intervention delivered by a highly qualified paraprofessional on staff who works with English Learners - ($12.13/hr. 5 hours per week for 35 weeks = salary $2200 + $946 benefits = $3146) Additional math support for numeracy program to ESL learners struggling in mathematics at the elementary and middle school levels Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Oxford Middle School, Daniel Axford Elementary School	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2020	$3146	Title III	Assistant Superintendent of Curriculum and Instruction, EL coordinator/teacher

Measurable Objective 3:

A 5% increase of Bottom 30% students will demonstrate a proficiency on the M-STEP assessment in Mathematics by 06/09/2017 as measured by student performance on the M-STEP State assessment.

Strategy 1:

Mathematics Interventions - All staff will receive professional development in RTI strategies that incorporate mathematics and real-world problem solving. Assessment

software will be purchased and used to identify bottom 30% of students and deficiencies on grade-level curriculum.

Category:

Research Cited: -The Best Evidence Encyclopedia is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in

Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education.

-WHAT WORKS CLEARINGHOUSE, Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools.

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf

Leh, J. M., Jitendra, A. K., Caskie, G. I. L., & Griffin, C. C. (2007). An evaluation of curriculum-based measurement of

mathematics word problem-solving measures for monitoring third-grade students' mathematics competence. Assessment for Effective Intervention, 32(2), 90–99.

Lembke, E. S., & Foegen, A. (2009). Identifying early numeracy indicators for kindergarten and first-grade students. Learning Disabilities Research & Practice, 24 (1), 12–20

Tier: Tier 2

Activity - math RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of FAST assessment software, ADAM software, students will be identified for the RTI process through these assessment programs. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions. All Teachers and RTI Team Personnel will identify students that do not demonstrate math proficiency and use a multi-tiered model of support to improve social studies proficiency. Teachers will receive training on strategies to improve academic achievement from counselors, IB coordinators, instructional coach, and other instructional leaders (principals). Professional development training will include math strategies for improving math fluency, math facts, computation, and math practices. Schools: All Schools	Technology, Professional Learning, Academic Support Program	Tier 2		09/08/2015	06/30/2020	$17000	Section 31a	Assistant Superintendent for Curriculum Principals Math Interventionists Teachers

Activity - Elementary Computer Aided Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Students who are identified for intervention will use computer aided instruction - Successmaker and Mobymax and ST math. Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$38000	Section 31a, Section 31a	Assistant Superintendent of Curriculum and Instruction, building principals

Activity - Secondary Computer Aided Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Through the use of FAST assessment software and Let's Go Learn assessment software, students will be identified for the RTI process through these assessment programs. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Secondary students who are identified for intervention will receive instruction on accelerated math at the middle school during math lab class. In grades 9-12 students will receive instruction on ADAM during REACH. Online students will be assigned to use the product on as needed basis.

Schools: Crossroads for Youth, Oxford Virtual Academy, Oxford High School, Oxford Schools Early College | Technology, Academic Support Program | Tier 2 | Implement | 09/08/2015 | 06/30/2020 | $46592 | Section 31a, Title I Part A | assistant superintendent of curriculum and Instruction, building principals,OHS REACH coordinator |

Activity - Elementary math interventions involving personnel	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Based on data, small group skill math instruction will be delivered by Title 1 Paraprofessional Staff with a minimum of 15 minutes, 5 times a week. Title I paraprofessional staff will either pull out or push in academic interventions to identified at risk math students. At risk intervention will be delivered by at risk staff in either push in or pull out. Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$331000	Title I Part A, Section 31a	Assistant Superintendent of Curriculum and Instruction, building administrators

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

| 1. All elementary and secondary mentor teachers will utilize RTI interventions based on ADAM assessment results and semester course work to identify student performance issues and learning difficulties. 2. All elementary teachers will utilize LGL Math EDGE based on diagnostic test results. All secondary teachers will provide video feedback on assessments to increase student awareness and learning on algebraic processing for students with learning difficulties (RTI) for students who have an OVA content teacher. 3. All math content teachers will monitor sub group weekly progress and mastery. 4. Math teachers will review spring assessment data to evaluate student growth and achievement. Schools: Oxford Virtual Academy, Oxford Schools Early College | Technology, Academic Support Program | Tier 2 | Implement | 09/08/2015 | 06/30/2020 | $0 | No Funding Required | OVA principal |

Activity - Math Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff at Lakeville and Leonard will implement the math recovery program at Leonard and Lakeville. 7 staff members will receive training at Oakland Schools. They will be supported by the math coach and a full time staff member at Lakeville. This staff member will deliver interventions to students based on the program. Schools: Lakeville Elementary School, Leonard Elementary School	Teacher Collaboration, Academic Support Program	Tier 2	Getting Ready	05/01/2017	06/30/2020	$146593	Section 31a, Title I Part A, Title II Part A	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, and Lakeville and Leonard math recovery staff.

Strategy 2:

Math intervention classes - Students identified for math RTI program will be scheduled into math lab classes at the middle school where they will receive direct math

assistance. At the high school level students will be scheduled into the REACH program.

Category:

Research Cited: -Haager, D., Klinger, J., & Vaughn, S. (2007). Evidence-based reading practices for response to intervention . Baltimore, MD:

Paul H. Brooks Publishing Company

-Foegen, A., & Deno, S. L. (2001). Identifying growth indicators for low-achieving students in middle school mathematics.

Journal of Special Education, 35 (1), 4 –16.

-What Works Clearinghouse Practice Guide: Assisting Students Guide: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools Schools http://ies.ed.gov/ncee/wwc/

Tier: Tier 3

Activity - Math lab class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School students who are identified for math RTI will be placed in the math lab class where they will receive direct instruction from a highly qualified math instructor. The class will utilize accelerated math program. Schools: Oxford Middle School	Technology, Direct Instruction	Tier 3	Monitor	09/08/2015	06/30/2020	$10000	General Fund	Middle School Principal, counselors, math lab teacher

Activity - REACH class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School counselors will identify students who are at-risk for the REACH program. In a small class setting students will receive one on one tutoring and assistance in a small class setting at the high school. Pre-teaching and other best practice intervention strategies will be used to improve students' math fluency, computation, problem solving, and math practices. Schools: Oxford High School, Oxford Schools Early College	Direct Instruction, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$30000	Section 31a	high school administration, counselors, RTI coordinator and paraprofessional

Strategy 3:

Extended Learning Opportunities - Students will be identified for after school tutoring. Teachers or paraprofessionals will address student learning deficiencies through best practice instructional strategies for intervention.

Category:

Research Cited: How Effective Are One-to-One Tutoring Programs in Reading for Elementary Students at Risk for Reading Failure? A Meta-Analysis of the Intervention Research; Elbaum, B., Vaughn, S., Hughes, M.T., & Moody, S.W.;Journal of Educational Psychology, 92(4), 605-619. 2000.

Tier: Tier 3

Activity - After school tutoring (secondary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

OMS and OHS will monitor their after school programs. The program at the high school is available to all OHS students wishing to participate, but it is mandatory for students who are identified as at-risk by the OHS counseling department. Currently, on Mondays students meet with a mentor teacher to discuss their academic progress and attend a general study skills session. on Tuesdays and Wednesdays students attend study labs in an area of struggle and/or identified by their mentor teacher. During these 50 minute sessions students receive one on one or small group instruction/tutoring. The program at OMS is required for at risk students. Teachers and counselors will identify students for participation in the program based on assessment scores. Title I D, subpart 2 will support after school tutoring for students who are identified as at-risk in math. Students will participate in mandatory tutoring in math. Schools: Oxford High School, Oxford Middle School, Oxford Schools Early College	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$20000	Other, Section 31a	Assistant Superinten dent of Curriculum and Instruction, building principals, counseling staff

Activity - Before school tutoring (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted. Schools: Lakeville Elementary School, Leonard Elementary School	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$10000	Title I Part A	Assistant Superinten dent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff

Activity - Title I parent night (math)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Title I Family meeting (1) will include information related to engaging children in math activities. Schools: Lakeville Elementary School, Leonard Elementary School	Communic ation, Academic Support Program, Parent Involvemen t	Tier 3	Monitor	09/08/2015	06/30/2020	$2000	Title I Part A	Assistant Superinten dent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff

Activity - Lakeville Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lakeville Elementary will conduct a summer school program for its students who are identified as being at risk in reading, writing, and math. It will last about 6 weeks during the months of June, July, and August. Schools: Lakeville Elementary School	Materials, Supplemental Materials, Academic Support Program	Tier 3	Implement	06/20/2016	09/01/2017	$15000	Title I Part A	Chief Academic Officer, Lakeville Principal

Activity - Crossroads summer school	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads will conduct summer school for Crossroads students during June, July, and August for six weeks. Secretarial support and supplies for summer school will be needed. Schools: Oxford Crossroads Day School	Materials, Supplemental Materials, Academic Support Program	Tier 3	Implement	06/20/2016	06/30/2020	$27000	Title I Part A	Assistant Superintendent of Curriculum and Instruction, Crossroads Principal

Measurable Objective 4:

A 5% increase of Students with Disabilities students will demonstrate a proficiency on the M-STEP assessment in Mathematics by 06/09/2017 as measured by M-STEP mathematics assessment.

Strategy 1:

Math direct instruction - Highly qualified special education teachers utilize best practice math instructional strategies to improve student learning on math concepts, skills, and practices. Teachers will work on strategies to improve math fluency and computation.

Category:

Research Cited: Kroesbergen, Evelyn H.and Van Luit Johannes E.H., Mathematics Interventions for Children with Special Educational Needs: A Meta-Analysis

Remedial and Special Education March/April 2003 24: 97-114,

U.S. DEPARTMENT OF EDUCATION, WHAT WORKS CLEARINGHOUSE Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for

Elementary and Middle Schools IES PRACTICE GUIDE NCEE 2009-4060

Tier: Tier 3

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

Special education teachers will utilize best practice research to deliver one on one instruction in small class sizes to address students disabilities. Schools: All Schools	Direct Instruction	Tier 3	Implement	09/08/2015	06/30/2020	$0	No Funding Required	Assistant Superintendent for Student Services, special education staff

Activity - Blended Tier III math interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Special Education staff will undergo professional development in diagnostic and online intervention classes within Let's Go Learn and IXL. 2. Special Education staff will infuse IXL and Let's Go Learn Math Edge into their lessons to increase student computational skills. 3. Special education staff and teachers will monitor student data (progress/grades) in operation/ numbers, and algebraic processing to assess mastery. 4. Staff will evaluate and analyze their impact and fidelity of implementation. Schools: Oxford Virtual Academy, Oxford Schools Early College	Technology, Professional Learning, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$0	No Funding Required	OVA principal

Goal 4: Students at Oxford Community Schools will improve their skills and knowledge within social studies.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on all strands in Social Studies by 06/07/2024 as measured by student performance on mandated State assessments.

Strategy 1:

Standard Based Grading - Teachers will utilize a standards based approach to assess student learning.

Category: Social Studies

Research Cited: -Iamarino, D. L. (2014). The Benefits of Standards-Based Grading: A Critical Evaluation of Modern Grading Practices Current Issues in Education, 17(2). Retrieved from http://cie.asu.edu/ojs/index.php/cieatasu/article/view/123 4 Marzano, Robert J. Transforming Classroom Grading. Alexandria: ASCD, 2000. Print. Moffett, James, and Betty Jane Wagner. Student-Centered Language Arts, K–12. Portsmouth: Boynton/Cook, 1992. Print. National Governors Association Center for Best Practices, Council of Chief State School Officers. Common Core State Standards. Washington: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010. Print. Reeves, Douglas B. "Leading to Change/Effective Grading Practices." Educational Leadership 65.5 (2009): 85–87. Web. 23

June 2013. Wormeli, Rick. Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom. Portland: Stenhouse, 2006. Print

Tier: Tier 1

Activity - Common or Standards-Based Assessment 6-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation. Schools: Oxford Virtual Academy, Oxford Crossroads Day School, Oxford High School, Oxford Middle School, Oxford Schools Early College, Oxford Bridges High School	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	No Funding Required	Chief Academic Officer, building principals, literacy coach

Strategy 2:

Academic Vocabulary - Building Vocabulary - Staff will apprentice students in the essential vocabulary of their discipline and will utilize a variety of vocabulary strategies to build word knowledge skills in social studies.

Category: Social Studies

Research Cited: -Marzano, R. J. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: ASCD - PEARSON, P. D., HIEBERT, E. H. and KAMIL, M. L. (2007), Vocabulary assessment: What we know and what we need to learn. Reading Research Quarterly, 42: 282–296. doi: 10.1598/RRQ.42.2.4

Tier: Tier 1

Activity - Vocabulary focus at Crossroads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Vocabulary- Staff will apprentice students in the essential vocabulary of their discipline and will utilize a variety of vocabulary strategies to build word knowledge skills. Professional development will occur at Crossroads and district wide professional development days. Schools: Oxford Crossroads Day School	Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	No Funding Required	Crossroads administration and staff

Strategy 3:

Blended Online Learning - Teachers will implement blended online learning instructional practices to improve the student academic achievement through enhanced

technology and differentiated instruction.

Category: Social Studies

Research Cited: -Mohammed, Saro. Blended Learning Research Clearinghouse 1.0. May 2015. Retrieved June 27, 2015

http://learningaccelerator.org/media/12132951/BL%20Research%20Clearinghouse%201.0-050715%20%281%29.pdf -U.S. Department of Education (U.S. DOE),

Office of Planning, Evaluation, and Policy Development. Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning

studies. Washington, D.C., 2010. Retrieved June 27, 2015 from http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf -Graham, C.R., Henrie,

C.R., & Gibbons, A.S. (2014). Developing models and theory for blended learning research. In Picciano, A.G., Dziuban, C.D. & Graham, C.R. Blended learning:

Research perspectives, Volume 2. New York: Routledge/Taylor & Francis. -Picciano, A.G., Dziuban, C. & Graham, C. (Eds., (2014). Blended learning: Research

perspectives, Volume 2. New York: Taylor/Francis.

Tier: Tier 1

Activity - Blended Social Studies Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. All content teachers will research and create note-taking guidelines for their social studies instructional practice to increase student engagement and learning. 2. All teachers will implement note-taking rubrics and instruction for all SS classes by requiring the use and development of student created course notebooks. 3. Administration will monitor use of note-taking rubrics and instruction in SS classes and teachers will use formative assessments to analyze student results and identify next steps. 4. Content teachers will require class notebooks which will be calculated with the final course grade. Staff will evaluate and analyze their impact and fidelity of implementation. Schools: Oxford Virtual Academy, Oxford Schools Early College	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	No Funding Required	OVA Principal

Measurable Objective 2:

A 5% increase of Bottom 30% students will demonstrate a proficiency on M-STEP assessment in Social Studies by 06/09/2017 as measured by student performance on the M-STEP State assessment.

Strategy 1:

Extended Learning Opportunities - Students will be identified for after school tutoring. Teachers or paraprofessionals will address student learning deficiencies through

best practice instructional strategies for intervention.

Category: Social Studies

Research Cited: How Effective Are One-to-One Tutoring Programs in Reading for Elementary Students at Risk for Reading Failure? A Meta-Analysis of the Intervention

Research; Elbaum, B., Vaughn, S., Hughes, M.T., & Moody, S.W.;Journal of Educational Psychology, 92(4), 605-619. 2000.

Tier: Tier 3

Activity - After School Tutoring (Secondary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school. Schools: Oxford High School, Oxford Middle School, Oxford Schools Early College	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$22000	General Fund	High School and middle school Administration and counseling staff

Activity - Before school tutoring (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lakeville and Leonard will monitor their after school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted. Schools: Lakeville Elementary School, Leonard Elementary School	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$4500	Title I Part A	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals

Strategy 2:

Social Studies interventions - Staff will identify students who are at risk in social studies and either through one on one tutoring, small group instruction, direct instruction or academic support classes intervene to improve student academic achievement in social studies.

Category: Social Studies

Research Cited: -Burns, M. K., & Gibbons, K. (2008). Response to intervention implementation in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge. -Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). Best practices in delivery intensive academic interventions. In A. Thomas & J. Grimes (Eds.) Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists. -What Works Clearinghouse (2008). What works clearinghouse evidence standards for reviewing studies. Washington, DC: United States Department of Education. -Griffin, A. J., Parsons, L., Burns, M. K., & VanDerHeyden, A. (2007). Response to intervention research to practice. Washington, DC, National Association of State Directors of Special Education.

Tier: Tier 2

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

| Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. At risk funds will pay for paraprofessional support for the year.

Staff will develop and REACH modify curriculum for meet required standards and provide for pathways for growth/competency.

Schools: Oxford High School, Oxford Schools Early College | Academic Support Program | Tier 3 | Implement | 09/08/2015 | 06/30/2020 | $30000 | Section 31a | High School administration, counseling staff, and RTI coordinator |

Activity - Elementary social studies intervention (personnel)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in social studies. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in social studies. Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$390000	Section 31a, Title I Part A	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff

Activity - Blended Social Studies RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

1. Social Studies Teachers with Mentor teachers will analyze student notebooks and identify strengths and weakness 2. Teachers will implement Note taking strategy workshops. 3. Social Studies teachers will monitor notebooks weekly and will provide feedback via live sessions or video feedback. 4. Staff will evaluate individual student notebooks and analyze the note taking quality(academic skills) and improvement looking for the impact and fidelity of implementation special education 1. Special Education staff will research programs to identify weakness in understanding vocabulary mastery. 2. Teachers will use graphic organizers, flash cards, vocabulary notebooks to increase student understanding and retention. 3. Special Education staff and Teachers will use differentiated online support through Let's Go Learn comprehension EDGE to increase oral vocabulary and making meaning of key terms. 4. Teachers will analyze summative assessment data from spring testing and common assessments to evaluate improvement and growth. Schools: Oxford Virtual Academy, Oxford Schools Early College	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0		No Funding Required	OVA Principal

Goal 5: Students at Oxford Community Schools will improve their writing performance.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on all strands in Writing by 06/07/2024 as measured by student performance on mandated State assessments.

Strategy 1:

Standard Based Grading - Teachers will utilize a standards based approach to assess student learning.

Category: English/Language Arts

Research Cited: -Iamarino, D. L. (2014). The Benefits of Standards-Based Grading: A Critical Evaluation of Modern Grading Practices Current Issues in Education, 17(2). Retrieved from http://cie.asu.edu/ojs/index.php/cieatasu/article/view/123 4 Marzano, Robert J. Transforming Classroom Grading. Alexandria: ASCD, 2000. Print. Moffett, James, and Betty Jane Wagner. Student-Centered Language Arts, K–12. Portsmouth: Boynton/Cook, 1992. Print. National Governors Association Center for Best Practices, Council of Chief State School Officers. Common Core State Standards. Washington: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010. Print. Reeves, Douglas B. "Leading to Change/Effective Grading Practices." Educational Leadership 65.5 (2009): 85–87. Web. 23 June 2013. Wormeli, Rick. Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom. Portland: Stenhouse, 2006. Print

Tier: Tier 1

Activity - Common or Standards-Based Assessment 6-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation. Schools: Oxford Virtual Academy, Oxford Crossroads Day School, Oxford High School, Oxford Middle School, Oxford Schools Early College, Oxford Bridges High School	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	$60000	General Fund	Chief Academic Officer, building administration, Literacy coach

Strategy 2:

Writing Program and Vocabulary program - Elementary teachers will improve their use of the Lucy Calkins writing curriculum through writing labs and professional

development provided by the literacy coach

Category: English/Language Arts

Research Cited: -ALLINGTON, R.,& S. WALMSEY. 1995.No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools. New York:Teachers College

Press.

-ANDERSON, C.2000. How's It Going?: A Practical Guide to Conferring with Student Writers. Portsmouth, NH: Heinemann.

-ANDERSON, C. 2005. Assessing Writers.Portsmouth, NH: Heinemann.

-ATWELL, N. 1989. Coming to Know: Writing to Learn in the Intermediate Grades. Portsmouth, NH: Heinemann.

-ATWELL, N. 1998. In the Middle. 2nd ed. Portsmouth, NH: Heinemann.

-BRUNER, J. 1960.The Process of Education. Boston,MA:Harvard University Press.

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-EHRENWORTH M.,& Vinton V. . 2005. The Power of Grammar:Unconventional Approaches to the Conventions of language. Portsmouth, NH: Heinemann.

ELBOW,P. 1989.Writing with Power. 2nd ed. New York:Oxford University Press.

FLETCHER,R. 1993.What a Writer Needs. Portsmouth, NH: Heinemann.

GRAVES,D. 1983.Writing:Teachers and Children atWork. Portsmouth,NH:Heinemann.

GRAVES,D. 1994.A Fresh Look atWriting. Portsmouth,NH:Heinemann.

Tier: Tier 1

Activity - Implementation of Lucy Calkins Writing Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will improve their delivery of the Lucy Calkins Writing curriculum through continued coaching from the literacy coach on learning progressions, mini-lessons, and rubrics through professional learning, coaching, and lab classrooms. New teachers will receive more frequent training in the use of Lucy Calkins writing curriculum. Subs teachers paid for by Title IIA funds.

Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School | Professional Learning, Curriculum Development, Academic Support Program | Tier 1 | Monitor | 09/08/2015 | 06/30/2020 | $4500 | Title II Part A | Assistant Superintendent of Curriculum and Instruction, elementary principals, and literacy coach |

Activity - Words Their Way	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The literacy coach will provide more frequent professional development to new teachers on the Words Their Way program. To other staff the literacy coach will provide training to staff on how to effectively utilize the words their way program. Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	No Funding Required	Assistant Superintendent of Curriculum and Instruction, elementary principals, literacy coach

Activity - OHS Literacy initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OHS staff will focus on SAT literacy strategies to improve performance on SAT and other standardized writing assessments. Schools: Oxford High School, Oxford Schools Early College	Professional Learning, Curriculum Development	Tier 1	Implement	09/08/2015	06/30/2020	$0	No Funding Required	High school administration

Activity - Common Writing Prompt	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be given a school-wide writing prompt monthly. The data from this prompt will be used by staff to modify instruction and to identify students for additional assistance. Teacher will assist students with visual mapping of essay structure as an instructional strategy. All teachers will utilize this strategy to promote a common approach to teaching writing across the curriculum. Teachers will implement a common essay rubric to be used across all content areas. Staff will analyze data from the common essay rubric to target interventions with students. In addition this data will be used to develop PD topics throughout the year. Schools: Oxford Bridges High School	Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	No Funding Required	Bridges administration and staff

Activity - Writing strategy professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and teachers will review current literature on writing strategies. School Improvement team will choose writing strategies appropriate for at risk students. Professional development will be utilized to train staff on selected best practice writing strategies. Schools: Oxford Crossroads Day School	Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/30/2020	$0	No Funding Required	building administration

Strategy 3:

Blended Online Learning - Teachers will implement blended online learning instructional practices to improve the student academic achievement through enhanced technology and differentiated instruction.

Category: English/Language Arts

Research Cited: -Mohammed, Saro. Blended Learning Research Clearinghouse 1.0. May 2015. Retrieved June 27, 2015 http://learningaccelerator.org/media/12132951/BL%20Research%20Clearinghouse%201.0-050715%20%281%29.pdf -U.S. Department of Education (U.S. DOE), Office of Planning, Evaluation, and Policy Development. Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. Washington, D.C., 2010. Retrieved June 27, 2015 from http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf -Graham, C.R., Henrie, C.R., & Gibbons, A.S. (2014). Developing models and theory for blended learning research. In Picciano, A.G., Dziuban, C.D. & Graham, C.R. Blended learning: Research perspectives, Volume 2. New York: Routledge/Taylor & Francis. -Picciano, A.G., Dziuban, C. & Graham, C. (Eds., (2014). Blended learning: Research perspectives, Volume 2. New York: Taylor/Francis.

Tier: Tier 1

Activity - Blended writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

1. All teachers will implement either video feedback or detailed rubrics for student essays and other selected forms of written communication. 2. Teachers and Administration will monitor use of teacher rubrics and audio/video feedback in writing. Teachers will use revised essays and other written communication to analyze student gains or identify strategies for future intervention. 3. Staff will evaluate and analyze their impact and fidelity of implementation. Schools: Oxford Virtual Academy, Oxford Schools Early College	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	No Funding Required	OVA principal

Measurable Objective 2:

A 5% increase of Bottom 30% students will demonstrate a proficiency on the M-STEP assessment in Writing by 06/09/2017 as measured by student performance on the M-STEP State assessment.

Strategy 1:

Extended Learning Opportunities - Students will be identified for after school tutoring. Teachers or paraprofessionals will address student learning deficiencies through

best practice instructional strategies for intervention.

Category: English/Language Arts

Research Cited: How Effective Are One-to-One Tutoring Programs in Reading for Elementary Students at Risk for Reading Failure? A Meta-Analysis of the Intervention

Research; Elbaum, B., Vaughn, S., Hughes, M.T., & Moody, S.W.;Journal of Educational Psychology, 92(4), 605-619. 2000.

Tier: Tier 2

Activity - After school tutoring (secondary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OMS and OHS will monitor their after school programs. The program at the high school is available to all OHS students wishing to participate, but it is mandatory for students who are identified as at-risk by the OHS counseling department. Currently, on Mondays students meet with a mentor teacher to discuss their academic progress and attend a general study skills session. on Tuesdays and Wednesdays students attend study labs in an area of struggle and/or identified by their mentor teacher. During these 50 minute sessions students receive one on one or small group instruction/tutoring. The program at OMS is for at risk students. Teachers and counselors will identify students for participation in the program based on assessment scores. Schools: Oxford High School, Oxford Middle School, Oxford Schools Early College	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$10000	Other	High School and middle school Administration and counseling staff

District Improvement Plan

Oxford Community Schools

Activity - Before school tutoring (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted. Schools: Lakeville Elementary School, Leonard Elementary School	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$8000	Title I Part A	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard principals and title IA staff

Activity - Title I parent night (Writing)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Family meeting (1) will include information related to engaging children in writing activities. Schools: Lakeville Elementary School, Leonard Elementary School	Communication, Academic Support Program, Parent Involvement	Tier 2	Monitor	09/08/2015	06/30/2020	$2000	Title I Part A	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Prinicpals, title I staff

Activity - Lakeville Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lakeville Elementary will conduct a summer school program for its students who are identified as being at risk in reading, writing, and math. It will last about 6 weeks during the months of June, July, and August. Schools: Lakeville Elementary School	Materials, Supplemental Materials, Academic Support Program	Tier 3	Implement	06/20/2016	06/30/2020	$15000	Title I Part A	Assistant Superintendent of Curriculum and Instruction, Lakeville Principal

Strategy 2:

Writing Interventions - Students will be identified as at-risk through the RTI process. These students will receive writing interventions.

Category: English/Language Arts

Research Cited: Applebee, A., & Langer, J. (2011). The National Study of Writing Instruction: Methods and procedures. Albany, NY: Center on English Learning & Achievement. Retrieved December 27, 2011, from http://www.albany.edu/cela/reports/NSWI_2011_ methods_procedures.pdf

Fisher, D., & Frey, N. (2004). Improving adolescent literacy: Strategies at work. Upper Saddle River, NJ: Pearson Education.

Freire, P. (1970). Pedagogy of the oppressed (M. B. Ramos, Trans.). New York: Continuum. (Original work published 1968)

Freire, P. (1994). Pedagogy of hope: Reliving pedagogy of the oppressed (R. R. Barr, Trans.). New York: Continuum. (Original work published 1993)

Graham, S., & Perin, D. (2007a). What we know and what we still need to know: Teaching adolescents to write. Scientific Studies of Reading, 11(4), 313–335.

Graham, S., & Perin, D. (2007b). Writing next: Effective strategies to improve writing of adolescents in middle and high schools—A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Greenberg, D., Ehri, L., & Perin, D. (1997). Are word-reading processes the same or different in adult literacy students and third–fifth graders matched for reading level? Journal of Educational Psychology, 89, 262–275.

Horton, M., & Freire, P. (1990). We make the road by walking: Conversations on education and social change. Philadelphia, PA: Temple University Press.

Kellogg, R. T., & Whiteford, A. P. (2009). Training advanced writing skills: The case for deliberate practice. Educational Psychologies, 44(4), 250–266.
Tier: Tier 2

Activity - Elementary small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teachers will identify at-risk students through pre and post assessments. Teachers will then utilize graphic organizers and other differentiated instructional strategies in small group settings during writer's workshop. Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Academic Support Program	Tier 2		09/08/2015	06/09/2017	$0	No Funding Required	Elementary principals

Activity - Identification of at-risk writers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will monitor student progess through the use of common writing assessments. The data from these assessments will be housed in our data warehouse. Students will be identified as at risk through set criteria. These students will then receive additional support.

Schools: All Schools | Technology, Monitor | Tier 2 | Implement | 09/08/2015 | 06/30/2020 | $0 | No Funding Required | Assistant Superinten dent of Curriculum and Instruction, Building principals, literacy coach |

Activity - Elementary writing interventions involving personnel	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week. Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$331000	Title I Part A, Section 31a	Assistant Superinten dent of Curriculum and Instruction, Lakeville and Leonard Principals, Title I staff

Activity - REACH	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the courese. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. The DORA course is also used for an online reading intervention. Staff will develop and REACH modify curriculum for meet required standards and provide for pathways for growth/competency. Schools: Oxford High School, Oxford Schools Early College	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$0	No Funding Required	High school administrati on, counselors, RTI coordinator

Activity - Writing RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

All Teachers and RTI Team Personnel will identify students that do not demonstrate writing proficiency on local assessments using common writing rubrics. Schools will use a multi-tiered model of support to improve writing proficiency. Teachers will receive training on strategies to improve academic achievement from counselors, social workers, IB coordinators, instructional coach, literacy coach, and other instructional leaders (principals). Trainings will include reading strategies for improving organization, craft and structure, language conventions, and text-type writing. Schools: All Schools	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2017	$0	No Funding Required	Building principals, counselors, social workers

Activity - blended writing RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Teachers will analyze weekly progress and grades in order to identify weakness in all forms of writing within their online courses. 2. Spring assessment data will be used to evaluate student progress and achievement. 3. Teachers will use ELA rubrics in Cnnexus, GradPoint, and other online platforms to evaluate student writing. Schools: Oxford Virtual Academy, Oxford Schools Early College	Technology , Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	No Funding Required	OVA principal

Measurable Objective 3:

A 5% increase of Students with Disabilities students will demonstrate a proficiency the M-STEP assessment in Writing by 06/10/2016 as measured by M-STEP State assessment..

Strategy 1:

writing intervention with direct instruction - UDL is an approach to learning that addresses and redresses the primary barrier to learning: inflexible, one-size-fits-all

curricula that raise unintentional barriers. Learners with disabilities are the most vulnerable to such barriers, but many students without disabilities also find that curricula

are poorly designed to meet their learning needs. UDL helps meet the challenges of diversity by recommending the use of flexible instructional materials, techniques,

and strategies that empower educators to meet students' diverse needs. A universally designed curriculum is shaped from the outset to meet the needs of the greatest

number of users, making costly, time-consuming, and after-the-fact changes to the curriculum unnecessary.

Category: English/Language Arts

Research Cited: Behrns, I., Ahlsén, E., & Wengelin, Å. (2008). Aphasia and the process of revision in writing a text. Clinical Linguistics & Phonetics, 22(2), 95-110.

Celinska, D. K. (2004). Personal narratives of students with and without learning disabilities. Learning Disabilities Research and Practice, 19(2), 83-98.

leary, A. M., & Langley, M. M. (2007). Retention of the structure underlying sentences. Language & Cognitive Processes, 22(4), 614-628.

Reading and writing disorders: Research-based assessment and intervention Neel, Larry Johnson, Ashton and Shahidullah, Jeffrey D.; Science to Practice | October

2011

Tier: Tier 1

Activity - implementing writing strategies in direct instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will confer with students, use graphic organizers, and differentiate writing goals for students. Schools: All Schools	Professional Learning, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$0	No Funding Required	Assistant Superintendent for Student Services, special education staff

Activity - Blended writing tier III interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Special education staff will learn the writing requirements for all OVA online providers. 2. Special education staff with teachers will utilize multiple writing rubrics within various online providers to improve bottom 30%/special education students' understanding of the writing process. 3. As students' progress teachers will collaborate with special education staff to monitors writing progress and improvement. 4. Spring assessment data will be used to evaluate student progress and achievement. Schools: Oxford Virtual Academy, Oxford Schools Early College	Technology, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$0	No Funding Required	OVA principal

Goal 6: Students at Oxford Community Schools will improve their skills and knowledge within science.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on all strands in Science by 06/07/2024 as measured by student performance on mandated State assessments.

Strategy 1:

Inquiry based science - Teachers will utilize inquiry based strategies to increase student engagement and understanding of science standards. Students will be engaged through labs and other hands on opportunities to learn science standards and explore their own learning as they reflect.

Category: Science

Research Cited: -Foley, B. J. & McPhee, C. (2008). Students' attitudes towards science in classes using hands-on or textbook based curriculum.

Paper presented at the 2008 Annual Meeting of the American Educational Research Association, New York, NY

-O'Donnell, Carol. (2007) Research on the Effectiveness of Inquiry-based Science Programs: Changing the Course of Science

Education: National Leadership Development Symposium. Based on data from the NAEP Data Explorer

-Young, B. J., & Lee, S. K. (2005). The effects of a kit-based science curriculum and intensive science professional development on elementary student science achievement. Journal of Science Education and Technology, 14, 5/6, 471-481

Tier: Tier 1

Activity - K-5 science kits based on new Michigan science standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach will lead a review of the K-5 science kits and their alignment to the NGSS or new Michigan science content standards. K-5 Teachers will use science kits, methodology, hands on, observation, vocabulary, and writing. K-5 will use science response journals to further science support concepts, vocabulary and comprehension. K-5 teachers will give a pre/post science unit test. Teachers will use Inquiry in the presentation of science lessons. In 2016-17 K-5 teachers will implement the newly aligned NGSS science kits for physical science from Battle Creek. Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/30/2020	$55000	General Fund	Assistant Superintendent of Curriculum and Instruction, Elementary administration, K-5 teachers

Activity - Implement new 6-12 Michigan Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional coach will lead the professional learning for 6-12 science teachers. Teachers will understand the 3-D nature of the new standards with a focus on science talk, phenomena, DCI's, and crosscutting concepts. Schools: Oxford Virtual Academy, Oxford Crossroads Day School, Oxford High School, Oxford Middle School, Oxford Schools Early College, Oxford Bridges High School	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	No Funding Required	Assistant Superintendent of Curriculum and Instruction, Instructional coach, elementary administration

Activity - Science Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers in grades K-8 will utilize science journals to have students write and reflect on their learning of science standards, skills, and practices. Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Oxford Middle School, Daniel Axford Elementary School	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	No Funding Required	Assistant Superintendent of Curriculum and Instruction, Elementary administration, instructional coach

Strategy 2:

Standards Based Grading - Teachers will utilize a standards based approach to assess student learning.

Category: Science

Research Cited: -Iamarino, D. L. (2014). The Benefits of Standards-Based Grading: A Critical Evaluation of Modern Grading Practices Current Issues in Education, 17(2). Retrieved from http://cie.asu.edu/ojs/index.php/cieatasu/article/view/123 4 Marzano, Robert J. Transforming Classroom Grading. Alexandria: ASCD, 2000. Print. Moffett, James, and Betty Jane Wagner. Student-Centered Language Arts, K–12. Portsmouth: Boynton/Cook, 1992. Print. National Governors Association Center for Best Practices, Council of Chief State School Officers. Common Core State Standards. Washington: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010. Print. Reeves, Douglas B. "Leading to Change/Effective Grading Practices." Educational Leadership 65.5 (2009): 85–87. Web. 23 June 2013. Wormeli, Rick. Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom. Portland: Stenhouse, 2006. Print

Tier: Tier 1

Activity - Common or Standards-Based Assessment 6-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 6-12 will develop assessments that are aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation. Schools: Oxford Virtual Academy, Oxford Crossroads Day School, Oxford High School, Oxford Middle School, Oxford Schools Early College, Oxford Bridges High School	Technology, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	No Funding Required	Chief Academic Officer, building principals, Instructional coach

Strategy 3:

Academic Vocabulary - Building Vocabulary - Staff will apprentice students in the essential vocabulary of their discipline and will utilize a variety of vocabulary

strategies to build word knowledge skills.

Category: Science

Research Cited: -Marzano, R. J. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: ASCD -

PEARSON, P. D., HIEBERT, E. H. and KAMIL, M. L. (2007), Vocabulary assessment: What we know and what we need to learn. Reading Research Quarterly, 42:

282–296. doi: 10.1598/RRQ.42.2.4

Tier: Tier 1

Activity - Vocabulary focus at Crossroads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Vocabulary- Staff will apprentice students in the essential vocabulary of their discipline and will utilize a variety of vocabulary strategies to build word knowledge skills. Professional development will occur at Crossroads and district wide professional development days. Schools: Oxford Crossroads Day School	Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	No Funding Required	building administration

Strategy 4:

Blended Online Learning - Teachers will implement blended online learning instructional practices to improve the student academic achievement through enhanced

technology and differentiated instruction.

Category: Science

Research Cited: -Mohammed, Saro. Blended Learning Research Clearinghouse 1.0. May 2015. Retrieved June 27, 2015

http://learningaccelerator.org/media/12132951/BL%20Research%20Clearinghouse%201.0-050715%20%281%29.pdf -U.S. Department of Education (U.S. DOE),

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perspectives, Volume 2. New York: Taylor/Francis.

Tier: Tier 1

Activity - Blended Science instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

1. Science teachers will attend New Generation Science Standards conference at the ISD. 2. K-12 Teachers Will use Science Kits, methodology, hands on observation, vocabulary, and writing. K-5 will use science response journals within portfolios to further science support concepts, vocabulary and comprehension. 1-5 Teachers will give a pre and post science unit test. Teachers will use Inquiry in the presentation of science lessons. 3. Teachers in grades K-12 will monitor science portfolios (students write and reflect on their learning of science standards, skills, and practices, journals and labs) for progress and mastery. 4. Science students will be evaluated based on formative, summative and final grade reports. Schools: Oxford Virtual Academy, Oxford Schools Early College	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	No Funding Required	OVA Principal

Measurable Objective 2:

A 5% increase of Bottom 30% students will demonstrate a proficiency the M-STEP assessment in Science by 06/09/2017 as measured by performance on the M-STEP State assessment.

Strategy 1:

Extended Learning Opportunities - Students will be identified for after school tutoring. Teachers or paraprofessionals will address student learning deficiencies through best practice instructional strategies for intervention.

Category: Science

Research Cited: How Effective Are One-to-One Tutoring Programs in Reading for Elementary Students at Risk for Reading Failure? A -Meta-Analysis of the Intervention Research; Elbaum, B., Vaughn, S., Hughes, M.T., & Moody, S.W.;Journal of Educational Psychology, 92(4), 605-619. 2000.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K.

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-Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents.American Journal of Community Psychology, 45, 294–309.

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Tier: Tier 3

Activity - After School tutoring (secondary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school.

Schools: Oxford High School, Oxford Middle School, Oxford Schools Early College | Academic Support Program | Tier 3 | Monitor | 09/08/2015 | 06/30/2020 | $22000 | Other | OHS and OMS Administration |

Activity - Before School Tutoring (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted. Schools: Lakeville Elementary School, Leonard Elementary School	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$4500	Title I Part A	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard administration, Title I staff

Strategy 2:

Science Interventions - Staff will identify students who are at risk in science and either through one on one tutoring, small group instruction, direct instruction or academic support classes intervene to improve student academic achievement in science.

Category: Science

Research Cited: -Burns, M. K., & Gibbons, K. (2008). Response to intervention implementation in elementary and secondary schools: Procedures to assure scientific-based practices. New York: Routledge.

-Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). Best practices in delivery intensive academic interventions. In A. Thomas & J. Grimes (Eds.) Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.

-What Works Clearinghouse (2008). What works clearinghouse evidence standards for reviewing studies. Washington, DC: United States Department of Education.

-Griffin, A. J., Parsons, L., Burns, M. K., & VanDerHeyden, A. (2007). Response to intervention research to practice. Washington, DC, National Association of State Directors of Special Education.

Tier: Tier 2

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

Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. At risk funds will pay for paraprofessional support for the year. Staff will develop and REACH modify curriculum for meet required standards and provide for pathways for growth/competency. Schools: Oxford High School, Oxford Schools Early College	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$31000	Section 31a	Assistant Superintendent of Curriculum and Instruction, High School administration and counselors

Activity - Elementary science interventions (personnel)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in science. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in science. Schools: Oxford Elementary School, Lakeville Elementary School, Clear Lake Elementary School, Leonard Elementary School, Daniel Axford Elementary School	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$390000	Title I Part A, Section 31a	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals and Title I staff

Activity - Blended Science RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Extended Learning Opportunities - Students will be identified for one-on- one instructional support and/or blended instruction. Teachers and/or special education staff will address student learning deficiencies through best practice instructional strategies for intervention. 2. Special education staff and content teachers will continuously monitor science progress based on their intervention goals. 3. Science students will be assessed through formative assessments and summative assessments, spring testing and final grade reports. Schools: Oxford Virtual Academy, Oxford Schools Early College	Technology , Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	No Funding Required	OVA Principal

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
ELL support	Identified ELL students will receive additional support from highly qualified ESL staff and paraprofessionals. The students will receive one on one tutoring in English. They will receive assistance with fluency, comprehension, decoding, and vocabulary. An additional hour of literacy intervention to implement vocabulary program will be funded by Title III	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	$100000	assistant superintendent of curriculum and instruction, EL teachers and EL paraprofessionals
Data analysis	K-12 Staff will learn how to use illuminate to collect data that will be pertinent to their courses to improve and adjust instruction. This data will also be collected to inform the school improvement process and the MTSS process.	Technology, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2017	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Building Principals
Middle School reading interventions	OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of the FAST adaptive reading assessment. The reading teacher will continue to adapt and develop the established reading intervention class based on Leveled Literacy Intervention program and the Achieve 3000 software program. Fountas and PInnell Benchmark assessment and running records will be utilized to measure student progress in reading. This class will be mandatory for students who score in the bottom 30% of FAST reading and State assessments.	Technology, Direct Instruction, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$65000	Middle School administration, counseling staff, and reading teacher

District Improvement Plan

Oxford Community Schools

Cultures of Thinking	Staff at Daniel Axford, Clear Lake, OES, and Leonard will implement the Cultures of Thinking philosophy through conducting a staff book study and attending professional development to support the IB program.	Professional Learning	Tier 1	Implement	08/01/2015	06/30/2020	$5000	Principals at Daniel Axford Elementary School, Clear Lake, Leonard, and Oxford Elementary School
Math lab class	Middle School students who are identified for math RTI will be placed in the math lab class where they will receive direct instruction from a highly qualified math instructor. The class will utilize accelerated math program.	Technology, Direct Instruction	Tier 3	Monitor	09/08/2015	06/30/2020	$10000	Middle School Principal, counselors, math lab teacher
K-5 science kits based on new Michigan science standards	The instructional coach will lead a review of the K-5 science kits and their alignment to the NGSS or new Michigan science content standards. K-5 Teachers will use science kits, methodology, hands on, observation, vocabulary, and writing. K-5 will use science response journals to further science support concepts, vocabulary and comprehension. K-5 teachers will give a pre/post science unit test. Teachers will use Inquiry in the presentation of science lessons. In 2016-17 K-5 teachers will implement the newly aligned NGSS science kits for physical science from Battle Creek.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/30/2020	$55000	Assistant Superintendent of Curriculum and Instruction, Elementary administration, K-5 teachers
After school tutoring (secondary)	OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$26000	Building administration and counselors
After School Tutoring (Secondary)	OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$22000	High School and middle school Administration and counseling staff

Diversity Training	Oxford Staff will attend training on diversity education provided by Oakland Schools. Selected staff and students from secondary schools will participate in Oakland School Justice League and Social Justice. Staff will expand social justice committee and expand whole school activities to address socio-emotional needs of students.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2020	$4000	Superintendent, building principal, OHS and OMS Deans of Students, Assistant Superintendent of Student Services
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased Illuminate assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$60000	Chief Academic Officer, building principals, Instructional coach
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	$60000	Chief Academic Officer, building administration, Literacy coach

Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2017	$60000	Chief Academic Officer, building principals
Professional Learning Communities	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased Illuminate assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2017	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Building Principals, PLC leaders, PLC facilitator
Concept Based Professional Learning	IB coordinators and building principals will deliver professional learning on concep-based unit development and concept-based instruction.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/01/2017	06/30/2018	$0	Assistant Superintendent of Curriculum and Instruction IB Coordinators Building Principals

Title III

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

Achieve 3000 Literacy Program	Achieve 3000 literacy software will be used as supplemental instruction in the sheltered Instruction English Learner English 9 classes. Students will have access to the program after school and at home. Computers (Chromebooks and cart) will be purchased for sole use of immigrant and LEP students.	Technology, Supplemental Materials, Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2020	$13000	OHS English Learner Teachers
Title III Conferences, substitutes and Mileage	ELL strategies in the general classroom, Special Populations Conference, and other ongoing Title III sessions for ESL strategies at Oakland Schools. We have one ELL teacher and two ELL parapros going to workshops and conferences at Oakland Schools and Lansing Provision of substitutes for one ELL teacher and two parapros when attending conferences. One ELL teacher and two ELL paraprofessionals going to conferences at Oakland Schools and Lansing for trainings in WIDA,	Professional Learning, Other, Academic Support Program	Tier 3		09/08/2015	06/30/2020	$2200	assistant superintendent of curriculum and instruction and EL teacher/coordinator
Title III after hours tutor	One teacher servicing Title III eligible students after hours, grades 9-12, over the span of the school year, twice a week for 60 minutes each for 40 weeks. Services include course assistance as well as English instruction.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$3972	Assistant Superintendent of Curriculum and Instruction and EL teacher/coordinator
English Learner numeracy support	Additional Math Intervention delivered by a highly qualified paraprofessional on staff who works with English Learners - ($12.13/hr. 5 hours per week for 35 weeks = salary $2200 + $946 benefits = $3146) Additional math support for numeracy program to ESL learners struggling in mathematics at the elementary and middle school levels	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2020	$3146	Assistant Superintendent of Curriculum and Instruction, EL coordinator/ teacher
Title III After school tutoring	One teacher servicing Title III eligible students after hours, grades 9-12, over the span of the school year, twice a week for 60 minutes each for 40 weeks. Services include course assistance as well as English instruction.	Academic Support Program	Tier 2		09/08/2015	06/30/2020	$3972	Assistant Superintendent of Curriculum and Instruction, EL teachers

English Learner Family Parent Liaison	30 hours paid $26.00 and hour for Parent Liaison services to increase parental involvement in our Title III program. Duties will involve contacting parents and families through phone calls, home visits and meetings, assist with the organization and implementation of events and activities for the purpose of enhancing parental involvement, and assist parent and families in locating resources for the purpose of promoting parent effectiveness and student achievement Four hours of translation services for Parent night for English Learner parents to discuss Title III services. Staff member to be paid $26.00 an hour for translation services.	Behavioral Support Program, Academic Support Program, Parent Involvement	Tier 3	Implement	08/01/2017	06/30/2018	$1285	Assistant Superintendent of Curriculum and Instruction, EL coordinator/ teacher
Immigrant paraprofessional support	Title III immigrant funds will be used for additional support in the high school EL English classes. A paraprofessional will support for four hours daily as push in support during EL English class.	Academic Support Program	Tier 2	Implement	12/01/2016	06/30/2020	$14000	Assistant Superintendent of Curriculum and Instruction
Title III teaching supplies	Teaching Supplies- Teaching supplies are for daily instruction, not after-hours instruction, used by ELL teachers and parapros within the K-12 program. They include instructional materials of resource workbooks, software, iPads, electronic translation materials, as well as general ELL classroom supplies of construction paper, glue, crayons, etc. that is beyond the general fund allocation for all classrooms.	Supplemental Materials	Tier 3	Implement	09/08/2015	06/30/2020	$3858	Assistant Superintendent of Curriculum and Instruction and EL teacher/coordinator
ELL support	Identified ELL students will receive additional support from highly qualified ESL staff and paraprofessionals. The students will receive one on one tutoring in English. They will receive assistance with fluency, comprehension, decoding, and vocabulary. An additional hour of literacy intervention to implement vocabulary program will be funded by Title III	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	$3146	assistant superintendent of curriculum and instruction, EL teachers and EL paraprofessionals

Title I Part D

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

Crossroads Reading Intervention	Crossroads will explore and purchase supplemental materials for supplying at-risk students with a reading intervention at the Crossroads campus. TCrossroads will utilize RAZ kids to improve reading proficiency.	Supplemental Materials, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$10000	Crossroads Principal

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
REACH	Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. Students will receive interventions in reading. Paraprofessional support will help track progress monitoring and identification process for the class. FASTBridbge, M-STEP, and past academic history will be used to identify students for REACH.	Technology, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$30000	High School administration, RTI coordinator, Counselors.
Elementary math interventions involving personnel	Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Based on data, small group skill math instruction will be delivered by Title 1 Paraprofessional Staff with a minimum of 15 minutes, 5 times a week. Title I paraprofessional staff will either pull out or push in academic interventions to identified at risk math students. At risk intervention will be delivered by at risk staff in either push in or pull out.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$200000	Assistant Superintendent of Curriculum and Instruction, building administrators

Elementary writing interventions involving personnel	Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$200000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, Title I staff
Elementary social studies intervention (personnel)	Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in social studies. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in social studies.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$220000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff
Elementary Computer Aided Instruction	Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Students who are identified for intervention will use computer aided instruction - Successmaker and Mobymax and ST math.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$10000	Assistant Superintendent of Curriculum and Instruction, building principals

After school tutoring (secondary)	OMS and OHS will monitor their after school programs. The program at the high school is available to all OHS students wishing to participate, but it is mandatory for students who are identified as at-risk by the OHS counseling department. Currently, on Mondays students meet with a mentor teacher to discuss their academic progress and attend a general study skills session. on Tuesdays and Wednesdays students attend study labs in an area of struggle and/or identified by their mentor teacher. During these 50 minute sessions students receive one on one or small group instruction/tutoring. The program at OMS is required for at risk students. Teachers and counselors will identify students for participation in the program based on assessment scores. Title I D, subpart 2 will support after school tutoring for students who are identified as at-risk in math. Students will participate in mandatory tutoring in math.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$10000	Assistant Superintendent of Curriculum and Instruction, building principals, counseling staff
Secondary Computer Aided Instruction	Through the use of FAST assessment software and Let's Go Learn assessment software, students will be identified for the RTI process through these assessment programs. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Secondary students who are identified for intervention will receive instruction on accelerated math at the middle school during math lab class. In grades 9-12 students will receive instruction on ADAM during REACH. Online students will be assigned to use the product on as needed basis.	Technology , Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$45000	assistant superintendent of curriculum and Instruction, building principals,OHS REACH coordinator
ELL support	Identified ELL students will receive additional support from highly qualified ESL staff and paraprofessionals. The students will receive one on one tutoring in English. They will receive assistance with fluency, comprehension, decoding, and vocabulary. An additional hour of literacy intervention to implement vocabulary program will be funded by Title III	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	$60000	assistant superintendent of curriculum and instruction, EL teachers and EL paraprofessionals

MTSS	Oxford's approach to MTSS will be improved through the implementation and use of screeners, diagnostic and progress monitoring assessments. In addition, a district handbook and approach to MTSS will be developed and implemented across the district. All Teachers and MTSS Team Personnel will identify students that do not demonstrate reading proficiency and use a multi-tiered model of support to improve reading proficiency. FAST, Fountas and Pinnell, STAR and DORA will be used to identify at risk students. Teachers will receive training on strategies to improve academic achievement from counselors, social workers, IB coordinators, instructional coach, literacy coach, and other instructional leaders (principals). Trainings will include strategies for improving fluency, decoding, and comprehension. (FASTBridge screening)	Technology, Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$17000	Assistant Superintendent of Curriculum and Instruction, Building principals, reading specialist, literacy coach, counselors, social workers
REACH	Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. At risk funds will pay for paraprofessional support for the year. Staff will develop and REACH modify curriculum for meet required standards and provide for pathways for growth/competency.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$31000	Assistant Superintendent of Curriculum and Instruction, High School administration and counselors
REACH class	High School counselors will identify students who are at-risk for the REACH program. In a small class setting students will receive one on one tutoring and assistance in a small class setting at the high school. Pre-teaching and other best practice intervention strategies will be used to improve students' math fluency, computation, problem solving, and math practices.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$30000	high school administration, counselors, RTI coordinator and paraprofessional
Elementary Computer Aided Instruction	Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Students who are identified for intervention will use computer aided instruction - Successmaker and Mobymax and ST math.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$28000	Assistant Superintendent of Curriculum and Instruction, building principals

Olweus Bully Program	Oxford Staff will utilize the Olweus Anti-bullying Program to address social issues in its schools. Staff will evaluate its effectiveness and address issues where identified.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$10000	Assistant Superintendent of Student Services, Building Principals, Olweus Coordinator
math RTI	Through the use of FAST assessment software, ADAM software, students will be identified for the RTI process through these assessment programs. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions. All Teachers and RTI Team Personnel will identify students that do not demonstrate math proficiency and use a multi-tiered model of support to improve social studies proficiency. Teachers will receive training on strategies to improve academic achievement from counselors, IB coordinators, instructional coach, and other instructional leaders (principals). Professional development training will include math strategies for improving math fluency, math facts, computation, and math practices.	Technology, Professional Learning, Academic Support Program	Tier 2		09/08/2015	06/30/2020	$17000	Assistant Superintendent for Curriculum Principals Math Interventionists Teachers
Elementary science interventions (personnel)	Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in science. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in science.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$220000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals and Title I staff

REACH	Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. At risk funds will pay for paraprofessional support for the year. Staff will develop and REACH modify curriculum for meet required standards and provide for pathways for growth/competency.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$30000	High School administration, counseling staff, and RTI coordinator
Elementary reading interventions involving personnel	OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week. Reading Specialist will identify students from the bottom 30% to participate in small group LLI instruction. Reading Recovery program will be utilized to address lowest readers in first grade. Whole to part reading strategies will be utilized where applicable. Title I will help support reading specialist at Lakeville and Leonard. At-risk funds will help support reading specialists at Clear Lake and Daniel Axford. Intervention positions will be added at the elementary schools to concentrate on K-3 reading.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$190000	elementary principals, reading specialist, title one staff
Math Recovery	Staff at Lakeville and Leonard will implement the math recovery program at Leonard and Lakeville. 7 staff members will receive training at Oakland Schools. They will be supported by the math coach and a full time staff member at Lakeville. This staff member will deliver interventions to students based on the program.	Teacher Collaboration, Academic Support Program	Tier 2	Getting Ready	05/01/2017	06/30/2020	$67298	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, and Lakeville and Leonard math recovery staff.

Diversity Training	Oxford Staff will attend training on diversity education provided by Oakland Schools. Selected staff and students from secondary schools will participate in Oakland School Justice League and Social Justice. Staff will expand social justice committee and expand whole school activities to address socio-emotional needs of students.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/08/2015	06/30/2020	$3000	Superintendent, building principal, OHS and OMS Deans of Students, Assistant Superintendent of Student Services
ELL tutoring in math	Paraprofessionals trained to work with ELL students will tutor ELL students in math deficits.	Academic Support Program	Tier 2	Implement	08/31/2015	06/30/2020	$45000	ELL paraprofessionals

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Crossroads GED Personnel	1 Paraprofessional working 6 hours a day to address academic deficiencies in Title I neglected students in the areas of English, social studies, science, and math. The para will work under the direct supervision of the highly qualified principal with input from certified teachers. In addition the paraprofessional will staff an online lab for 3 hours of the day to allow students access to online classes and GED prep. The online classes will also be assigned a certified teacher of record.	Career Preparation /Orientation, Direct Instruction	Tier 3	Monitor	08/07/2017	06/30/2018	$20700	Crossroads Principal
Lakeville Summer School	Lakeville Elementary will conduct a summer school program for its students who are identified as being at risk in reading, writing, and math. It will last about 6 weeks during the months of June, July, and August.	Materials, Supplemental Materials, Academic Support Program	Tier 3	Implement	06/20/2016	09/01/2017	$15000	Chief Academic Officer, Lakeville Principal
Before school tutoring (elementary)	Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$10000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff

Before School tutoring (elementary)	Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$10000	Assistant Superintendent of Curriculum and Instruction, elementary principals, Title I staff
Art Therapy	Crossroads will contract with an Art Therapy service to provide therapeutic art lessons for students identified as at-risk due to social and emotional issues. The therapy will occur after school at the facility.	Behavioral Support Program	Tier 3	Implement	09/08/2015	06/09/2017	$3758	Crossroads Principal
Lakeville Summer School program	Lakeville Elementary will conduct a summer school program for its students who are identified as being at risk in reading, writing, and math. It will last about 6 weeks during the months of June, July, and August.	Academic Support Program	Tier 3	Implement	06/20/2016	06/30/2020	$15000	Assistant Superintendent of Curriculum and Instruction, Lakeville Principal
Student needs (homeless)	Providing supplies, school event payments, field trip fees, and consumable book fees or homeless students in non-title 1 schools. Total academic support is co-funded by general funds for a total of $1,500.	Extra Curricular, Behavioral Support Program, Materials, Academic Support Program	Tier 3	Implement	08/01/2017	06/30/2018	$1500	Assistant Superintendent of Student Services (Homeless Liaison), Secretary to superintendent
Math Recovery	Staff at Lakeville and Leonard will implement the math recovery program at Leonard and Lakeville. 7 staff members will receive training at Oakland Schools. They will be supported by the math coach and a full time staff member at Lakeville. This staff member will deliver interventions to students based on the program.	Teacher Collaboration, Academic Support Program	Tier 2	Getting Ready	05/01/2017	06/30/2020	$53920	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, and Lakeville and Leonard math recovery staff.

Elementary math interventions involving personnel	Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Based on data, small group skill math instruction will be delivered by Title 1 Paraprofessional Staff with a minimum of 15 minutes, 5 times a week. Title I paraprofessional staff will either pull out or push in academic interventions to identified at risk math students. At risk intervention will be delivered by at risk staff in either push in or pull out.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$131000	Assistant Superintendent of Curriculum and Instruction, building administrators
Before School Tutoring (elementary)	Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$4500	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard administration, Title I staff
Crossroads GED Preparation	Crossroads will monitor the GED preparation class for success. The staff at Crossroads will review and purchase supplemental materials for the class. In addition students who are at-risk will have their GED tests paid to allow equitable access to the test. Laptop computers will be purchased to set up access for students at Crossroads.	Technology, Supplemental Materials, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	$23000	Crossroads Principal and staff
Title I Parent Night (Reading)	Title I Family meeting (1) will include information related to engaging children in reading activities.	Supplemental Materials, Parent Involvement	Tier 2	Monitor	09/08/2015	06/30/2020	$500	Lakeville principal and reading specialist
Crossroads summer school	Crossroads will conduct summer school for four weeks for title I identified Crossroads students July and August. Secretarial support and supplies for summer school will be needed.	Materials, Supplemental Materials, Academic Support Program	Tier 3	Implement	06/20/2016	06/30/2020	$22000	Assistant Superintendent of Curriculum and Instruction, Crossroads Principal

Lakeville Summer School	Lakeville Elementary will conduct a summer school program for its students who are identified as being at risk in reading, writing, and math. It will last about 6 weeks during the months of June, July, and August.	Materials, Supplemental Materials, Academic Support Program	Tier 3	Implement	06/20/2016	06/30/2020	$15000	Assistant Superintendent of Curriculum and Instruction, Lakeville Principal
Elementary writing interventions involving personnel	Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$131000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, Title I staff
Before school tutoring (elementary)	Lakeville and Leonard will monitor their after school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$4500	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals
Elementary social studies intervention (personnel)	Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in social studies. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in social studies.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$170000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff

Secondary Computer Aided Instruction	Through the use of FAST assessment software and Let's Go Learn assessment software, students will be identified for the RTI process through these assessment programs. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Secondary students who are identified for intervention will receive instruction on accelerated math at the middle school during math lab class. In grades 9-12 students will receive instruction on ADAM during REACH. Online students will be assigned to use the product on as needed basis.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$1592	assistant superintendent of curriculum and Instruction, building principals,OHS REACH coordinator
Title I parent night (math)	Title I Family meeting (1) will include information related to engaging children in math activities.	Communication, Academic Support Program, Parent Involvement	Tier 3	Monitor	09/08/2015	06/30/2020	$2000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff
Elementary science interventions (personnel)	Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in science. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in science.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$170000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals and Title I staff
Title I parent night (Writing)	Title I Family meeting (1) will include information related to engaging children in writing activities.	Communication, Academic Support Program, Parent Involvement	Tier 2	Monitor	09/08/2015	06/30/2020	$2000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Prinicpals, title I staff

Before school tutoring (elementary)	Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$8000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard principals and title IA staff
Elementary reading interventions involving personnel	OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week. Reading Specialist will identify students from the bottom 30% to participate in small group LLI instruction. Reading Recovery program will be utilized to address lowest readers in first grade. Whole to part reading strategies will be utilized where applicable. Title I will help support reading specialist at Lakeville and Leonard. At-risk funds will help support reading specialists at Clear Lake and Daniel Axford. Intervention positions will be added at the elementary schools to concentrate on K-3 reading.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$131000	elementary principals, reading specialist, title one staff
Crossroads summer school	Crossroads will conduct summer school for Crossroads students during June, July, and August for six weeks. Secretarial support and supplies for summer school will be needed.	Materials, Supplemental Materials, Academic Support Program	Tier 3	Implement	06/20/2016	06/30/2020	$27000	Assistant Superintendent of Curriculum and Instruction, Crossroads Principal

No Funding Required

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

Words Their Way	The literacy coach will provide more frequent professional development to new teachers on the Words Their Way program. To other staff the literacy coach will provide training to staff on how to effectively utilize the words their way program.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, elementary principals, literacy coach
Reading intervention through Direct Instruction	Students identified as having a disability will receive research based interventions appropriate to their area of qualification delivered by a highly certified special education instructor. Programs such as Read 180, Whole to Part, Read Naturally, Successmaker, and Leveled Literacy Intervention (LLI) will be used Student progress will be tracked through annual goals and measured by research based assessments.	Technology, Direct Instruction	Tier 3		09/08/2015	06/30/2020	$0	Assistant Superintendent for Student Services, special education staff
Blended Social Studies Instruction	1. All content teachers will research and create note-taking guidelines for their social studies instructional practice to increase student engagement and learning. 2. All teachers will implement note-taking rubrics and instruction for all SS classes by requiring the use and development of student created course notebooks. 3. Administration will monitor use of note-taking rubrics and instruction in SS classes and teachers will use formative assessments to analyze student results and identify next steps. 4. Content teachers will require class notebooks which will be calculated with the final course grade. Staff will evaluate and analyze their impact and fidelity of implementation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	OVA Principal

Blended Math instruction	1. Teachers will analyze previous state testing data and diagnostic data to identify students in need of skill development in numbers, operations and algebraic processing. 2. For elementary all content teachers will implement live sessions and workshops into their math instructional practice to increase student engagement and learning. All secondary math teachers will provide supplemental lessons into their math instruction to increase student performance with algebraic processing for OVA full time students who have an OVA content teacher. 3. Teachers and Administration will monitor use of teacher live sessions in mathematics and teachers will use formative assessments and diagnostic assessment results to analyze student results and identify next steps. 4. Staff will evaluate the live sessions, supplemental instruction and workshops to analyze the actions taken, the impact and fidelity of implementation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	OVA principal
OVA blended reading instruction	1. Teaching staff will analyze district approved reading assessment results to determine what students may need additional assistance in reading comprehension . 2. Students will be enrolled in either the Let's Go Learn Reading, iLit, or Comprehension EDGE course online, depending on diagnostic results. 3. Teachers and administrators will monitor student use of the EDGE programs, monitoring pacing and progress. 4. Upon the completion of the EDGE course, the student will be retested in LGL to determine if students should be enrolled in additional EDGE courses.	Technology, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	OVA principal

Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments that are aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	Chief Academic Officer, building principals, Instructional coach
Implement new 6-12 Michigan Science Standards	The Instructional coach will lead the professional learning for 6-12 science teachers. Teachers will understand the 3-D nature of the new standards with a focus on science talk, phenomena, DCI's, and crosscutting concepts.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Instructional coach, elementary administration
implementing writing strategies in direct instruction	Special Education teachers will confer with students, use graphic organizers, and differentiate writing goals for students.	Professional Learning, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent for Student Services, special education staff
Blended Science instruction	1. Science teachers will attend New Generation Science Standards conference at the ISD. 2. K-12 Teachers Will use Science Kits, methodology, hands on observation, vocabulary, and writing. K-5 will use science response journals within portfolios to further science support concepts, vocabulary and comprehension. 1-5 Teachers will give a pre and post science unit test. Teachers will use Inquiry in the presentation of science lessons. 3. Teachers in grades K-12 will monitor science portfolios (students write and reflect on their learning of science standards, skills, and practices, journals and labs) for progress and mastery. 4. Science students will be evaluated based on formative, summative and final grade reports.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	OVA Principal

Common Writing Prompt	Students will be given a school-wide writing prompt monthly. The data from this prompt will be used by staff to modify instruction and to identify students for additional assistance. Teacher will assist students with visual mapping of essay structure as an instructional strategy. All teachers will utilize this strategy to promote a common approach to teaching writing across the curriculum. Teachers will implement a common essay rubric to be used across all content areas. Staff will analyze data from the common essay rubric to target interventions with students. In addition this data will be used to develop PD topics throughout the year.	Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	Bridges administration and staff
MYP Community Project	The IB MYP coordinator will set up the procedures and processes for students to complete the community project in years 3 and 4 of the MYP programme. The community project provides an important opportunity for students ages 13-14 to collaborate and pursue service learning. MYP projects are student-centered and age-appropriate, enabling students to engage in practical explorations through a cycle of inquiry, action and reflection.	Behavioral Support Program, Community Engagement, Parent Involvement	Tier 1	Implement	09/08/2015	06/09/2017	$0	IB MYP coordinator
Crossroads Literacy Program	Crossroads will continue to establish a library on the campus that will house reading materials appropriate for at-risk youth. The library will be accessible to students after school hours. Staff will volunteer to monitor the materials and the use of the program.	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2017	$0	Crossroads principal and staff
Blended writing Instruction	1. All teachers will implement either video feedback or detailed rubrics for student essays and other selected forms of written communication. 2. Teachers and Administration will monitor use of teacher rubrics and audio/video feedback in writing. Teachers will use revised essays and other written communication to analyze student gains or identify strategies for future intervention. 3. Staff will evaluate and analyze their impact and fidelity of implementation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	OVA principal

Blended Tier III math interventions	1. Special Education staff will undergo professional development in diagnostic and online intervention classes within Let's Go Learn and IXL. 2. Special Education staff will infuse IXL and Let's Go Learn Math Edge into their lessons to increase student computational skills. 3. Special education staff and teachers will monitor student data (progress/grades) in operation/ numbers, and algebraic processing to assess mastery. 4. Staff will evaluate and analyze their impact and fidelity of implementation.	Technology , Professiona l Learning, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$0	OVA principal
Science Journals	Teachers in grades K-8 will utilize science journals to have students write and reflect on their learning of science standards, skills, and practices.	Professiona l Learning, Curriculum Developme nt	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superinten dent of Curriculum and Instruction, Elementary administrati on, instructiona l coach
OHS Literacy initiative	Professional Learning - Staff will train and implement content area literacy strategies consistent with the process of reading apprenticeship in all subject areas. The professional development, processes, and activities utilized will focus on the work of HiClass, RAISE, Document Based Questions (DBQ) as well as methodologies inherent in IB methodologies. Content area literacy training sessions for staff will occur at HS and district wide professional development days.	Professiona l Learning, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	building administrati on
Math direct instruction	Special education teachers will utilize best practice research to deliver one on one instruction in small class sizes to address students disabilities.	Direct Instruction	Tier 3	Implement	09/08/2015	06/30/2020	$0	Assistant Superinten dent for Student Services, special education staff

Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	Chief Academic Officer, building principals, literacy coach
Vocabulary focus at Crossroads	Building Vocabulary- Staff will apprentice students in the essential vocabulary of their discipline and will utilize a variety of vocabulary strategies to build word knowledge skills. Professional development will occur at Crossroads and district wide professional development days.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/09/2017	$0	Crossroads administration and staff
Blended Social Studies RTI	1. Social Studies Teachers with Mentor teachers will analyze student notebooks and identify strengths and weakness 2. Teachers will implement Note taking strategy workshops. 3. Social Studies teachers will monitor notebooks weekly and will provide feedback via live sessions or video feedback. 4. Staff will evaluate individual student notebooks and analyze the note taking quality(academic skills) and improvement looking for the impact and fidelity of implementation special education 1. Special Education staff will research programs to identify weakness in understanding vocabulary mastery. 2. Teachers will use graphic organizers, flash cards, vocabulary notebooks to increase student understanding and retention. 3. Special Education staff and Teachers will use differentiated online support through Let's Go Learn comprehension EDGE to increase oral vocabulary and making meaning of key terms. 4. Teachers will analyze summative assessment data from spring testing and common assessments to evaluate improvement and growth.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	OVA Principal

Blended writing tier III interventions	1. Special education staff will learn the writing requirements for all OVA online providers. 2. Special education staff with teachers will utilize multiple writing rubrics within various online providers to improve bottom 30%/special education students' understanding of the writing process. 3. As students' progress teachers will collaborate with special education staff to monitors writing progress and improvement. 4. Spring assessment data will be used to evaluate student progress and achievement.	Technology, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$0	OVA principal
Middle School Advisory Program	Middle School staff will address the socio-emotional needs of students through improving the advisory program. Topics covered include anti-bullying, social justice, tam building, problem solving, work and study habits.	Behavioral Support Program, Teacher Collaboration	Tier 1	Monitor	08/01/2016	06/30/2020	$0	Middle School administration
Vocabulary focus at Crossroads	Building Vocabulary- Staff will apprentice students in the essential vocabulary of their discipline and will utilize a variety of vocabulary strategies to build word knowledge skills. Professional development will occur at Crossroads and district wide professional development days.	Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	Crossroads administration and staff
Secondary Reading Comprehension techniques	Teachers will utilize scaffolded guided reading techniques, vocabulary teaching strategies, and utilization of context clues to increase reading comprehension and fluency. Crossroads staff will research and explore Close Reading strategies to implement in their classrooms. Staff will chose a common set of strategies to implement and use in all subjects. Staff will utilize academic vocabulary instructional techniques with students to increase student's content specific academic vocabulary.	Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	Bridges administration and teaching staff
Professional Development for differentiating instruction by ESL teachers	ESL instructor/coordinator for the district will provide teachers who teach EL students with differentiated instructional techniques proven to work with EL students.	Professional Learning	Tier 2	Implement	09/01/2015	06/09/2017	$0	District ESL teacher/coordinator

REACH	Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. The DORA course is also used for an online reading intervention. Staff will develop and REACH modify curriculum for meet required standards and provide for pathways for growth/competency.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$0	High school administration, counselors, RTI coordinator
Evaluate effectiveness of English immersion class	Using data from WIDA scores, M-STEP testing, and academic classes.	Evaluation	Tier 3	Evaluate	03/01/2016	06/30/2020	$0	Title III staff, assistant superintendent of curriculum and instruction
blended writing RTI	1. Teachers will analyze weekly progress and grades in order to identify weakness in all forms of writing within their online courses. 2. Spring assessment data will be used to evaluate student progress and achievement. 3. Teachers will use ELA rubrics in Cnnexus, GradPoint, and other online platforms to evaluate student writing.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	OVA principal
Identification of at-risk writers	Teachers will monitor student progess through the use of common writing assessments. The data from these assessments will be housed in our data warehouse. Students will be identified as at risk through set criteria. These students will then receive additional support.	Technology, Monitor	Tier 2	Implement	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Building principals, literacy coach

Blended Tier III reading interventions	1. Special education staff will learn the LGL online tools to better understand the reports and recommendations within the online system. Special Education staff will also determine the most useful practices of instruction for each student based on need. 2. Special Education staff will determine if students should be enrolled in the LGL EDGE classes and will use appropriate tools (graphic organizers, manipulatives, books, etc.) to assist student learning. 3. Special education staff will collaborate with student mentor teachers to note areas of strengths and weaknesses in language arts progress. 4. Spring assessment data will be used to evaluate student progress and achievement	Technology, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$0	OVA Principal
OSEC 21st Century skills class	Soft Skills teachers will evaluate the effectiveness of the writing intensive Soft Skills strategies class that will enhance effective communication skills among students in an effort to prepare them for college coursework. Based on these evaluation, improvements will be made to the class.	Technology, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	OSEC administration, coordinator, and teacher
OHS Literacy initiative	OHS staff will focus on SAT literacy strategies to improve performance on SAT and other standardized writing assessments.	Professional Learning, Curriculum Development	Tier 1	Implement	09/08/2015	06/30/2020	$0	High school administration
Vocabulary focus at Crossroads	Building Vocabulary- Staff will apprentice students in the essential vocabulary of their discipline and will utilize a variety of vocabulary strategies to build word knowledge skills. Professional development will occur at Crossroads and district wide professional development days.	Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	building administration

MYP Personal Project	The IB coordinator will begin to develop the model for implementing the IB Personal Project. OHS will implement the Personal Project class in the course planner. The class will be co-taught in its first year of development. OHS and OMS will develop a plan for implementing the IB Personal Project for all students for the 2019-20 school year. The aims of the MYP projects are to encourage and enable students to: -participate in a sustained, self-directed inquiry within a global context -generate creative new insights and develop deeper understandings through in-depth investigation -demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time -communicate effectively in a variety of situations -demonstrate responsible action through, or as a result of, learning -appreciate the process of learning and take pride in their accomplishments.	Career Preparation /Orientation , Behavioral Support Program, Community Engageme nt	Tier 1	Implement	09/08/2015	06/30/2020	$0	IB MYP coordinator, OHS and OMS administrati on, Assistant Superinten dent of Curriculum and Instruction
Blended Science RTI	1. Extended Learning Opportunities - Students will be identified for one-on- one instructional support and/or blended instruction. Teachers and/or special education staff will address student learning deficiencies through best practice instructional strategies for intervention. 2. Special education staff and content teachers will continuously monitor science progress based on their intervention goals. 3. Science students will be assessed through formative assessments and summative assessments, spring testing and final grade reports.	Technology , Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	OVA Principal
Writing RTI	All Teachers and RTI Team Personnel will identify students that do not demonstrate writing proficiency on local assessments using common writing rubrics. Schools will use a multi-tiered model of support to improve writing proficiency. Teachers will receive training on strategies to improve academic achievement from counselors, social workers, IB coordinators, instructional coach, literacy coach, and other instructional leaders (principals). Trainings will include reading strategies for improving organization, craft and structure, language conventions, and text-type writing.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2017	$0	Building principals, counselors, social workers

Elementary small group instruction	Elementary teachers will identify at-risk students through pre and post assessments. Teachers will then utilize graphic organizers and other differentiated instructional strategies in small group settings during writer's workshop.	Academic Support Program	Tier 2		09/08/2015	06/09/2017	$0	Elementary principals
Blended Math RTI	1. All elementary and secondary mentor teachers will utilize RTI interventions based on ADAM assessment results and semester course work to identify student performance issues and learning difficulties. 2. All elementary teachers will utilize LGL Math EDGE based on diagnostic test results. All secondary teachers will provide video feedback on assessments to increase student awareness and learning on algebraic processing for students with learning difficulties (RTI) for students who have an OVA content teacher. 3. All math content teachers will monitor sub group weekly progress and mastery. 4. Math teachers will review spring assessment data to evaluate student growth and achievement.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	OVA principal
Blended Reading RTI	1. Teaching staff will monitor weekly progress and grades in language arts to determine if an intervention is needed. 2. If an intervention is needed, teachers will determine appropriate intercessions including workshops, book clubs, Adobe sessions and online Let's Go Learn activities. 3. Teachers will monitor student progress in their online courses and also within Let's Go Learn, noting strengths and weaknesses. Teachers will also monitor skill levels during workshops and Adobe sessions. 4. Spring assessment data will be used to evaluate student progress and achievement.	Technology, Academic Support Program	Tier 2		09/08/2015	06/30/2020	$0	OVA principal
Writing strategy professional development	Administration and teachers will review current literature on writing strategies. School Improvement team will choose writing strategies appropriate for at risk students. Professional development will be utilized to train staff on selected best practice writing strategies.	Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/30/2020	$0	building administration

| RTI reading software interventions | OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Students Identified in the lower 30% needing comprehension support will receive SuccessMaker and/or Moby Max Intervention. Students identified in the lower 30% needing fluency support will receive Read Naturally support. Based on data, small group skill instruction will be delivered by Title I and at-risk professional and/or Paraprofessional Staff and/or parent volunteers with a minimum of 15 minutes, 5 times a week. | Technology, Academic Support Program | Tier 2 | Implement | 09/08/2015 | 06/30/2020 | $0 | Assistant Superintendent of Curriculum and Instruction, building principals, reading specialist, |

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After school tutoring (secondary)	OMS and OHS will monitor their after school programs. The program at the high school is available to all OHS students wishing to participate, but it is mandatory for students who are identified as at-risk by the OHS counseling department. Currently, on Mondays students meet with a mentor teacher to discuss their academic progress and attend a general study skills session. on Tuesdays and Wednesdays students attend study labs in an area of struggle and/or identified by their mentor teacher. During these 50 minute sessions students receive one on one or small group instruction/tutoring. The program at OMS is for at risk students. Teachers and counselors will identify students for participation in the program based on assessment scores.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$10000	High School and middle school Administration and counseling staff
OMS literacy initiative	OMS will be participating in the Reading Apprenticeship Writing Connections (RAWC). Professional Learning - Staff will train and implement content area literacy strategies consistent with the process of reading apprenticeship in all subject areas. The professional development, processes, and activities utilized will focus on the work of MiClass, RAWC, Document Based Questions (DBQ) as well as methodologies inherent in IB methodologies. Content area literacy training sessions for staff will occur at MS and district wide professional development days.	Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$5000	Middle School Administration

After School tutoring (secondary)	OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$22000	OHS and OMS Administration
After school tutoring (secondary)	OMS and OHS will monitor their after school programs. The program at the high school is available to all OHS students wishing to participate, but it is mandatory for students who are identified as at-risk by the OHS counseling department. Currently, on Mondays students meet with a mentor teacher to discuss their academic progress and attend a general study skills session. on Tuesdays and Wednesdays students attend study labs in an area of struggle and/or identified by their mentor teacher. During these 50 minute sessions students receive one on one or small group instruction/tutoring. The program at OMS is required for at risk students. Teachers and counselors will identify students for participation in the program based on assessment scores. Title I D, subpart 2 will support after school tutoring for students who are identified as at-risk in math. Students will participate in mandatory tutoring in math.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$10000	Assistant Superintendent of Curriculum and Instruction, building principals, counseling staff
K-10 Proficiency-Oriented World Language Program	Continue to develop/refine a K-10 proficiency-oriented world language program. World language teachers will identify learning objectives and expectations for students' ability to learn a world language by grade level. World language teachers will identify assessments to measure student progress on these expectations. Phase out mandatory Chinese world language instruction in the elementary schools and develop a process for students to opt in for Chinese language instruction.	Professional Learning	Tier 1	Implement	09/08/2015	06/30/2018	$25000	Assistant Superintendent for Curriculum & Instruction World Langauge Frameworks Committee

Title II Part A

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

Implementation of Lucy Calkins Writing Curriculum	Teachers will improve their delivery of the Lucy Calkins Writing curriculum through continued coaching from the literacy coach on learning progressions, mini-lessons, and rubrics through professional learning, coaching, and lab classrooms. New teachers will receive more frequent training in the use of Lucy Calkins writing curriculum. Subs teachers paid for by Title IIA funds.	Professiona l Learning, Curriculum Developme nt, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$4500	Assistant Superinten dent of Curriculum and Instruction, elementary principals, and literacy coach
Elementary reading workshop instruction	K-5 staff will develop elements of the reader's workshop method of teaching reading. Teachers will meet to review reading data: fluency, comprehension, rate, and accuracy grade level data to determine individual building focus on literacy strategies. In an effort to build teacher capacity for student engagement and an improved school climate our staff will focus on Professional Learning that is researched based provided by our Literacy Coach. .5 sub days per teacher will be funded from Title IIA to support professional learning.	Professiona l Learning, Curriculum Developme nt, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$5000	Assistant Superinten dent of Curriculum and Instruction, elementary principals, K-5 Literacy coach
Math Recovery	Staff at Lakeville and Leonard will implement the math recovery program at Leonard and Lakeville. 7 staff members will receive training at Oakland Schools. They will be supported by the math coach and a full time staff member at Lakeville. This staff member will deliver interventions to students based on the program.	Teacher Collaborati on, Academic Support Program	Tier 2	Getting Ready	05/01/2017	06/30/2020	$25375	Assistant Superinten dent of Curriculum and Instruction, Lakeville and Leonard Principals, and Lakeville and Leonard math recovery staff.
6-12 Math Coach	Oxford Community Schools: .5 Staffing of a 6-12 math coach who will provide instructional coaching in teaching and assessment strategies in math instruction to 6-12 math instructors. The other .5 of the position will be coaching International Baccalaureate program for 6-12 teachers paid for by general fund	Professiona l Learning, Teacher Collaborati on, Academic Support Program	Tier 1	Implement	01/01/2018	06/30/2018	$44000	OHS Principal, Assistant Superinten dent of Curriculum and Instruction

| Nontenured teacher coaching | The instructional coach will mentor and coach nontenured teachers in the district on best practice instructional techniques such as inquiry based learning, problem-based learning, the use of classroom technology, and other instructional methods that will improve instruction and classroom management. | Professional Learning | Tier 1 | Monitor | 09/08/2015 | 06/30/2020 | $47500 | Assistant Superintendent of Curriculum and Instruction |

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Identification and placement -Crossroads	All students at Crossroads will be tested with Aimsweb and FAST to assess reading levels. Students will receive services based on this screening. Staff will monitor results.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$15000	Crossroads administration, psychologist, and social worker

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
math RTI	Through the use of FAST assessment software, ADAM software, students will be identified for the RTI process through these assessment programs. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions. All Teachers and RTI Team Personnel will identify students that do not demonstrate math proficiency and use a multi-tiered model of support to improve social studies proficiency. Teachers will receive training on strategies to improve academic achievement from counselors, IB coordinators, instructional coach, and other instructional leaders (principals). Professional development training will include math strategies for improving math fluency, math facts, computation, and math practices.	Technology, Professional Learning, Academic Support Program	Tier 2		09/08/2015	06/30/2020	$17000	Assistant Superintendent for Curriculum Principals Math Interventionists Teachers
ELL tutoring in math	Paraprofessionals trained to work with ELL students will tutor ELL students in math deficits.	Academic Support Program	Tier 2	Implement	08/31/2015	06/30/2020	$45000	ELL paraprofessionals
Professional Development for differentiating instruction by ESL teachers	ESL instructor/coordinator for the district will provide teachers who teach EL students with differentiated instructional techniques proven to work with EL students.	Professional Learning	Tier 2	Implement	09/01/2015	06/09/2017	$0	District ESL teacher/coordinator
ELL support	Identified ELL students will receive additional support from highly qualified ESL staff and paraprofessionals. The students will receive one on one tutoring in English. They will receive assistance with fluency, comprehension, decoding, and vocabulary. An additional hour of literacy intervention to implement vocabulary program will be funded by Title III	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	$163146	assistant superintendent of curriculum and instruction, EL teachers and EL paraprofessionals

Title III Conferences, substitutes and Mileage	ELL strategies in the general classroom, Special Populations Conference, and other ongoing Title III sessions for ESL strategies at Oakland Schools. We have one ELL teacher and two ELL parapros going to workshops and conferences at Oakland Schools and Lansing Provision of substitutes for one ELL teacher and two parapros when attending conferences. One ELL teacher and two ELL paraprofessionals going to conferences at Oakland Schools and Lansing for trainings in WIDA,	Professional Learning, Other, Academic Support Program	Tier 3		09/08/2015	06/30/2020	$2200	assistant superintendent of curriculum and instruction and EL teacher/coordinator
Title III teaching supplies	Teaching Supplies- Teaching supplies are for daily instruction, not after-hours instruction, used by ELL teachers and parapros within the K-12 program. They include instructional materials of resource workbooks, software, iPads, electronic translation materials, as well as general ELL classroom supplies of construction paper, glue, crayons, etc. that is beyond the general fund allocation for all classrooms.	Supplemental Materials	Tier 3	Implement	09/08/2015	06/30/2020	$3858	Assistant Superintendent of Curriculum and Instruction and EL teacher/coordinator
Reading intervention through Direct Instruction	Students identified as having a disability will receive research based interventions appropriate to their area of qualification delivered by a highly certified special education instructor. Programs such as Read 180, Whole to Part, Read Naturally, Successmaker, and Leveled Literacy Intervention (LLI) will be used Student progress will be tracked through annual goals and measured by research based assessments.	Technology, Direct Instruction	Tier 3		09/08/2015	06/30/2020	$0	Assistant Superintendent for Student Services, special education staff
Math direct instruction	Special education teachers will utilize best practice research to deliver one on one instruction in small class sizes to address students disabilities.	Direct Instruction	Tier 3	Implement	09/08/2015	06/30/2020	$0	Assistant Superintendent for Student Services, special education staff
Nontenured teacher coaching	The instructional coach will mentor and coach nontenured teachers in the district on best practice instructional techniques such as inquiry based learning, problem-based learning, the use of classroom technology, and other instructional methods that will improve instruction and classroom management.	Professional Learning	Tier 1	Monitor	09/08/2015	06/30/2020	$47500	Assistant Superintendent of Curriculum and Instruction

Identification of at-risk writers	Teachers will monitor student progess through the use of common writing assessments. The data from these assessments will be housed in our data warehouse. Students will be identified as at risk through set criteria. These students will then receive additional support.	Technology, Monitor	Tier 2	Implement	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Building principals, literacy coach
implementing writing strategies in direct instruction	Special Education teachers will confer with students, use graphic organizers, and differentiate writing goals for students.	Professional Learning, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent for Student Services, special education staff
MTSS	Oxford's approach to MTSS will be improved through the implementation and use of screeners, diagnostic and progress monitoring assessments. In addition, a district handbook and approach to MTSS will be developed and implemented across the district. All Teachers and MTSS Team Personnel will identify students that do not demonstrate reading proficiency and use a multi-tiered model of support to improve reading proficiency. FAST, Fountas and Pinnell, STAR and DORA will be used to identify at risk students. Teachers will receive training on strategies to improve academic achievement from counselors, social workers, IB coordinators, instructional coach, literacy coach, and other instructional leaders (principals). Trainings will include strategies for improving fluency, decoding, and comprehension. (FASTBridge screening)	Technology, Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$17000	Assistant Superintendent of Curriculum and Instruction, Building principals, reading specialist, literacy coach, counselors, social workers
Writing RTI	All Teachers and RTI Team Personnel will identify students that do not demonstrate writing proficiency on local assessments using common writing rubrics. Schools will use a multi-tiered model of support to improve writing proficiency. Teachers will receive training on strategies to improve academic achievement from counselors, social workers, IB coordinators, instructional coach, literacy coach, and other instructional leaders (principals). Trainings will include reading strategies for improving organization, craft and structure, language conventions, and text-type writing.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/08/2015	06/09/2017	$0	Building principals, counselors, social workers

Olweus Bully Program	Oxford Staff will utilize the Olweus Anti-bullying Program to address social issues in its schools. Staff will evaluate its effectiveness and address issues where identified.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$10000	Assistant Superintendent of Student Services, Building Principals, Olweus Coordinator
English Learner Family Parent Liaison	30 hours paid $26.00 and hour for Parent Liaison services to increase parental involvement in our Title III program. Duties will involve contacting parents and families through phone calls, home visits and meetings, assist with the organization and implementation of events and activities for the purpose of enhancing parental involvement, and assist parent and families in locating resources for the purpose of promoting parent effectiveness and student achievement Four hours of translation services for Parent night for English Learner parents to discuss Title III services. Staff member to be paid $26.00 an hour for translation services.	Behavioral Support Program, Academic Support Program, Parent Involvement	Tier 3	Implement	08/01/2017	06/30/2018	$1285	Assistant Superintendent of Curriculum and Instruction, EL coordinator/ teacher

Oxford Virtual Academy

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2017	$60000	Chief Academic Officer, building principals

Secondary Computer Aided Instruction	Through the use of FAST assessment software and Let's Go Learn assessment software, students will be identified for the RTI process through these assessment programs. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Secondary students who are identified for intervention will receive instruction on accelerated math at the middle school during math lab class. In grades 9-12 students will receive instruction on ADAM during REACH. Online students will be assigned to use the product on as needed basis.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$46592	assistant superintendent of curriculum and Instruction, building principals,OHS REACH coordinator
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased Illuminate assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$60000	Chief Academic Officer, building principals, Instructional coach
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	$60000	Chief Academic Officer, building administration, Literacy coach

Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	Chief Academic Officer, building principals, literacy coach
Implement new 6-12 Michigan Science Standards	The Instructional coach will lead the professional learning for 6-12 science teachers. Teachers will understand the 3-D nature of the new standards with a focus on science talk, phenomena, DCI's, and crosscutting concepts.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Instructional coach, elementary administration
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments that are aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	Chief Academic Officer, building principals, Instructional coach
Crossroads GED Preparation	Crossroads will monitor the GED preparation class for success. The staff at Crossroads will review and purchase supplemental materials for the class. In addition students who are at-risk will have their GED tests paid to allow equitable access to the test. Laptop computers will be purchased to set up access for students at Crossroads.	Technology, Supplemental Materials, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	$23000	Crossroads Principal and staff

OVA blended reading instruction	1. Teaching staff will analyze district approved reading assessment results to determine what students may need additional assistance in reading comprehension . 2. Students will be enrolled in either the Let's Go Learn Reading, iLit, or Comprehension EDGE course online, depending on diagnostic results. 3. Teachers and administrators will monitor student use of the EDGE programs, monitoring pacing and progress. 4. Upon the completion of the EDGE course, the student will be retested in LGL to determine if students should be enrolled in additional EDGE courses.	Technology, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	OVA principal
Blended Reading RTI	1. Teaching staff will monitor weekly progress and grades in language arts to determine if an intervention is needed. 2. If an intervention is needed, teachers will determine appropriate intercessions including workshops, book clubs, Adobe sessions and online Let's Go Learn activities. 3. Teachers will monitor student progress in their online courses and also within Let's Go Learn, noting strengths and weaknesses. Teachers will also monitor skill levels during workshops and Adobe sessions. 4. Spring assessment data will be used to evaluate student progress and achievement.	Technology, Academic Support Program	Tier 2		09/08/2015	06/30/2020	$0	OVA principal
Blended Tier III reading interventions	1. Special education staff will learn the LGL online tools to better understand the reports and recommendations within the online system. Special Education staff will also determine the most useful practices of instruction for each student based on need. 2. Special Education staff will determine if students should be enrolled in the LGL EDGE classes and will use appropriate tools (graphic organizers, manipulatives, books, etc.) to assist student learning. 3. Special education staff will collaborate with student mentor teachers to note areas of strengths and weaknesses in language arts progress. 4. Spring assessment data will be used to evaluate student progress and achievement	Technology, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$0	OVA Principal

Blended Math instruction	1. Teachers will analyze previous state testing data and diagnostic data to identify students in need of skill development in numbers, operations and algebraic processing. 2. For elementary all content teachers will implement live sessions and workshops into their math instructional practice to increase student engagement and learning. All secondary math teachers will provide supplemental lessons into their math instruction to increase student performance with algebraic processing for OVA full time students who have an OVA content teacher. 3. Teachers and Administration will monitor use of teacher live sessions in mathematics and teachers will use formative assessments and diagnostic assessment results to analyze student results and identify next steps. 4. Staff will evaluate the live sessions, supplemental instruction and workshops to analyze the actions taken, the impact and fidelity of implementation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	OVA principal
Blended Math RTI	1. All elementary and secondary mentor teachers will utilize RTI interventions based on ADAM assessment results and semester course work to identify student performance issues and learning difficulties. 2. All elementary teachers will utilize LGL Math EDGE based on diagnostic test results. All secondary teachers will provide video feedback on assessments to increase student awareness and learning on algebraic processing for students with learning difficulties (RTI) for students who have an OVA content teacher. 3. All math content teachers will monitor sub group weekly progress and mastery. 4. Math teachers will review spring assessment data to evaluate student growth and achievement.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	OVA principal
Blended Tier III math interventions	1. Special Education staff will undergo professional development in diagnostic and online intervention classes within Let's Go Learn and IXL. 2. Special Education staff will infuse IXL and Let's Go Learn Math Edge into their lessons to increase student computational skills. 3. Special education staff and teachers will monitor student data (progress/grades) in operation/ numbers, and algebraic processing to assess mastery. 4. Staff will evaluate and analyze their impact and fidelity of implementation.	Technology, Professional Learning, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$0	OVA principal

Blended writing Instruction	1. All teachers will implement either video feedback or detailed rubrics for student essays and other selected forms of written communication. 2. Teachers and Administration will monitor use of teacher rubrics and audio/video feedback in writing. Teachers will use revised essays and other written communication to analyze student gains or identify strategies for future intervention. 3. Staff will evaluate and analyze their impact and fidelity of implementation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	OVA principal
blended writing RTI	1. Teachers will analyze weekly progress and grades in order to identify weakness in all forms of writing within their online courses. 2. Spring assessment data will be used to evaluate student progress and achievement. 3. Teachers will use ELA rubrics in Cnnexus, GradPoint, and other online platforms to evaluate student writing.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	OVA principal
Blended writing tier III interventions	1. Special education staff will learn the writing requirements for all OVA online providers. 2. Special education staff with teachers will utilize multiple writing rubrics within various online providers to improve bottom 30%/special education students' understanding of the writing process. 3. As students' progress teachers will collaborate with special education staff to monitors writing progress and improvement. 4. Spring assessment data will be used to evaluate student progress and achievement.	Technology, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$0	OVA principal
Blended Social Studies Instruction	1. All content teachers will research and create note-taking guidelines for their social studies instructional practice to increase student engagement and learning. 2. All teachers will implement note-taking rubrics and instruction for all SS classes by requiring the use and development of student created course notebooks. 3. Administration will monitor use of note-taking rubrics and instruction in SS classes and teachers will use formative assessments to analyze student results and identify next steps. 4. Content teachers will require class notebooks which will be calculated with the final course grade. Staff will evaluate and analyze their impact and fidelity of implementation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	OVA Principal

Blended Social Studies RTI	1. Social Studies Teachers with Mentor teachers will analyze student notebooks and identify strengths and weakness 2. Teachers will implement Note taking strategy workshops. 3. Social Studies teachers will monitor notebooks weekly and will provide feedback via live sessions or video feedback. 4. Staff will evaluate individual student notebooks and analyze the note taking quality(academic skills) and improvement looking for the impact and fidelity of implementation special education 1. Special Education staff will research programs to identify weakness in understanding vocabulary mastery. 2. Teachers will use graphic organizers, flash cards, vocabulary notebooks to increase student understanding and retention. 3. Special Education staff and Teachers will use differentiated online support through Let's Go Learn comprehension EDGE to increase oral vocabulary and making meaning of key terms. 4. Teachers will analyze summative assessment data from spring testing and common assessments to evaluate improvement and growth.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	OVA Principal
Blended Science instruction	1. Science teachers will attend New Generation Science Standards conference at the ISD. 2. K-12 Teachers Will use Science Kits, methodology, hands on observation, vocabulary, and writing. K-5 will use science response journals within portfolios to further science support concepts, vocabulary and comprehension. 1-5 Teachers will give a pre and post science unit test. Teachers will use Inquiry in the presentation of science lessons. 3. Teachers in grades K-12 will monitor science portfolios (students write and reflect on their learning of science standards, skills, and practices, journals and labs) for progress and mastery. 4. Science students will be evaluated based on formative, summative and final grade reports.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	OVA Principal

Blended Science RTI	1. Extended Learning Opportunities - Students will be identified for one-on- one instructional support and/or blended instruction. Teachers and/or special education staff will address student learning deficiencies through best practice instructional strategies for intervention. 2. Special education staff and content teachers will continuously monitor science progress based on their intervention goals. 3. Science students will be assessed through formative assessments and summative assessments, spring testing and final grade reports.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	OVA Principal
Student needs (homeless)	Providing supplies, school event payments, field trip fees, and consumable book fees or homeless students in non-title 1 schools. Total academic support is co-funded by general funds for a total of $1,500.	Extra Curricular, Behavioral Support Program, Materials, Academic Support Program	Tier 3	Implement	08/01/2017	06/30/2018	$1500	Assistant Superintendent of Student Services (Homeless Liaison), Secretary to superintendent
6-12 Math Coach	Oxford Community Schools: .5 Staffing of a 6-12 math coach who will provide instructional coaching in teaching and assessment strategies in math instruction to 6-12 math instructors. The other .5 of the position will be coaching International Baccalaureate program for 6-12 teachers paid for by general fund	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	01/01/2018	06/30/2018	$44000	OHS Principal, Assistant Superintendent of Curriculum and Instruction

Oxford Schools Early College

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Tutoring (Secondary)	OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$22000	High School and middle school Administration and counseling staff

After school tutoring (secondary)	OMS and OHS will monitor their after school programs. The program at the high school is available to all OHS students wishing to participate, but it is mandatory for students who are identified as at-risk by the OHS counseling department. Currently, on Mondays students meet with a mentor teacher to discuss their academic progress and attend a general study skills session. on Tuesdays and Wednesdays students attend study labs in an area of struggle and/or identified by their mentor teacher. During these 50 minute sessions students receive one on one or small group instruction/tutoring. The program at OMS is for at risk students. Teachers and counselors will identify students for participation in the program based on assessment scores.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$10000	High School and middle school Administration and counseling staff
OHS Literacy initiative	Professional Learning - Staff will train and implement content area literacy strategies consistent with the process of reading apprenticeship in all subject areas. The professional development, processes, and activities utilized will focus on the work of HiClass, RAISE, Document Based Questions (DBQ) as well as methodologies inherent in IB methodologies. Content area literacy training sessions for staff will occur at HS and district wide professional development days.	Professional Learning, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	building administration
After school tutoring (secondary)	OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$26000	Building administration and counselors
REACH	Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. Students will receive interventions in reading. Paraprofessional support will help track progress monitoring and identification process for the class. FASTBridbge, M-STEP, and past academic history will be used to identify students for REACH.	Technology, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$30000	High School administration, RTI coordinator, Counselors.

Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2017	$60000	Chief Academic Officer, building principals
Secondary Computer Aided Instruction	Through the use of FAST assessment software and Let's Go Learn assessment software, students will be identified for the RTI process through these assessment programs. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Secondary students who are identified for intervention will receive instruction on accelerated math at the middle school during math lab class. In grades 9-12 students will receive instruction on ADAM during REACH. Online students will be assigned to use the product on as needed basis.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$46592	assistant superintendent of curriculum and Instruction, building principals,OHS REACH coordinator
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased Illuminate assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$60000	Chief Academic Officer, building principals, Instructional coach
REACH class	High School counselors will identify students who are at-risk for the REACH program. In a small class setting students will receive one on one tutoring and assistance in a small class setting at the high school. Pre-teaching and other best practice intervention strategies will be used to improve students' math fluency, computation, problem solving, and math practices.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$30000	high school administration, counselors, RTI coordinator and paraprofessional

Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	$60000	Chief Academic Officer, building administration, Literacy coach
After school tutoring (secondary)	OMS and OHS will monitor their after school programs. The program at the high school is available to all OHS students wishing to participate, but it is mandatory for students who are identified as at-risk by the OHS counseling department. Currently, on Mondays students meet with a mentor teacher to discuss their academic progress and attend a general study skills session. on Tuesdays and Wednesdays students attend study labs in an area of struggle and/or identified by their mentor teacher. During these 50 minute sessions students receive one on one or small group instruction/tutoring. The program at OMS is required for at risk students. Teachers and counselors will identify students for participation in the program based on assessment scores. Title I D, subpart 2 will support after school tutoring for students who are identified as at-risk in math. Students will participate in mandatory tutoring in math.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$20000	Assistant Superintendent of Curriculum and Instruction, building principals, counseling staff
OHS Literacy initiative	OHS staff will focus on SAT literacy strategies to improve performance on SAT and other standardized writing assessments.	Professional Learning, Curriculum Development	Tier 1	Implement	09/08/2015	06/30/2020	$0	High school administration

REACH	Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. The DORA course is also used for an online reading intervention. Staff will develop and REACH modify curriculum for meet required standards and provide for pathways for growth/competency.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$0	High school administration, counselors, RTI coordinator
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology , Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	Chief Academic Officer, building principals, literacy coach
REACH	Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both habit building and content instruction. At risk funds will pay for paraprofessional support for the year. Staff will develop and REACH modify curriculum for meet required standards and provide for pathways for growth/competency.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$30000	High School administration, counseling staff, and RTI coordinator
Implement new 6-12 Michigan Science Standards	The Instructional coach will lead the professional learning for 6-12 science teachers. Teachers will understand the 3-D nature of the new standards with a focus on science talk, phenomena, DCI's, and crosscutting concepts.	Professiona l Learning, Curriculum Developme nt	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superinten dent of Curriculum and Instruction, Instructiona l coach, elementary administrati on

Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments that are aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	Chief Academic Officer, building principals, Instructional coach
MYP Personal Project	The IB coordinator will begin to develop the model for implementing the IB Personal Project. OHS will implement the Personal Project class in the course planner. The class will be co-taught in its first year of development. OHS and OMS will develop a plan for implementing the IB Personal Project for all students for the 2019-20 school year. The aims of the MYP projects are to encourage and enable students to: -participate in a sustained, self-directed inquiry within a global context -generate creative new insights and develop deeper understandings through in-depth investigation -demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time -communicate effectively in a variety of situations -demonstrate responsible action through, or as a result of, learning -appreciate the process of learning and take pride in their accomplishments.	Career Preparation/Orientation, Behavioral Support Program, Community Engagement	Tier 1	Implement	09/08/2015	06/30/2020	$0	IB MYP coordinator, OHS and OMS administration, Assistant Superintendent of Curriculum and Instruction
MYP Community Project	The IB MYP coordinator will set up the procedures and processes for students to complete the community project in years 3 and 4 of the MYP programme. The community project provides an important opportunity for students ages 13-14 to collaborate and pursue service learning. MYP projects are student-centered and age-appropriate, enabling students to engage in practical explorations through a cycle of inquiry, action and reflection.	Behavioral Support Program, Community Engagement, Parent Involvement	Tier 1	Implement	09/08/2015	06/09/2017	$0	IB MYP coordinator

Diversity Training	Oxford Staff will attend training on diversity education provided by Oakland Schools. Selected staff and students from secondary schools will participate in Oakland School Justice League and Social Justice. Staff will expand social justice committee and expand whole school activities to address socio-emotional needs of students.	Behavioral Support Program, Professiona l Learning	Tier 1	Getting Ready	09/08/2015	06/30/2020	$7000	Superinten dent, building principal, OHS and OMS Deans of Students, Assistant Superinten dent of Student Services
After School tutoring (secondary)	OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$22000	OHS and OMS Administrati on
REACH	Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. At risk funds will pay for paraprofessional support for the year. Staff will develop and REACH modify curriculum for meet required standards and provide for pathways for growth/competency.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$31000	Assistant Superinten dent of Curriculum and Instruction, High School administrati on and counselors
OSEC 21st Century skills class	Soft Skills teachers will evaluate the effectiveness of the writing intensive Soft Skills strategies class that will enhance effective communication skills among students in an effort to prepare them for college coursework. Based on these evaluation, improvements will be made to the class.	Technology , Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	OSEC administrati on, coordinator, and teacher

OVA blended reading instruction	1. Teaching staff will analyze district approved reading assessment results to determine what students may need additional assistance in reading comprehension . 2. Students will be enrolled in either the Let's Go Learn Reading, iLit, or Comprehension EDGE course online, depending on diagnostic results. 3. Teachers and administrators will monitor student use of the EDGE programs, monitoring pacing and progress. 4. Upon the completion of the EDGE course, the student will be retested in LGL to determine if students should be enrolled in additional EDGE courses.	Technology, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	OVA principal
Blended Reading RTI	1. Teaching staff will monitor weekly progress and grades in language arts to determine if an intervention is needed. 2. If an intervention is needed, teachers will determine appropriate intercessions including workshops, book clubs, Adobe sessions and online Let's Go Learn activities. 3. Teachers will monitor student progress in their online courses and also within Let's Go Learn, noting strengths and weaknesses. Teachers will also monitor skill levels during workshops and Adobe sessions. 4. Spring assessment data will be used to evaluate student progress and achievement.	Technology, Academic Support Program	Tier 2		09/08/2015	06/30/2020	$0	OVA principal
Blended Tier III reading interventions	1. Special education staff will learn the LGL online tools to better understand the reports and recommendations within the online system. Special Education staff will also determine the most useful practices of instruction for each student based on need. 2. Special Education staff will determine if students should be enrolled in the LGL EDGE classes and will use appropriate tools (graphic organizers, manipulatives, books, etc.) to assist student learning. 3. Special education staff will collaborate with student mentor teachers to note areas of strengths and weaknesses in language arts progress. 4. Spring assessment data will be used to evaluate student progress and achievement	Technology, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$0	OVA Principal

Blended Math instruction	1. Teachers will analyze previous state testing data and diagnostic data to identify students in need of skill development in numbers, operations and algebraic processing. 2. For elementary all content teachers will implement live sessions and workshops into their math instructional practice to increase student engagement and learning. All secondary math teachers will provide supplemental lessons into their math instruction to increase student performance with algebraic processing for OVA full time students who have an OVA content teacher. 3. Teachers and Administration will monitor use of teacher live sessions in mathematics and teachers will use formative assessments and diagnostic assessment results to analyze student results and identify next steps. 4. Staff will evaluate the live sessions, supplemental instruction and workshops to analyze the actions taken, the impact and fidelity of implementation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	OVA principal
Blended Math RTI	1. All elementary and secondary mentor teachers will utilize RTI interventions based on ADAM assessment results and semester course work to identify student performance issues and learning difficulties. 2. All elementary teachers will utilize LGL Math EDGE based on diagnostic test results. All secondary teachers will provide video feedback on assessments to increase student awareness and learning on algebraic processing for students with learning difficulties (RTI) for students who have an OVA content teacher. 3. All math content teachers will monitor sub group weekly progress and mastery. 4. Math teachers will review spring assessment data to evaluate student growth and achievement.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	OVA principal
Blended Tier III math interventions	1. Special Education staff will undergo professional development in diagnostic and online intervention classes within Let's Go Learn and IXL. 2. Special Education staff will infuse IXL and Let's Go Learn Math Edge into their lessons to increase student computational skills. 3. Special education staff and teachers will monitor student data (progress/grades) in operation/numbers, and algebraic processing to assess mastery. 4. Staff will evaluate and analyze their impact and fidelity of implementation.	Technology, Professional Learning, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$0	OVA principal

Blended writing Instruction	1. All teachers will implement either video feedback or detailed rubrics for student essays and other selected forms of written communication. 2. Teachers and Administration will monitor use of teacher rubrics and audio/video feedback in writing. Teachers will use revised essays and other written communication to analyze student gains or identify strategies for future intervention. 3. Staff will evaluate and analyze their impact and fidelity of implementation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	OVA principal
blended writing RTI	1. Teachers will analyze weekly progress and grades in order to identify weakness in all forms of writing within their online courses. 2. Spring assessment data will be used to evaluate student progress and achievement. 3. Teachers will use ELA rubrics in Cnnexus, GradPoint, and other online platforms to evaluate student writing.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	OVA principal
Blended writing tier III interventions	1. Special education staff will learn the writing requirements for all OVA online providers. 2. Special education staff with teachers will utilize multiple writing rubrics within various online providers to improve bottom 30%/special education students' understanding of the writing process. 3. As students' progress teachers will collaborate with special education staff to monitors writing progress and improvement. 4. Spring assessment data will be used to evaluate student progress and achievement.	Technology, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$0	OVA principal
Blended Social Studies Instruction	1. All content teachers will research and create note-taking guidelines for their social studies instructional practice to increase student engagement and learning. 2. All teachers will implement note-taking rubrics and instruction for all SS classes by requiring the use and development of student created course notebooks. 3. Administration will monitor use of note-taking rubrics and instruction in SS classes and teachers will use formative assessments to analyze student results and identify next steps. 4. Content teachers will require class notebooks which will be calculated with the final course grade. Staff will evaluate and analyze their impact and fidelity of implementation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	OVA Principal

Blended Social Studies RTI	1. Social Studies Teachers with Mentor teachers will analyze student notebooks and identify strengths and weakness 2. Teachers will implement Note taking strategy workshops. 3. Social Studies teachers will monitor notebooks weekly and will provide feedback via live sessions or video feedback. 4. Staff will evaluate individual student notebooks and analyze the note taking quality(academic skills) and improvement looking for the impact and fidelity of implementation special education 1. Special Education staff will research programs to identify weakness in understanding vocabulary mastery. 2. Teachers will use graphic organizers, flash cards, vocabulary notebooks to increase student understanding and retention. 3. Special Education staff and Teachers will use differentiated online support through Let's Go Learn comprehension EDGE to increase oral vocabulary and making meaning of key terms. 4. Teachers will analyze summative assessment data from spring testing and common assessments to evaluate improvement and growth.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	OVA Principal
Blended Science instruction	1. Science teachers will attend New Generation Science Standards conference at the ISD. 2. K-12 Teachers Will use Science Kits, methodology, hands on observation, vocabulary, and writing. K-5 will use science response journals within portfolios to further science support concepts, vocabulary and comprehension. 1-5 Teachers will give a pre and post science unit test. Teachers will use Inquiry in the presentation of science lessons. 3. Teachers in grades K-12 will monitor science portfolios (students write and reflect on their learning of science standards, skills, and practices, journals and labs) for progress and mastery. 4. Science students will be evaluated based on formative, summative and final grade reports.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	OVA Principal

Blended Science RTI	1. Extended Learning Opportunities - Students will be identified for one-on- one instructional support and/or blended instruction. Teachers and/or special education staff will address student learning deficiencies through best practice instructional strategies for intervention. 2. Special education staff and content teachers will continuously monitor science progress based on their intervention goals. 3. Science students will be assessed through formative assessments and summative assessments, spring testing and final grade reports.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	OVA Principal
Student needs (homeless)	Providing supplies, school event payments, field trip fees, and consumable book fees or homeless students in non-title 1 schools. Total academic support is co-funded by general funds for a total of $1,500.	Extra Curricular, Behavioral Support Program, Materials, Academic Support Program	Tier 3	Implement	08/01/2017	06/30/2018	$1500	Assistant Superintendent of Student Services (Homeless Liaison), Secretary to superintendent
6-12 Math Coach	Oxford Community Schools: .5 Staffing of a 6-12 math coach who will provide instructional coaching in teaching and assessment strategies in math instruction to 6-12 math instructors. The other .5 of the position will be coaching International Baccalaureate program for 6-12 teachers paid for by general fund	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	01/01/2018	06/30/2018	$44000	OHS Principal, Assistant Superintendent of Curriculum and Instruction

Oxford Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-10 Proficiency-Oriented World Language Program	Continue to develop/refine a K-10 proficiency-oriented world language program. World language teachers will identify learning objectives and expectations for students' ability to learn a world language by grade level. World language teachers will identify assessments to measure student progress on these expectations. Phase out mandatory Chinese world language instruction in the elementary schools and develop a process for students to opt in for Chinese language instruction.	Professional Learning	Tier 1	Implement	09/08/2015	06/30/2018	$25000	Assistant Superintendent for Curriculum & Instruction World Langauge Frameworks Committee

After School Tutoring (Secondary)	OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$22000	High School and middle school Administration and counseling staff
After school tutoring (secondary)	OMS and OHS will monitor their after school programs. The program at the high school is available to all OHS students wishing to participate, but it is mandatory for students who are identified as at-risk by the OHS counseling department. Currently, on Mondays students meet with a mentor teacher to discuss their academic progress and attend a general study skills session. on Tuesdays and Wednesdays students attend study labs in an area of struggle and/or identified by their mentor teacher. During these 50 minute sessions students receive one on one or small group instruction/tutoring. The program at OMS is for at risk students. Teachers and counselors will identify students for participation in the program based on assessment scores.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$10000	High School and middle school Administration and counseling staff
Middle School reading interventions	OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of the FAST adaptive reading assessment. The reading teacher will continue to adapt and develop the established reading intervention class based on Leveled Literacy Intervention program and the Achieve 3000 software program. Fountas and PInnell Benchmark assessment and running records will be utilized to measure student progress in reading. This class will be mandatory for students who score in the bottom 30% of FAST reading and State assessments.	Technology, Direct Instruction, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$65000	Middle School administration, counseling staff, and reading teacher
OMS literacy initiative	OMS will be participating in the Reading Apprenticeship Writing Connections (RAWC). Professional Learning - Staff will train and implement content area literacy strategies consistent with the process of reading apprenticeship in all subject areas. The professional development, processes, and activities utilized will focus on the work of MiClass, RAWC, Document Based Questions (DBQ) as well as methodologies inherent in IB methodologies. Content area literacy training sessions for staff will occur at MS and district wide professional development days.	Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$5000	Middle School Administration

After school tutoring (secondary)	OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$26000	Building administration and counselors
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2017	$60000	Chief Academic Officer, building principals
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased Illuminate assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$60000	Chief Academic Officer, building principals, Instructional coach
Math lab class	Middle School students who are identified for math RTI will be placed in the math lab class where they will receive direct instruction from a highly qualified math instructor. The class will utilize accelerated math program.	Technology, Direct Instruction	Tier 3	Monitor	09/08/2015	06/30/2020	$10000	Middle School Principal, counselors, math lab teacher

Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	$60000	Chief Academic Officer, building administration, Literacy coach
After school tutoring (secondary)	OMS and OHS will monitor their after school programs. The program at the high school is available to all OHS students wishing to participate, but it is mandatory for students who are identified as at-risk by the OHS counseling department. Currently, on Mondays students meet with a mentor teacher to discuss their academic progress and attend a general study skills session. on Tuesdays and Wednesdays students attend study labs in an area of struggle and/or identified by their mentor teacher. During these 50 minute sessions students receive one on one or small group instruction/tutoring. The program at OMS is required for at risk students. Teachers and counselors will identify students for participation in the program based on assessment scores. Title I D, subpart 2 will support after school tutoring for students who are identified as at-risk in math. Students will participate in mandatory tutoring in math.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$20000	Assistant Superintendent of Curriculum and Instruction, building principals, counseling staff
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	Chief Academic Officer, building principals, literacy coach

Implement new 6-12 Michigan Science Standards	The Instructional coach will lead the professional learning for 6-12 science teachers. Teachers will understand the 3-D nature of the new standards with a focus on science talk, phenomena, DCI's, and crosscutting concepts.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Instructional coach, elementary administration
Science Journals	Teachers in grades K-8 will utilize science journals to have students write and reflect on their learning of science standards, skills, and practices.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Elementary administration, instructional coach
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments that are aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	Chief Academic Officer, building principals, Instructional coach

MYP Personal Project	The IB coordinator will begin to develop the model for implementing the IB Personal Project. OHS will implement the Personal Project class in the course planner. The class will be co-taught in its first year of development. OHS and OMS will develop a plan for implementing the IB Personal Project for all students for the 2019-20 school year. The aims of the MYP projects are to encourage and enable students to: -participate in a sustained, self-directed inquiry within a global context -generate creative new insights and develop deeper understandings through in-depth investigation -demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time -communicate effectively in a variety of situations -demonstrate responsible action through, or as a result of, learning -appreciate the process of learning and take pride in their accomplishments.	Career Preparation /Orientation , Behavioral Support Program, Community Engageme nt	Tier 1	Implement	09/08/2015	06/30/2020	$0	IB MYP coordinator, OHS and OMS administrati on, Assistant Superinten dent of Curriculum and Instruction
MYP Community Project	The IB MYP coordinator will set up the procedures and processes for students to complete the community project in years 3 and 4 of the MYP programme. The community project provides an important opportunity for students ages 13-14 to collaborate and pursue service learning. MYP projects are student-centered and age-appropriate, enabling students to engage in practical explorations through a cycle of inquiry, action and reflection.	Behavioral Support Program, Community Engageme nt, Parent Involvemen t	Tier 1	Implement	09/08/2015	06/09/2017	$0	IB MYP coordinator
Diversity Training	Oxford Staff will attend training on diversity education provided by Oakland Schools. Selected staff and students from secondary schools will participate in Oakland School Justice League and Social Justice. Staff will expand social justice committee and expand whole school activities to address socio-emotional needs of students.	Behavioral Support Program, Professiona l Learning	Tier 1	Getting Ready	09/08/2015	06/30/2020	$7000	Superinten dent, building principal, OHS and OMS Deans of Students, Assistant Superinten dent of Student Services
After School tutoring (secondary)	OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$22000	OHS and OMS Administrati on

Concept Based Professional Learning	IB coordinators and building principals will deliver professional learning on concep-based unit development and concept-based instruction.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/01/2017	06/30/2018	$0	Assistant Superintendent of Curriculum and Instruction IB Coordinators Building Principals
Professional Learning Communities	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased Illuminate assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2017	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Building Principals, PLC leaders, PLC facilitator
Data analysis	K-12 Staff will learn how to use illuminate to collect data that will be pertinent to their courses to improve and adjust instruction. This data will also be collected to inform the school improvement process and the MTSS process.	Technology, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2017	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Building Principals
Middle School Advisory Program	Middle School staff will address the socio-emotional needs of students through improving the advisory program. Topics covered include anti-bullying, social justice, tam building, problem solving, work and study habits.	Behavioral Support Program, Teacher Collaboration	Tier 1	Monitor	08/01/2016	06/30/2020	$0	Middle School administration
Student needs (homeless)	Providing supplies, school event payments, field trip fees, and consumable book fees or homeless students in non-title 1 schools. Total academic support is co-funded by general funds for a total of $1,500.	Extra Curricular, Behavioral Support Program, Materials, Academic Support Program	Tier 3	Implement	08/01/2017	06/30/2018	$1500	Assistant Superintendent of Student Services (Homeless Liaison), Secretary to superintendent

District Improvement Plan

Oxford Community Schools

English Learner numeracy support	Additional Math Intervention delivered by a highly qualified paraprofessional on staff who works with English Learners - ($12.13/hr. 5 hours per week for 35 weeks = salary $2200 + $946 benefits = $3146) Additional math support for numeracy program to ESL learners struggling in mathematics at the elementary and middle school levels	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2020	$3146	Assistant Superintendent of Curriculum and Instruction, EL coordinator/teacher
6-12 Math Coach	Oxford Community Schools: .5 Staffing of a 6-12 math coach who will provide instructional coaching in teaching and assessment strategies in math instruction to 6-12 math instructors. The other .5 of the position will be coaching International Baccalaureate program for 6-12 teachers paid for by general fund	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	01/01/2018	06/30/2018	$44000	OHS Principal, Assistant Superintendent of Curriculum and Instruction

Oxford High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-10 Proficiency-Oriented World Language Program	Continue to develop/refine a K-10 proficiency-oriented world language program. World language teachers will identify learning objectives and expectations for students' ability to learn a world language by grade level. World language teachers will identify assessments to measure student progress on these expectations. Phase out mandatory Chinese world language instruction in the elementary schools and develop a process for students to opt in for Chinese language instruction.	Professional Learning	Tier 1	Implement	09/08/2015	06/30/2018	$25000	Assistant Superintendent for Curriculum & Instruction World Langauge Frameworks Committee
Evaluate effectiveness of English immersion class	Using data from WIDA scores, M-STEP testing, and academic classes.	Evaluation	Tier 3	Evaluate	03/01/2016	06/30/2020	$0	Title III staff, assistant superintendent of curriculum and instruction
After School Tutoring (Secondary)	OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$22000	High School and middle school Administration and counseling staff

After school tutoring (secondary)	OMS and OHS will monitor their after school programs. The program at the high school is available to all OHS students wishing to participate, but it is mandatory for students who are identified as at-risk by the OHS counseling department. Currently, on Mondays students meet with a mentor teacher to discuss their academic progress and attend a general study skills session. on Tuesdays and Wednesdays students attend study labs in an area of struggle and/or identified by their mentor teacher. During these 50 minute sessions students receive one on one or small group instruction/tutoring. The program at OMS is for at risk students. Teachers and counselors will identify students for participation in the program based on assessment scores.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$10000	High School and middle school Administration and counseling staff
OHS Literacy initiative	Professional Learning - Staff will train and implement content area literacy strategies consistent with the process of reading apprenticeship in all subject areas. The professional development, processes, and activities utilized will focus on the work of HiClass, RAISE, Document Based Questions (DBQ) as well as methodologies inherent in IB methodologies. Content area literacy training sessions for staff will occur at HS and district wide professional development days.	Professional Learning, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$0	building administration
After school tutoring (secondary)	OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$26000	Building administration and counselors
REACH	Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. Students will receive interventions in reading. Paraprofessional support will help track progress monitoring and identification process for the class. FASTBridbge, M-STEP, and past academic history will be used to identify students for REACH.	Technology, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$30000	High School administration, RTI coordinator, Counselors.

Title III after hours tutor	One teacher servicing Title III eligible students after hours, grades 9-12, over the span of the school year, twice a week for 60 minutes each for 40 weeks. Services include course assistance as well as English instruction.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$3972	Assistant Superintendent of Curriculum and Instruction and EL teacher/coordinator
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2017	$60000	Chief Academic Officer, building principals
Secondary Computer Aided Instruction	Through the use of FAST assessment software and Let's Go Learn assessment software, students will be identified for the RTI process through these assessment programs. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Secondary students who are identified for intervention will receive instruction on accelerated math at the middle school during math lab class. In grades 9-12 students will receive instruction on ADAM during REACH. Online students will be assigned to use the product on as needed basis.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$46592	assistant superintendent of curriculum and Instruction, building principals,OHS REACH coordinator
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased Illuminate assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$60000	Chief Academic Officer, building principals, Instructional coach

REACH class	High School counselors will identify students who are at-risk for the REACH program. In a small class setting students will receive one on one tutoring and assistance in a small class setting at the high school. Pre-teaching and other best practice intervention strategies will be used to improve students' math fluency, computation, problem solving, and math practices.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$30000	high school administration, counselors, RTI coordinator and paraprofessional
Title III After school tutoring	One teacher servicing Title III eligible students after hours, grades 9-12, over the span of the school year, twice a week for 60 minutes each for 40 weeks. Services include course assistance as well as English instruction.	Academic Support Program	Tier 2		09/08/2015	06/30/2020	$3972	Assistant Superintendent of Curriculum and Instruction, EL teachers
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	$60000	Chief Academic Officer, building administration, Literacy coach
After school tutoring (secondary)	OMS and OHS will monitor their after school programs. The program at the high school is available to all OHS students wishing to participate, but it is mandatory for students who are identified as at-risk by the OHS counseling department. Currently, on Mondays students meet with a mentor teacher to discuss their academic progress and attend a general study skills session. on Tuesdays and Wednesdays students attend study labs in an area of struggle and/or identified by their mentor teacher. During these 50 minute sessions students receive one on one or small group instruction/tutoring. The program at OMS is required for at risk students. Teachers and counselors will identify students for participation in the program based on assessment scores. Title I D, subpart 2 will support after school tutoring for students who are identified as at-risk in math. Students will participate in mandatory tutoring in math.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$20000	Assistant Superintendent of Curriculum and Instruction, building principals, counseling staff

OHS Literacy initiative	OHS staff will focus on SAT literacy strategies to improve performance on SAT and other standardized writing assessments.	Professional Learning, Curriculum Development	Tier 1	Implement	09/08/2015	06/30/2020	$0	High school administration
REACH	Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. The DORA course is also used for an online reading intervention. Staff will develop and REACH modify curriculum for meet required standards and provide for pathways for growth/competency.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$0	High school administration, counselors, RTI coordinator
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	Chief Academic Officer, building principals, literacy coach
REACH	Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. At risk funds will pay for paraprofessional support for the year. Staff will develop and REACH modify curriculum for meet required standards and provide for pathways for growth/competency.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$30000	High School administration, counseling staff, and RTI coordinator

Implement new 6-12 Michigan Science Standards	The Instructional coach will lead the professional learning for 6-12 science teachers. Teachers will understand the 3-D nature of the new standards with a focus on science talk, phenomena, DCI's, and crosscutting concepts.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Instructional coach, elementary administration
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments that are aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	Chief Academic Officer, building principals, Instructional coach
MYP Personal Project	The IB coordinator will begin to develop the model for implementing the IB Personal Project. OHS will implement the Personal Project class in the course planner. The class will be co-taught in its first year of development. OHS and OMS will develop a plan for implementing the IB Personal Project for all students for the 2019-20 school year. The aims of the MYP projects are to encourage and enable students to: -participate in a sustained, self-directed inquiry within a global context -generate creative new insights and develop deeper understandings through in-depth investigation -demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time -communicate effectively in a variety of situations -demonstrate responsible action through, or as a result of, learning -appreciate the process of learning and take pride in their accomplishments.	Career Preparation/Orientation, Behavioral Support Program, Community Engagement	Tier 1	Implement	09/08/2015	06/30/2020	$0	IB MYP coordinator, OHS and OMS administration, Assistant Superintendent of Curriculum and Instruction

MYP Community Project	The IB MYP coordinator will set up the procedures and processes for students to complete the community project in years 3 and 4 of the MYP programme. The community project provides an important opportunity for students ages 13-14 to collaborate and pursue service learning. MYP projects are student-centered and age-appropriate, enabling students to engage in practical explorations through a cycle of inquiry, action and reflection.	Behavioral Support Program, Community Engageme nt, Parent Involvemen t	Tier 1	Implement	09/08/2015	06/09/2017	$0	IB MYP coordinator
Diversity Training	Oxford Staff will attend training on diversity education provided by Oakland Schools. Selected staff and students from secondary schools will participate in Oakland School Justice League and Social Justice. Staff will expand social justice committee and expand whole school activities to address socio-emotional needs of students.	Behavioral Support Program, Professiona l Learning	Tier 1	Getting Ready	09/08/2015	06/30/2020	$7000	Superinten dent, building principal, OHS and OMS Deans of Students, Assistant Superinten dent of Student Services
After School tutoring (secondary)	OHS and OMS will conduct after school academic assistance programs weekly. Students will be identified by counselors and assistant principals and required to attend. ASAP and Homework club respectively at the high school and middle school.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$22000	OHS and OMS Administrati on
REACH	Counselors, teachers, and RTI coordinator will proactively identify students most in need of the REACH support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, the students are guided by the REACH teacher through both small group interventions on both habit building and content instruction. At risk funds will pay for paraprofessional support for the year. Staff will develop and REACH modify curriculum for meet required standards and provide for pathways for growth/competency.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$31000	Assistant Superinten dent of Curriculum and Instruction, High School administrati on and counselors
Immigrant paraprofessional support	Title III immigrant funds will be used for additional support in the high school EL English classes. A paraprofessional will support for four hours daily as push in support during EL English class.	Academic Support Program	Tier 2	Implement	12/01/2016	06/30/2020	$14000	Assistant Superinten dent of Curriculum and Instruction

Achieve 3000 Literacy Program	Achieve 3000 literacy software will be used as supplemental instruction in the sheltered Instruction English Learner English 9 classes. Students will have access to the program after school and at home. Computers (Chromebooks and cart) will be purchased for sole use of immigrant and LEP students.	Technology, Supplemental Materials, Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2020	$13000	OHS English Learner Teachers
Concept Based Professional Learning	IB coordinators and building principals will deliver professional learning on concep-based unit development and concept-based instruction.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/01/2017	06/30/2018	$0	Assistant Superintendent of Curriculum and Instruction IB Coordinators Building Principals
Professional Learning Communities	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased Illuminate assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	08/01/2017	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Building Principals, PLC leaders, PLC facilitator
Data analysis	K-12 Staff will learn how to use illuminate to collect data that will be pertinent to their courses to improve and adjust instruction. This data will also be collected to inform the school improvement process and the MTSS process.	Technology, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2017	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Building Principals

District Improvement Plan

Oxford Community Schools

Student needs (homeless)	Providing supplies, school event payments, field trip fees, and consumable book fees or homeless students in non-title 1 schools. Total academic support is co-funded by general funds for a total of $1,500.	Extra Curricular, Behavioral Support Program, Materials, Academic Support Program	Tier 3	Implement	08/01/2017	06/30/2018	$1500	Assistant Superintendent of Student Services (Homeless Liaison), Secretary to superintendent
6-12 Math Coach	Oxford Community Schools: .5 Staffing of a 6-12 math coach who will provide instructional coaching in teaching and assessment strategies in math instruction to 6-12 math instructors. The other .5 of the position will be coaching International Baccalaureate program for 6-12 teachers paid for by general fund	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	01/01/2018	06/30/2018	$44000	OHS Principal, Assistant Superintendent of Curriculum and Instruction

Oxford Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-10 Proficiency-Oriented World Language Program	Continue to develop/refine a K-10 proficiency-oriented world language program. World language teachers will identify learning objectives and expectations for students' ability to learn a world language by grade level. World language teachers will identify assessments to measure student progress on these expectations. Phase out mandatory Chinese world language instruction in the elementary schools and develop a process for students to opt in for Chinese language instruction.	Professional Learning	Tier 1	Implement	09/08/2015	06/30/2018	$25000	Assistant Superintendent for Curriculum & Instruction World Langauge Frameworks Committee
RTI reading software interventions	OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Students Identified in the lower 30% needing comprehension support will receive SuccessMaker and/or Moby Max Intervention. Students identified in the lower 30% needing fluency support will receive Read Naturally support. Based on data, small group skill instruction will be delivered by Title I and at-risk professional and/or Paraprofessional Staff and/or parent volunteers with a minimum of 15 minutes, 5 times a week.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, building principals, reading specialist,

Elementary reading workshop instruction	K-5 staff will develop elements of the reader's workshop method of teaching reading. Teachers will meet to review reading data: fluency, comprehension, rate, and accuracy grade level data to determine individual building focus on literacy strategies. In an effort to build teacher capacity for student engagement and an improved school climate our staff will focus on Professional Learning that is researched based provided by our Literacy Coach. .5 sub days per teacher will be funded from Title IIA to support professional learning.	Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$5000	Assistant Superintendent of Curriculum and Instruction, elementary principals, K-5 Literacy coach
Elementary reading interventions involving personnel	OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week. Reading Specialist will identify students from the bottom 30% to participate in small group LLI instruction. Reading Recovery program will be utilized to address lowest readers in first grade. Whole to part reading strategies will be utilized where applicable. Title I will help support reading specialist at Lakeville and Leonard. At-risk funds will help support reading specialists at Clear Lake and Daniel Axford. Intervention positions will be added at the elementary schools to concentrate on K-3 reading.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$321000	elementary principals, reading specialist, title one staff
Elementary Computer Aided Instruction	Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Students who are identified for intervention will use computer aided instruction - Successmaker and Mobymax and ST math.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$38000	Assistant Superintendent of Curriculum and Instruction, building principals
Implementation of Lucy Calkins Writing Curriculum	Teachers will improve their delivery of the Lucy Calkins Writing curriculum through continued coaching from the literacy coach on learning progressions, mini-lessons, and rubrics through professional learning, coaching, and lab classrooms. New teachers will receive more frequent training in the use of Lucy Calkins writing curriculum. Subs teachers paid for by Title IIA funds.	Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$4500	Assistant Superintendent of Curriculum and Instruction, elementary principals, and literacy coach

Words Their Way	The literacy coach will provide more frequent professional development to new teachers on the Words Their Way program. To other staff the literacy coach will provide training to staff on how to effectively utilize the words their way program.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, elementary principals, literacy coach
Elementary small group instruction	Elementary teachers will identify at-risk students through pre and post assessments. Teachers will then utilize graphic organizers and other differentiated instructional strategies in small group settings during writer's workshop.	Academic Support Program	Tier 2		09/08/2015	06/09/2017	$0	Elementary principals
Elementary writing interventions involving personnel	Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$331000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, Title I staff
Elementary math interventions involving personnel	Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Based on data, small group skill math instruction will be delivered by Title 1 Paraprofessional Staff with a minimum of 15 minutes, 5 times a week. Title I paraprofessional staff will either pull out or push in academic interventions to identified at risk math students. At risk intervention will be delivered by at risk staff in either push in or pull out.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$331000	Assistant Superintendent of Curriculum and Instruction, building administrators
Elementary social studies intervention (personnel)	Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in social studies. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in social studies.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$390000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff

K-5 science kits based on new Michigan science standards	The instructional coach will lead a review of the K-5 science kits and their alignment to the NGSS or new Michigan science content standards. K-5 Teachers will use science kits, methodology, hands on, observation, vocabulary, and writing. K-5 will use science response journals to further science support concepts, vocabulary and comprehension. K-5 teachers will give a pre/post science unit test. Teachers will use Inquiry in the presentation of science lessons. In 2016-17 K-5 teachers will implement the newly aligned NGSS science kits for physical science from Battle Creek.	Professiona l Learning, Teacher Collaborati on, Curriculum Developme nt	Tier 1	Implement	09/08/2015	06/30/2020	$55000	Assistant Superinten dent of Curriculum and Instruction, Elementary administrati on, K-5 teachers
Science Journals	Teachers in grades K-8 will utilize science journals to have students write and reflect on their learning of science standards, skills, and practices.	Professiona l Learning, Curriculum Developme nt	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superinten dent of Curriculum and Instruction, Elementary administrati on, instructiona l coach
Elementary science interventions (personnel)	Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in science. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in science.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$390000	Assistant Superinten dent of Curriculum and Instruction, Lakeville and Leonard Principals and Title I staff
Cultures of Thinking	Staff at Daniel Axford, Clear Lake, OES, and Leonard will implement the Cultures of Thinking philosophy through conducting a staff book study and attending professional development to support the IB program.	Professiona l Learning	Tier 1	Implement	08/01/2015	06/30/2020	$5000	Principals at Daniel Axford Elementary School, Clear Lake, Leonard, and Oxford Elementary School

Concept Based Professional Learning	IB coordinators and building principals will deliver professional learning on concep-based unit development and concept-based instruction.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/01/2017	06/30/2018	$0	Assistant Superintendent of Curriculum and Instruction IB Coordinators Building Principals
Data analysis	K-12 Staff will learn how to use illuminate to collect data that will be pertinent to their courses to improve and adjust instruction. This data will also be collected to inform the school improvement process and the MTSS process.	Technology, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2017	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Building Principals
Student needs (homeless)	Providing supplies, school event payments, field trip fees, and consumable book fees or homeless students in non-title 1 schools. Total academic support is co-funded by general funds for a total of $1,500.	Extra Curricular, Behavioral Support Program, Materials, Academic Support Program	Tier 3	Implement	08/01/2017	06/30/2018	$1500	Assistant Superintendent of Student Services (Homeless Liaison), Secretary to superintendent
English Learner numeracy support	Additional Math Intervention delivered by a highly qualified paraprofessional on staff who works with English Learners - ($12.13/hr. 5 hours per week for 35 weeks = salary $2200 + $946 benefits = $3146) Additional math support for numeracy program to ESL learners struggling in mathematics at the elementary and middle school levels	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2020	$3146	Assistant Superintendent of Curriculum and Instruction, EL coordinator/ teacher

Oxford Early Learning Center

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

| Student needs (homeless) | Providing supplies, school event payments, field trip fees, and consumable book fees or homeless students in non-title 1 schools. Total academic support is co-funded by general funds for a total of $1,500. | Extra Curricular, Behavioral Support Program, Materials, Academic Support Program | Tier 3 | Implement | 08/01/2017 | 06/30/2018 | $1500 | Assistant Superinten dent of Student Services (Homeless Liaison), Secretary to superintend ent |

Oxford Crossroads Day School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Secondary Reading Comprehension techniques	Teachers will utilize scaffolded guided reading techniques, vocabulary teaching strategies, and utilization of context clues to increase reading comprehension and fluency. Crossroads staff will research and explore Close Reading strategies to implement in their classrooms. Staff will chose a common set of strategies to implement and use in all subjects. Staff will utilize academic vocabulary instructional techniques with students to increase student's content specific academic vocabulary.	Professiona l Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	Bridges administrati on and teaching staff
Vocabulary focus at Crossroads	Building Vocabulary- Staff will apprentice students in the essential vocabulary of their discipline and will utilize a variety of vocabulary strategies to build word knowledge skills. Professional development will occur at Crossroads and district wide professional development days.	Professiona l Learning, Academic Support Program	Tier 1	Getting Ready	09/08/2015	06/09/2017	$0	Crossroads administrati on and staff
Identification and placement -Crossroads	All students at Crossroads will be tested with Aimsweb and FAST to assess reading levels. Students will receive services based on this screening. Staff will monitor results.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$15000	Crossroads administrati on, psychologis t, and social worker

Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2017	$60000	Chief Academic Officer, building principals
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased Illuminate assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$60000	Chief Academic Officer, building principals, Instructional coach
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	$60000	Chief Academic Officer, building administration, Literacy coach
Writing strategy professional development	Administration and teachers will review current literature on writing strategies. School Improvement team will choose writing strategies appropriate for at risk students. Professional development will be utilized to train staff on selected best practice writing strategies.	Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/08/2015	06/30/2020	$0	building administration

District Improvement Plan

Oxford Community Schools

Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	Chief Academic Officer, building principals, literacy coach
Implement new 6-12 Michigan Science Standards	The Instructional coach will lead the professional learning for 6-12 science teachers. Teachers will understand the 3-D nature of the new standards with a focus on science talk, phenomena, DCI's, and crosscutting concepts.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Instructional coach, elementary administration
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments that are aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	Chief Academic Officer, building principals, Instructional coach
Vocabulary focus at Crossroads	Building Vocabulary- Staff will apprentice students in the essential vocabulary of their discipline and will utilize a variety of vocabulary strategies to build word knowledge skills. Professional development will occur at Crossroads and district wide professional development days.	Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	building administration
Vocabulary focus at Crossroads	Building Vocabulary- Staff will apprentice students in the essential vocabulary of their discipline and will utilize a variety of vocabulary strategies to build word knowledge skills. Professional development will occur at Crossroads and district wide professional development days.	Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	Crossroads administration and staff

Crossroads summer school	Crossroads will conduct summer school for four weeks for title I identified Crossroads students July and August. Secretarial support and supplies for summer school will be needed.	Materials, Supplemental Materials, Academic Support Program	Tier 3	Implement	06/20/2016	06/30/2020	$22000	Assistant Superintendent of Curriculum and Instruction, Crossroads Principal
Crossroads summer school	Crossroads will conduct summer school for Crossroads students during June, July, and August for six weeks. Secretarial support and supplies for summer school will be needed.	Materials, Supplemental Materials, Academic Support Program	Tier 3	Implement	06/20/2016	06/30/2020	$27000	Assistant Superintendent of Curriculum and Instruction, Crossroads Principal
Art Therapy	Crossroads will contract with an Art Therapy service to provide therapeutic art lessons for students identified as at-risk due to social and emotional issues. The therapy will occur after school at the facility.	Behavioral Support Program	Tier 3	Implement	09/08/2015	06/09/2017	$3758	Crossroads Principal
Crossroads Reading Intervention	Crossroads will explore and purchase supplemental materials for supplying at-risk students with a reading intervention at the Crossroads campus. TCrossroads will utilize RAZ kids to improve reading proficiency.	Supplemental Materials, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$10000	Crossroads Principal
Crossroads GED Preparation	Crossroads will monitor the GED preparation class for success. The staff at Crossroads will review and purchase supplemental materials for the class. In addition students who are at-risk will have their GED tests paid to allow equitable access to the test. Laptop computers will be purchased to set up access for students at Crossroads.	Technology, Supplemental Materials, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	$23000	Crossroads Principal and staff
Crossroads Literacy Program	Crossroads will continue to establish a library on the campus that will house reading materials appropriate for at-risk youth. The library will be accessible to students after school hours. Staff will volunteer to monitor the materials and the use of the program.	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2017	$0	Crossroads principal and staff

Student needs (homeless)	Providing supplies, school event payments, field trip fees, and consumable book fees or homeless students in non-title 1 schools. Total academic support is co-funded by general funds for a total of $1,500.	Extra Curricular, Behavioral Support Program, Materials, Academic Support Program	Tier 3	Implement	08/01/2017	06/30/2018	$1500	Assistant Superintendent of Student Services (Homeless Liaison), Secretary to superintendent
6-12 Math Coach	Oxford Community Schools: .5 Staffing of a 6-12 math coach who will provide instructional coaching in teaching and assessment strategies in math instruction to 6-12 math instructors. The other .5 of the position will be coaching International Baccalaureate program for 6-12 teachers paid for by general fund	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	01/01/2018	06/30/2018	$44000	OHS Principal, Assistant Superintendent of Curriculum and Instruction

Oxford Bus Garage

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student needs (homeless)	Providing supplies, school event payments, field trip fees, and consumable book fees or homeless students in non-title 1 schools. Total academic support is co-funded by general funds for a total of $1,500.	Extra Curricular, Behavioral Support Program, Materials, Academic Support Program	Tier 3	Implement	08/01/2017	06/30/2018	$1500	Assistant Superintendent of Student Services (Homeless Liaison), Secretary to superintendent

Oxford Bridges High School

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

Secondary Reading Comprehension techniques	Teachers will utilize scaffolded guided reading techniques, vocabulary teaching strategies, and utilization of context clues to increase reading comprehension and fluency. Crossroads staff will research and explore Close Reading strategies to implement in their classrooms. Staff will chose a common set of strategies to implement and use in all subjects. Staff will utilize academic vocabulary instructional techniques with students to increase student's content specific academic vocabulary.	Professional Learning, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	Bridges administration and teaching staff
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/09/2017	$60000	Chief Academic Officer, building principals
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased Illuminate assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$60000	Chief Academic Officer, building principals, Instructional coach

Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/10/2016	$60000	Chief Academic Officer, building administration, Literacy coach
Common Writing Prompt	Students will be given a school-wide writing prompt monthly. The data from this prompt will be used by staff to modify instruction and to identify students for additional assistance. Teacher will assist students with visual mapping of essay structure as an instructional strategy. All teachers will utilize this strategy to promote a common approach to teaching writing across the curriculum. Teachers will implement a common essay rubric to be used across all content areas. Staff will analyze data from the common essay rubric to target interventions with students. In addition this data will be used to develop PD topics throughout the year.	Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$0	Bridges administration and staff
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	Chief Academic Officer, building principals, literacy coach

Implement new 6-12 Michigan Science Standards	The Instructional coach will lead the professional learning for 6-12 science teachers. Teachers will understand the 3-D nature of the new standards with a focus on science talk, phenomena, DCI's, and crosscutting concepts.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Instructional coach, elementary administration
Common or Standards-Based Assessment 6-12	Teachers in grades 6-12 will develop assessments that are aligned to standards. Teachers will unpack the standards for common understanding. Based on these common understandings, teachers will develop mastery levels. After developing the mastery levels teachers will develop common assessments that measure student understanding. These assessments will be developed and given in newly purchased assessment software. Professional development will be needed for the use of the Illuminate assessment software. In addition professional development will be needed for unpacking the standards and assessment creation.	Technology, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/09/2017	$0	Chief Academic Officer, building principals, Instructional coach
Crossroads GED Preparation	Crossroads will monitor the GED preparation class for success. The staff at Crossroads will review and purchase supplemental materials for the class. In addition students who are at-risk will have their GED tests paid to allow equitable access to the test. Laptop computers will be purchased to set up access for students at Crossroads.	Technology, Supplemental Materials, Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2018	$23000	Crossroads Principal and staff
Student needs (homeless)	Providing supplies, school event payments, field trip fees, and consumable book fees or homeless students in non-title 1 schools. Total academic support is co-funded by general funds for a total of $1,500.	Extra Curricular, Behavioral Support Program, Materials, Academic Support Program	Tier 3	Implement	08/01/2017	06/30/2018	$1500	Assistant Superintendent of Student Services (Homeless Liaison), Secretary to superintendent

District Improvement Plan

Oxford Community Schools

6-12 Math Coach	Oxford Community Schools: .5 Staffing of a 6-12 math coach who will provide instructional coaching in teaching and assessment strategies in math instruction to 6-12 math instructors. The other .5 of the position will be coaching International Baccalaureate program for 6-12 teachers paid for by general fund	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	01/01/2018	06/30/2018	$44000	OHS Principal, Assistant Superintendent of Curriculum and Instruction

Leonard Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-10 Proficiency-Oriented World Language Program	Continue to develop/refine a K-10 proficiency-oriented world language program. World language teachers will identify learning objectives and expectations for students' ability to learn a world language by grade level. World language teachers will identify assessments to measure student progress on these expectations. Phase out mandatory Chinese world language instruction in the elementary schools and develop a process for students to opt in for Chinese language instruction.	Professional Learning	Tier 1	Implement	09/08/2015	06/30/2018	$25000	Assistant Superintendent for Curriculum & Instruction World Langauge Frameworks Committee
RTI reading software interventions	OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Students Identified in the lower 30% needing comprehension support will receive SuccessMaker and/or Moby Max Intervention. Students identified in the lower 30% needing fluency support will receive Read Naturally support. Based on data, small group skill instruction will be delivered by Title I and at-risk professional and/or Paraprofessional Staff and/or parent volunteers with a minimum of 15 minutes, 5 times a week.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, building principals, reading specialist,
Elementary reading workshop instruction	K-5 staff will develop elements of the reader's workshop method of teaching reading. Teachers will meet to review reading data: fluency, comprehension, rate, and accuracy grade level data to determine individual building focus on literacy strategies. In an effort to build teacher capacity for student engagement and an improved school climate our staff will focus on Professional Learning that is researched based provided by our Literacy Coach. .5 sub days per teacher will be funded from Title IIA to support professional learning.	Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$5000	Assistant Superintendent of Curriculum and Instruction, elementary principals, K-5 Literacy coach

Title I Parent Night (Reading)	Title I Family meeting (1) will include information related to engaging children in reading activities.	Supplemental Materials, Parent Involvement	Tier 2	Monitor	09/08/2015	06/30/2020	$500	Lakeville principal and reading specialist
Elementary reading interventions involving personnel	OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week. Reading Specialist will identify students from the bottom 30% to participate in small group LLI instruction. Reading Recovery program will be utilized to address lowest readers in first grade. Whole to part reading strategies will be utilized where applicable. Title I will help support reading specialist at Lakeville and Leonard. At-risk funds will help support reading specialists at Clear Lake and Daniel Axford. Intervention positions will be added at the elementary schools to concentrate on K-3 reading.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$321000	elementary principals, reading specialist, title one staff
Elementary Computer Aided Instruction	Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Students who are identified for intervention will use computer aided instruction - Successmaker and Mobymax and ST math.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$38000	Assistant Superintendent of Curriculum and Instruction, building principals
Implementation of Lucy Calkins Writing Curriculum	Teachers will improve their delivery of the Lucy Calkins Writing curriculum through continued coaching from the literacy coach on learning progressions, mini-lessons, and rubrics through professional learning, coaching, and lab classrooms. New teachers will receive more frequent training in the use of Lucy Calkins writing curriculum. Subs teachers paid for by Title IIA funds.	Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$4500	Assistant Superintendent of Curriculum and Instruction, elementary principals, and literacy coach

Words Their Way	The literacy coach will provide more frequent professional development to new teachers on the Words Their Way program. To other staff the literacy coach will provide training to staff on how to effectively utilize the words their way program.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, elementary principals, literacy coach
Elementary small group instruction	Elementary teachers will identify at-risk students through pre and post assessments. Teachers will then utilize graphic organizers and other differentiated instructional strategies in small group settings during writer's workshop.	Academic Support Program	Tier 2		09/08/2015	06/09/2017	$0	Elementary principals
Before School tutoring (elementary)	Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$10000	Assistant Superintendent of Curriculum and Instruction, elementary principals, Title I staff
Before school tutoring (elementary)	Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$8000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard principals and title IA staff
Title I parent night (Writing)	Title I Family meeting (1) will include information related to engaging children in writing activities.	Communication, Academic Support Program, Parent Involvement	Tier 2	Monitor	09/08/2015	06/30/2020	$2000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Prinicpals, title I staff

Before school tutoring (elementary)	Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$10000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff
Title I parent night (math)	Title I Family meeting (1) will include information related to engaging children in math activities.	Communication, Academic Support Program, Parent Involvement	Tier 3	Monitor	09/08/2015	06/30/2020	$2000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff
Elementary writing interventions involving personnel	Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$331000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, Title I staff
Elementary math interventions involving personnel	Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Based on data, small group skill math instruction will be delivered by Title 1 Paraprofessional Staff with a minimum of 15 minutes, 5 times a week. Title I paraprofessional staff will either pull out or push in academic interventions to identified at risk math students. At risk intervention will be delivered by at risk staff in either push in or pull out.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$331000	Assistant Superintendent of Curriculum and Instruction, building administrators

Before school tutoring (elementary)	Lakeville and Leonard will monitor their after school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$4500	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals
Elementary social studies intervention (personnel)	Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in social studies. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in social studies.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$390000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff
K-5 science kits based on new Michigan science standards	The instructional coach will lead a review of the K-5 science kits and their alignment to the NGSS or new Michigan science content standards. K-5 Teachers will use science kits, methodology, hands on, observation, vocabulary, and writing. K-5 will use science response journals to further science support concepts, vocabulary and comprehension. K-5 teachers will give a pre/post science unit test. Teachers will use Inquiry in the presentation of science lessons. In 2016-17 K-5 teachers will implement the newly aligned NGSS science kits for physical science from Battle Creek.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/30/2020	$55000	Assistant Superintendent of Curriculum and Instruction, Elementary administration, K-5 teachers
Science Journals	Teachers in grades K-8 will utilize science journals to have students write and reflect on their learning of science standards, skills, and practices.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Elementary administration, instructional coach

Before School Tutoring (elementary)	Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$4500	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard administration, Title I staff
Elementary science interventions (personnel)	Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in science. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in science.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$390000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals and Title I staff
Cultures of Thinking	Staff at Daniel Axford, Clear Lake, OES, and Leonard will implement the Cultures of Thinking philosophy through conducting a staff book study and attending professional development to support the IB program.	Professional Learning	Tier 1	Implement	08/01/2015	06/30/2020	$5000	Principals at Daniel Axford Elementary School, Clear Lake, Leonard, and Oxford Elementary School
Concept Based Professional Learning	IB coordinators and building principals will deliver professional learning on concep-based unit development and concept-based instruction.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/01/2017	06/30/2018	$0	Assistant Superintendent of Curriculum and Instruction IB Coordinators Building Principals

Data analysis	K-12 Staff will learn how to use illuminate to collect data that will be pertinent to their courses to improve and adjust instruction. This data will also be collected to inform the school improvement process and the MTSS process.	Technology, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2017	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Building Principals
Math Recovery	Staff at Lakeville and Leonard will implement the math recovery program at Leonard and Lakeville. 7 staff members will receive training at Oakland Schools. They will be supported by the math coach and a full time staff member at Lakeville. This staff member will deliver interventions to students based on the program.	Teacher Collaboration, Academic Support Program	Tier 2	Getting Ready	05/01/2017	06/30/2020	$146593	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, and Lakeville and Leonard math recovery staff.
Student needs (homeless)	Providing supplies, school event payments, field trip fees, and consumable book fees or homeless students in non-title 1 schools. Total academic support is co-funded by general funds for a total of $1,500.	Extra Curricular, Behavioral Support Program, Materials, Academic Support Program	Tier 3	Implement	08/01/2017	06/30/2018	$1500	Assistant Superintendent of Student Services (Homeless Liaison), Secretary to superintendent
English Learner numeracy support	Additional Math Intervention delivered by a highly qualified paraprofessional on staff who works with English Learners - ($12.13/hr. 5 hours per week for 35 weeks = salary $2200 + $946 benefits = $3146) Additional math support for numeracy program to ESL learners struggling in mathematics at the elementary and middle school levels	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2020	$3146	Assistant Superintendent of Curriculum and Instruction, EL coordinator/teacher

Lakeville Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-10 Proficiency-Oriented World Language Program	Continue to develop/refine a K-10 proficiency-oriented world language program. World language teachers will identify learning objectives and expectations for students' ability to learn a world language by grade level. World language teachers will identify assessments to measure student progress on these expectations. Phase out mandatory Chinese world language instruction in the elementary schools and develop a process for students to opt in for Chinese language instruction.	Professional Learning	Tier 1	Implement	09/08/2015	06/30/2018	$25000	Assistant Superintendent for Curriculum & Instruction World Langauge Frameworks Committee
RTI reading software interventions	OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Students Identified in the lower 30% needing comprehension support will receive SuccessMaker and/or Moby Max Intervention. Students identified in the lower 30% needing fluency support will receive Read Naturally support. Based on data, small group skill instruction will be delivered by Title I and at-risk professional and/or Paraprofessional Staff and/or parent volunteers with a minimum of 15 minutes, 5 times a week.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, building principals, reading specialist,
Elementary reading workshop instruction	K-5 staff will develop elements of the reader's workshop method of teaching reading. Teachers will meet to review reading data: fluency, comprehension, rate, and accuracy grade level data to determine individual building focus on literacy strategies. In an effort to build teacher capacity for student engagement and an improved school climate our staff will focus on Professional Learning that is researched based provided by our Literacy Coach. .5 sub days per teacher will be funded from Title IIA to support professional learning.	Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$5000	Assistant Superintendent of Curriculum and Instruction, elementary principals, K-5 Literacy coach
Title I Parent Night (Reading)	Title I Family meeting (1) will include information related to engaging children in reading activities.	Supplemental Materials, Parent Involvement	Tier 2	Monitor	09/08/2015	06/30/2020	$500	Lakeville principal and reading specialist

Elementary reading interventions involving personnel	OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week. Reading Specialist will identify students from the bottom 30% to participate in small group LLI instruction. Reading Recovery program will be utilized to address lowest readers in first grade. Whole to part reading strategies will be utilized where applicable. Title I will help support reading specialist at Lakeville and Leonard. At-risk funds will help support reading specialists at Clear Lake and Daniel Axford. Intervention positions will be added at the elementary schools to concentrate on K-3 reading.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$321000	elementary principals, reading specialist, title one staff
Elementary Computer Aided Instruction	Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Students who are identified for intervention will use computer aided instruction - Successmaker and Mobymax and ST math.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$38000	Assistant Superinten dent of Curriculum and Instruction, building principals
Implementation of Lucy Calkins Writing Curriculum	Teachers will improve their delivery of the Lucy Calkins Writing curriculum through continued coaching from the literacy coach on learning progressions, mini-lessons, and rubrics through professional learning, coaching, and lab classrooms. New teachers will receive more frequent training in the use of Lucy Calkins writing curriculum. Subs teachers paid for by Title IIA funds.	Professiona l Learning, Curriculum Developme nt, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$4500	Assistant Superinten dent of Curriculum and Instruction, elementary principals, and literacy coach
Words Their Way	The literacy coach will provide more frequent professional development to new teachers on the Words Their Way program. To other staff the literacy coach will provide training to staff on how to effectively utilize the words their way program.	Professiona l Learning, Curriculum Developme nt	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superinten dent of Curriculum and Instruction, elementary principals, literacy coach

Elementary small group instruction	Elementary teachers will identify at-risk students through pre and post assessments. Teachers will then utilize graphic organizers and other differentiated instructional strategies in small group settings during writer's workshop.	Academic Support Program	Tier 2		09/08/2015	06/09/2017	$0	Elementary principals
Before School tutoring (elementary)	Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$10000	Assistant Superintendent of Curriculum and Instruction, elementary principals, Title I staff
Before school tutoring (elementary)	Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$8000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard principals and title IA staff
Title I parent night (Writing)	Title I Family meeting (1) will include information related to engaging children in writing activities.	Communication, Academic Support Program, Parent Involvement	Tier 2	Monitor	09/08/2015	06/30/2020	$2000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Prinicpals, title I staff
Before school tutoring (elementary)	Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$10000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff

Title I parent night (math)	Title I Family meeting (1) will include information related to engaging children in math activities.	Communication, Academic Support Program, Parent Involvement	Tier 3	Monitor	09/08/2015	06/30/2020	$2000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff
Elementary writing interventions involving personnel	Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$331000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, Title I staff
Lakeville Summer School program	Lakeville Elementary will conduct a summer school program for its students who are identified as being at risk in reading, writing, and math. It will last about 6 weeks during the months of June, July, and August.	Academic Support Program	Tier 3	Implement	06/20/2016	06/30/2020	$15000	Assistant Superintendent of Curriculum and Instruction, Lakeville Principal
Elementary math interventions involving personnel	Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Based on data, small group skill math instruction will be delivered by Title 1 Paraprofessional Staff with a minimum of 15 minutes, 5 times a week. Title I paraprofessional staff will either pull out or push in academic interventions to identified at risk math students. At risk intervention will be delivered by at risk staff in either push in or pull out.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$331000	Assistant Superintendent of Curriculum and Instruction, building administrators

Before school tutoring (elementary)	Lakeville and Leonard will monitor their after school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$4500	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals
Elementary social studies intervention (personnel)	Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in social studies. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in social studies.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$390000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff
K-5 science kits based on new Michigan science standards	The instructional coach will lead a review of the K-5 science kits and their alignment to the NGSS or new Michigan science content standards. K-5 Teachers will use science kits, methodology, hands on, observation, vocabulary, and writing. K-5 will use science response journals to further science support concepts, vocabulary and comprehension. K-5 teachers will give a pre/post science unit test. Teachers will use Inquiry in the presentation of science lessons. In 2016-17 K-5 teachers will implement the newly aligned NGSS science kits for physical science from Battle Creek.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/30/2020	$55000	Assistant Superintendent of Curriculum and Instruction, Elementary administration, K-5 teachers
Science Journals	Teachers in grades K-8 will utilize science journals to have students write and reflect on their learning of science standards, skills, and practices.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Elementary administration, instructional coach

Lakeville Summer School	Lakeville Elementary will conduct a summer school program for its students who are identified as being at risk in reading, writing, and math. It will last about 6 weeks during the months of June, July, and August.	Materials, Supplemental Materials, Academic Support Program	Tier 3	Implement	06/20/2016	06/30/2020	$15000	Assistant Superintendent of Curriculum and Instruction, Lakeville Principal
Lakeville Summer School	Lakeville Elementary will conduct a summer school program for its students who are identified as being at risk in reading, writing, and math. It will last about 6 weeks during the months of June, July, and August.	Materials, Supplemental Materials, Academic Support Program	Tier 3	Implement	06/20/2016	09/01/2017	$15000	Chief Academic Officer, Lakeville Principal
Before School Tutoring (elementary)	Lakeville and Leonard will monitor their before school homework club during the school year. Teachers and administration will identify student for participation in the program through RTI criteria. Parents will be contacted.	Academic Support Program	Tier 3	Implement	09/08/2015	06/30/2020	$4500	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard administration, Title I staff
Elementary science interventions (personnel)	Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in science. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in science.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$390000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals and Title I staff
Concept Based Professional Learning	IB coordinators and building principals will deliver professional learning on concep-based unit development and concept-based instruction.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/01/2017	06/30/2018	$0	Assistant Superintendent of Curriculum and Instruction IB Coordinators Building Principals

Data analysis	K-12 Staff will learn how to use illuminate to collect data that will be pertinent to their courses to improve and adjust instruction. This data will also be collected to inform the school improvement process and the MTSS process.	Technology, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2017	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Building Principals
Math Recovery	Staff at Lakeville and Leonard will implement the math recovery program at Leonard and Lakeville. 7 staff members will receive training at Oakland Schools. They will be supported by the math coach and a full time staff member at Lakeville. This staff member will deliver interventions to students based on the program.	Teacher Collaboration, Academic Support Program	Tier 2	Getting Ready	05/01/2017	06/30/2020	$146593	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, and Lakeville and Leonard math recovery staff.
English Learner numeracy support	Additional Math Intervention delivered by a highly qualified paraprofessional on staff who works with English Learners - ($12.13/hr. 5 hours per week for 35 weeks = salary $2200 + $946 benefits = $3146) Additional math support for numeracy program to ESL learners struggling in mathematics at the elementary and middle school levels	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2020	$3146	Assistant Superintendent of Curriculum and Instruction, EL coordinator/teacher

Daniel Axford Elementary School

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

K-10 Proficiency-Oriented World Language Program	Continue to develop/refine a K-10 proficiency-oriented world language program. World language teachers will identify learning objectives and expectations for students' ability to learn a world language by grade level. World language teachers will identify assessments to measure student progress on these expectations. Phase out mandatory Chinese world language instruction in the elementary schools and develop a process for students to opt in for Chinese language instruction.	Professional Learning	Tier 1	Implement	09/08/2015	06/30/2018	$25000	Assistant Superintendent for Curriculum & Instruction World Langauge Frameworks Committee
RTI reading software interventions	OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Students Identified in the lower 30% needing comprehension support will receive SuccessMaker and/or Moby Max Intervention. Students identified in the lower 30% needing fluency support will receive Read Naturally support. Based on data, small group skill instruction will be delivered by Title I and at-risk professional and/or Paraprofessional Staff and/or parent volunteers with a minimum of 15 minutes, 5 times a week.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, building principals, reading specialist,
Elementary reading workshop instruction	K-5 staff will develop elements of the reader's workshop method of teaching reading. Teachers will meet to review reading data: fluency, comprehension, rate, and accuracy grade level data to determine individual building focus on literacy strategies. In an effort to build teacher capacity for student engagement and an improved school climate our staff will focus on Professional Learning that is researched based provided by our Literacy Coach. .5 sub days per teacher will be funded from Title IIA to support professional learning.	Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$5000	Assistant Superintendent of Curriculum and Instruction, elementary principals, K-5 Literacy coach

Elementary reading interventions involving personnel	OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week. Reading Specialist will identify students from the bottom 30% to participate in small group LLI instruction. Reading Recovery program will be utilized to address lowest readers in first grade. Whole to part reading strategies will be utilized where applicable. Title I will help support reading specialist at Lakeville and Leonard. At-risk funds will help support reading specialists at Clear Lake and Daniel Axford. Intervention positions will be added at the elementary schools to concentrate on K-3 reading.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$321000	elementary principals, reading specialist, title one staff
Elementary Computer Aided Instruction	Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Students who are identified for intervention will use computer aided instruction - Successmaker and Mobymax and ST math.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$38000	Assistant Superinten dent of Curriculum and Instruction, building principals
Implementation of Lucy Calkins Writing Curriculum	Teachers will improve their delivery of the Lucy Calkins Writing curriculum through continued coaching from the literacy coach on learning progressions, mini-lessons, and rubrics through professional learning, coaching, and lab classrooms. New teachers will receive more frequent training in the use of Lucy Calkins writing curriculum. Subs teachers paid for by Title IIA funds.	Professiona l Learning, Curriculum Developme nt, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$4500	Assistant Superinten dent of Curriculum and Instruction, elementary principals, and literacy coach
Words Their Way	The literacy coach will provide more frequent professional development to new teachers on the Words Their Way program. To other staff the literacy coach will provide training to staff on how to effectively utilize the words their way program.	Professiona l Learning, Curriculum Developme nt	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superinten dent of Curriculum and Instruction, elementary principals, literacy coach

Elementary small group instruction	Elementary teachers will identify at-risk students through pre and post assessments. Teachers will then utilize graphic organizers and other differentiated instructional strategies in small group settings during writer's workshop.	Academic Support Program	Tier 2		09/08/2015	06/09/2017	$0	Elementary principals
Elementary writing interventions involving personnel	Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$331000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, Title I staff
Elementary math interventions involving personnel	Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Based on data, small group skill math instruction will be delivered by Title 1 Paraprofessional Staff with a minimum of 15 minutes, 5 times a week. Title I paraprofessional staff will either pull out or push in academic interventions to identified at risk math students. At risk intervention will be delivered by at risk staff in either push in or pull out.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$331000	Assistant Superintendent of Curriculum and Instruction, building administrators
Elementary social studies intervention (personnel)	Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in social studies. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in social studies.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$390000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff

K-5 science kits based on new Michigan science standards	The instructional coach will lead a review of the K-5 science kits and their alignment to the NGSS or new Michigan science content standards. K-5 Teachers will use science kits, methodology, hands on, observation, vocabulary, and writing. K-5 will use science response journals to further science support concepts, vocabulary and comprehension. K-5 teachers will give a pre/post science unit test. Teachers will use Inquiry in the presentation of science lessons. In 2016-17 K-5 teachers will implement the newly aligned NGSS science kits for physical science from Battle Creek.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/30/2020	$55000	Assistant Superintendent of Curriculum and Instruction, Elementary administration, K-5 teachers
Science Journals	Teachers in grades K-8 will utilize science journals to have students write and reflect on their learning of science standards, skills, and practices.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Elementary administration, instructional coach
Elementary science interventions (personnel)	Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in science. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in science.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$390000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals and Title I staff
Cultures of Thinking	Staff at Daniel Axford, Clear Lake, OES, and Leonard will implement the Cultures of Thinking philosophy through conducting a staff book study and attending professional development to support the IB program.	Professional Learning	Tier 1	Implement	08/01/2015	06/30/2020	$5000	Principals at Daniel Axford Elementary School, Clear Lake, Leonard, and Oxford Elementary School

Concept Based Professional Learning	IB coordinators and building principals will deliver professional learning on concep-based unit development and concept-based instruction.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/01/2017	06/30/2018	$0	Assistant Superintendent of Curriculum and Instruction IB Coordinators Building Principals
Data analysis	K-12 Staff will learn how to use illuminate to collect data that will be pertinent to their courses to improve and adjust instruction. This data will also be collected to inform the school improvement process and the MTSS process.	Technology, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2017	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Building Principals
Student needs (homeless)	Providing supplies, school event payments, field trip fees, and consumable book fees or homeless students in non-title 1 schools. Total academic support is co-funded by general funds for a total of $1,500.	Extra Curricular, Behavioral Support Program, Materials, Academic Support Program	Tier 3	Implement	08/01/2017	06/30/2018	$1500	Assistant Superintendent of Student Services (Homeless Liaison), Secretary to superintendent
English Learner numeracy support	Additional Math Intervention delivered by a highly qualified paraprofessional on staff who works with English Learners - ($12.13/hr. 5 hours per week for 35 weeks = salary $2200 + $946 benefits = $3146) Additional math support for numeracy program to ESL learners struggling in mathematics at the elementary and middle school levels	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2020	$3146	Assistant Superintendent of Curriculum and Instruction, EL coordinator/teacher

Crossroads for Youth

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

Secondary Computer Aided Instruction	Through the use of FAST assessment software and Let's Go Learn assessment software, students will be identified for the RTI process through these assessment programs. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Secondary students who are identified for intervention will receive instruction on accelerated math at the middle school during math lab class. In grades 9-12 students will receive instruction on ADAM during REACH. Online students will be assigned to use the product on as needed basis.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$46592	assistant superintendent of curriculum and Instruction, building principals,OHS REACH coordinator
Crossroads GED Personnel	1 Paraprofessional working 6 hours a day to address academic deficiencies in Title I neglected students in the areas of English, social studies, science, and math. The para will work under the direct supervision of the highly qualified principal with input from certified teachers. In addition the paraprofessional will staff an online lab for 3 hours of the day to allow students access to online classes and GED prep. The online classes will also be assigned a certified teacher of record.	Career Preparation/Orientation, Direct Instruction	Tier 3	Monitor	08/07/2017	06/30/2018	$20700	Crossroads Principal

Clear Lake Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-10 Proficiency-Oriented World Language Program	Continue to develop/refine a K-10 proficiency-oriented world language program. World language teachers will identify learning objectives and expectations for students' ability to learn a world language by grade level. World language teachers will identify assessments to measure student progress on these expectations. Phase out mandatory Chinese world language instruction in the elementary schools and develop a process for students to opt in for Chinese language instruction.	Professional Learning	Tier 1	Implement	09/08/2015	06/30/2018	$25000	Assistant Superintendent for Curriculum & Instruction World Langauge Frameworks Committee

RTI reading software interventions	OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Students Identified in the lower 30% needing comprehension support will receive SuccessMaker and/or Moby Max Intervention. Students identified in the lower 30% needing fluency support will receive Read Naturally support. Based on data, small group skill instruction will be delivered by Title I and at-risk professional and/or Paraprofessional Staff and/or parent volunteers with a minimum of 15 minutes, 5 times a week.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, building principals, reading specialist,
Elementary reading workshop instruction	K-5 staff will develop elements of the reader's workshop method of teaching reading. Teachers will meet to review reading data: fluency, comprehension, rate, and accuracy grade level data to determine individual building focus on literacy strategies. In an effort to build teacher capacity for student engagement and an improved school climate our staff will focus on Professional Learning that is researched based provided by our Literacy Coach. .5 sub days per teacher will be funded from Title IIA to support professional learning.	Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/08/2015	06/30/2020	$5000	Assistant Superintendent of Curriculum and Instruction, elementary principals, K-5 Literacy coach
Elementary reading interventions involving personnel	OCS will develop a system for identifying students who are at-risk in reading proficiency through the use of multiple assessments - FAST and Fountas and Pinnell assessment. Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week. Reading Specialist will identify students from the bottom 30% to participate in small group LLI instruction. Reading Recovery program will be utilized to address lowest readers in first grade. Whole to part reading strategies will be utilized where applicable. Title I will help support reading specialist at Lakeville and Leonard. At-risk funds will help support reading specialists at Clear Lake and Daniel Axford. Intervention positions will be added at the elementary schools to concentrate on K-3 reading.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	$321000	elementary principals, reading specialist, title one staff

Elementary Computer Aided Instruction	Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Students who are identified for intervention will use computer aided instruction - Successmaker and Mobymax and ST math.	Technology, Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$38000	Assistant Superintendent of Curriculum and Instruction, building principals
Implementation of Lucy Calkins Writing Curriculum	Teachers will improve their delivery of the Lucy Calkins Writing curriculum through continued coaching from the literacy coach on learning progressions, mini-lessons, and rubrics through professional learning, coaching, and lab classrooms. New teachers will receive more frequent training in the use of Lucy Calkins writing curriculum. Subs teachers paid for by Title IIA funds.	Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Monitor	09/08/2015	06/30/2020	$4500	Assistant Superintendent of Curriculum and Instruction, elementary principals, and literacy coach
Words Their Way	The literacy coach will provide more frequent professional development to new teachers on the Words Their Way program. To other staff the literacy coach will provide training to staff on how to effectively utilize the words their way program.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, elementary principals, literacy coach
Elementary small group instruction	Elementary teachers will identify at-risk students through pre and post assessments. Teachers will then utilize graphic organizers and other differentiated instructional strategies in small group settings during writer's workshop.	Academic Support Program	Tier 2		09/08/2015	06/09/2017	$0	Elementary principals
Elementary writing interventions involving personnel	Based on data, small group skill instruction will be delivered by Title 1 Professional and Paraprofessional Staff, with a minimum of 15 minutes, 5 times a week.	Academic Support Program	Tier 2	Monitor	09/08/2015	06/30/2020	$331000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, Title I staff

Elementary math interventions involving personnel	Through the use of FAST assessment software, students will be identified for the RTI process through this assessment program. Through the new assessment software administrators, RTI coordinators, counselors, and teachers will be able to track student progress and identify student deficiencies for interventions.Based on data, small group skill math instruction will be delivered by Title 1 Paraprofessional Staff with a minimum of 15 minutes, 5 times a week. Title I paraprofessional staff will either pull out or push in academic interventions to identified at risk math students. At risk intervention will be delivered by at risk staff in either push in or pull out.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$331000	Assistant Superintendent of Curriculum and Instruction, building administrators
Elementary social studies intervention (personnel)	Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in social studies. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in social studies.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$390000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals, title I staff
K-5 science kits based on new Michigan science standards	The instructional coach will lead a review of the K-5 science kits and their alignment to the NGSS or new Michigan science content standards. K-5 Teachers will use science kits, methodology, hands on, observation, vocabulary, and writing. K-5 will use science response journals to further science support concepts, vocabulary and comprehension. K-5 teachers will give a pre/post science unit test. Teachers will use Inquiry in the presentation of science lessons. In 2016-17 K-5 teachers will implement the newly aligned NGSS science kits for physical science from Battle Creek.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/08/2015	06/30/2020	$55000	Assistant Superintendent of Curriculum and Instruction, Elementary administration, K-5 teachers
Science Journals	Teachers in grades K-8 will utilize science journals to have students write and reflect on their learning of science standards, skills, and practices.	Professional Learning, Curriculum Development	Tier 1	Monitor	09/08/2015	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Elementary administration, instructional coach

Elementary science interventions (personnel)	Title I and at-risk paraprofessional staff will either pull out students or push in to classrooms to support students who are identified as at risk in science. They will use best practice techniques such as graphic organizers, one on one tutoring, pre-teaching strategies, and other strategies to improve students skills and knowledge in science.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	$390000	Assistant Superintendent of Curriculum and Instruction, Lakeville and Leonard Principals and Title I staff
Cultures of Thinking	Staff at Daniel Axford, Clear Lake, OES, and Leonard will implement the Cultures of Thinking philosophy through conducting a staff book study and attending professional development to support the IB program.	Professional Learning	Tier 1	Implement	08/01/2015	06/30/2020	$5000	Principals at Daniel Axford Elementary School, Clear Lake, Leonard, and Oxford Elementary School
Concept Based Professional Learning	IB coordinators and building principals will deliver professional learning on concep-based unit development and concept-based instruction.	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	08/01/2017	06/30/2018	$0	Assistant Superintendent of Curriculum and Instruction IB Coordinators Building Principals
Data analysis	K-12 Staff will learn how to use illuminate to collect data that will be pertinent to their courses to improve and adjust instruction. This data will also be collected to inform the school improvement process and the MTSS process.	Technology, Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2017	06/30/2020	$0	Assistant Superintendent of Curriculum and Instruction, Building Principals

Student needs (homeless)	Providing supplies, school event payments, field trip fees, and consumable book fees or homeless students in non-title 1 schools. Total academic support is co-funded by general funds for a total of $1,500.	Extra Curricular, Behavioral Support Program, Materials, Academic Support Program	Tier 3	Implement	08/01/2017	06/30/2018	$1500	Assistant Superintendent of Student Services (Homeless Liaison), Secretary to superintendent
English Learner numeracy support	Additional Math Intervention delivered by a highly qualified paraprofessional on staff who works with English Learners - ($12.13/hr. 5 hours per week for 35 weeks = salary $2200 + $946 benefits = $3146) Additional math support for numeracy program to ESL learners struggling in mathematics at the elementary and middle school levels	Academic Support Program	Tier 3	Implement	08/01/2016	06/30/2020	$3146	Assistant Superintendent of Curriculum and Instruction, EL coordinator/teacher