



School Improvement Plan

Oxford Middle School

Oxford Community Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Oxford Middle School 2019-2020 School Improvement Plan

Overview

Plan Name

Oxford Middle School 2019-2020 School 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 Middle School will enhance their preparation for success in a global environment.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	All students will improve their problem solving skills in math and science.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$51000
3	All students will improve their ability to comprehend varied texts in all subject areas.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$32500
4	All students will improve writing skills across the curriculum	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$700
5	All students, grades 6 through 8, will improve their problem solving skills in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	Students at Oxford Middle School will enhance their preparation for success in a global environment.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$53675
7	Students at Oxford Middle School will improve their reading performance.	Objectives: 3 Strategies: 5 Activities: 5	Academic	\$20000
8	Students at Oxford Middle School will improve their mathematical skills and knowledge.	Objectives: 3 Strategies: 4 Activities: 5	Academic	\$20000
9	Students at Oxford Middle School will improve their skills and knowledge within Social Studies.	Objectives: 2 Strategies: 4 Activities: 5	Academic	\$20000
10	Students at Oxford Middle School will improve their skills and knowledge within Science.	Objectives: 2 Strategies: 4 Activities: 5	Academic	\$11000
11	Students at Oxford Middle School will improve their Writing Performance.	Objectives: 3 Strategies: 5 Activities: 6	Academic	\$60000

Goal 1: Students at Oxford Middle School will enhance their preparation for success in a global environment.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to use school technology to increase exposure to other cultures around the world in Practical Living by 06/01/2015 as measured by Administrator and teacher observations and self reporting through frequency logs and Advisory Calendar..

Strategy 1:

Global Connections - Oxford teachers and students will make contact with teachers and students from schools in other countries. A Sister school agreement will be utilized to establish connections with individuals from an identified school. An OMS staff member will facilitate on-going learning experiences for our students. Teachers and students will utilize these contacts to enrich the learning experience and global awareness of students.

Category:

Research Cited: 1. Daggett, Willard R. rigor and Relevance from Concept to Reality. Rexfrod, NY: ICLE, 2008.

2. National Association of Secondary School Principals. Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform. Reston, Virginia: NASSP, 2006.

3. Zhao, Yong (2009) Catching Up or Leading the Way: American Education in the Age of Globalization. VA: Association for Supervision & Curriculum Development

Tier:

Activity - Collaborative learning with students in other countries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will contact educators in our sister schools in other countries to set up collaborative learning projects between the schools. Students will work to complete projects with students from other countries	Communication			09/01/2013	06/01/2015	\$0	No Funding Required	OMS Humanities and Technology Teachers

Strategy 2:

World Issues - Teachers will increase the frequency of using real world issues and problems in their instructional practices to increase student exposure to global perspective. Through the implementation of the International Baccalaureate program, teachers will assist students with investigating and considering multiple points of view. Advisory teachers will increase the frequency of discussing real world issues and problems via IB novels and CNN Student News activities.

Category:

Research Cited: 1. Daggett, Willard R. rigor and Relevance from Concept to Reality. Rexfrod, NY: ICLE, 2008.

2. National Association of Secondary School Principals. Breaking Ranks in the Middle: Strategies for

Leading Middle Level Reform. Reston, Virginia: NASSP, 2006.

3. Zhao, Yong (2009) Catching Up or Leading the Way: American Education in the Age of Globalization. VA: Association for Supervision & Curriculum Development

Tier:

Activity - Global issues, problems and solutions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the frequency of global issues, cultural problems, and solutions into their curriculum to increase student contact with these topic via selected IB Advisory novels. Teachers will keep a log to record frequency.	Communication			09/01/2013	06/01/2015	\$0	No Funding Required	OMS Advisory teachers.

Goal 2: All students will improve their problem solving skills in math and science.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to critically think and to use other higher level thinking skills on Bloom's taxonomy. Teachers will implement activities and assessments in the curriculum that are higher level thinking skills on Bloom's taxonomy in Mathematics by 06/01/2014 as measured by Student achievement on the 8th Grade Common Assessment/Algebra Final Exam, 8th Grade Math MEAP, 8th Grade Science MEAP, STAR Math at all grade levels..

Strategy 1:

Alternative 6th and 7th grade math classes - Oxford Middle School will implement a math class that will improve the problem solving ability of students who score 3 or a 4 on MEAP math test. Students who score a low 2 on this test will also be considered. A similar class will be developed for special needs students who score similar on the MEAP math test.

Category:

Research Cited:

1. Marzano, Robert J., Pickering, Debra J., and Pollock Jane E. Classroom Instruction that Works. Alexandria, VA: ASCD, 2001.
2. International Center for Leadership in Education. Strategic Reading in the Content Areas: Boosting Achievement in Grades 7-12. Rexfrod, NY: ICLE, 2003.
3. Professional development seminars/presentations to staff by Laura Schiller, Oakland Schools literacy consultant through MI-CLASS.
4. International Center for Leadership in Education. How Brain Research Impacts Instruction in Grades 7-12. Rexfrod, NY: ICLE, 2008.
5. International Center for Leadership in Education. Strategic Writing Across the Curriculum in Grades 7-12. Rexfrod, NY: ICLE, 2008.
6. Tankersley, Karen. Literacy Strategies for Grades 4-12. Alexandria, VA: ASCD, 2005.
7. DuFour, Richard, DuFour, Rebecca, Eaker, Robert, and Karhanek, Gayle. Whatever It Takes: How

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Professional Learning Communities Respond When Kids Don't Learn. Bloomington, Indiana: NES, 2004.

8. Eaker, Robert, DuFour, Richard, and DuFour, Rebecca. Getting Started: Reculturing Schools to Become Professional Learning Communities. Bloomington, Indiana: NES, 2004.

9. National Association of Secondary School Principals. Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform. Reston, Virginia: NASSP, 2006.

10. Daggett, Willard R. rigor and Relevance from Concept to Reality. Rexford, NY: ICLE, 2008.

Tier:

Activity - Implementation of 7th grade alternative math curriculum class for visual learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th grade Math teachers will be trained to implement intervention math class for general education students. This class will be mandatory for students who score in the bottom half of the Star math scores. The class will follow the 7th grade math curriculum but will utilize a different math program than the Chicago transitions program. OMS will purchase and implement a math software program from the Mind Institute. This program is designed to meet struggling math students.	Academic Support Program			09/01/2010	06/01/2015	\$20000	Section 31a	OMS Teachers

Strategy 2:

IB/Depth of Knowledge - OMS administration and staff will implement the instructional practices and principles of the International Baccalaureate's Middle Years Program (MYP). Through the implementation of this program, students will be engaged in activities and assessments that challenge students to use critical thinking skills and other higher level thinking skills from Bloom's taxonomy. Teacher Leaders and IB Coordinators will lead professional development, and facilitate implementation of engaging activities and IB Assessments that challenge students at the highest Depth of Knowledge level.

Category:

Research Cited: 1. Marzano, Robert J., Pickering, Debra J., and Pollock Jane E. Classroom Instruction that Works. Alexandria, VA: ASCD, 2001.

2. International Center for Leadership in Education. Strategic Reading in the Content Areas: Boosting Achievement in Grades 7-12. Rexford, NY: ICLE, 2003.

3. Professional development seminars/presentations to staff by Laura Schiller, Oakland Schools literacy consultant through MI-CLASS.

4. International Center for Leadership in Education. How Brain Research Impacts Instruction in Grades 7-12. Rexford, NY: ICLE, 2008.

5. International Center for Leadership in Education. Strategic Writing Across the Curriculum in Grades 7-12. Rexford, NY: ICLE, 2008.

6. Tankersley, Karen. Literacy Strategies for Grades 4-12. Alexandria, VA: ASCD, 2005.

7. DuFour, Richard, DuFour, Rebecca, Eaker, Robert, and Karhanek, Gayle. Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, Indiana: NES, 2004.

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8. Eaker, Robert, DuFour, Richard, and DuFour, Rebecca. Getting Started: Reculturing Schools to Become Professional Learning Communities. Bloomington, Indiana: NES, 2004.

9. National Association of Secondary School Principals. Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform. Reston, Virginia: NASSP, 2006.

10. Daggett, Willard R. rigor and Relevance from Concept to Reality. Rexford, NY: ICLE, 2008.

Tier:

Activity - IB Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and staff new to Oxford Middle School will attend professional development that will be key in implementing the International Baccalaureate Middle Years Program. Key personnel will be trained in the IB philosophy as needed. At IB planning time on Wednesday mornings, staff will share the information and resources gained at these conferences.	Professional Learning			03/01/2010	06/01/2015	\$10000	General Fund	OMS administration, new teaching staff, key personnel

Activity - Implementation of IB Middle Years Programme	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the International Baccalaureate Middle Years Program at IB common planning time on Wednesday mornings. Staff will work collaboratively in department meetings, grade level department meetings, and house meetings to effectively implement the IB MYP. Staff will utilize the software program Atlas Rubicon to assist in the creation of IB Unit Planners online. These Unit Planners will change the delivery of instruction to an inquiry based approach that supports higher level thinking and discussion of global issues.	Technology			09/01/2010	06/01/2015	\$1000	General Fund	OMS administration, IB Coordinator, teaching staff

Strategy 3:

Add 6th, 7th, and 8th grade math intervention class - OMS teachers will implement a math intervention class that will work with students to develop basic math skills and knowledge. Using the Star math scores, MEAP scores, and class performance, teachers will identify 30-40 students per grade level for the intervention class. The intervention class will utilize the software program Accelerated Math for Intervention from Renaissance Learning to address individual student deficiencies. OMS math teachers will receive training on this program.

Category:

Research Cited: Burns, M. K., Kanive, R., & DeGrande, M. (2012). Effect of a computer delivered math fact intervention as a supplemental intervention for math in third and fourth grades. Remedial and Special Education, 33(3) 184-191.

Tier:

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Activity - Purchase of software program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OMS will purchase Accelerated Math for Intervention software from Renaissance Learning	Technology			03/01/2013	06/01/2015	\$20000	Section 31a	OMS administration and math teachers

Goal 3: All students will improve their ability to comprehend varied texts in all subject areas.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency to read and comprehend varied texts in all subject areas, especially those students who are reading at a grade level behind their peers in English Language Arts by 06/01/2014 as measured by student achievement on reading assessments from Star Reading, 8th Grade EXPLORE Reading and 8th Grade MEAP Reading will be used to measure progress on this goal..

Strategy 1:

Reading Intervention Class - Oxford Middle School will implement a content reading class that will focus on improving the reading skills of special needs students and general education students who score either a 3 or 4 on MEAP reading, or who score below grade level on the STAR assessment.

Category:

Research Cited: 1. Marzano, Robert J., Pickering, Debra J., and Pollock Jane E. Classroom Instruction that Works. Alexandria, VA: ASCD, 2001.

2. International Center for Leadership in Education. Strategic Reading in the Content Areas: Boosting Achievement in Grades 7-12. Rexford, NY: ICLE, 2003.

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4. International Center for Leadership in Education. How Brain Research Impacts Instruction in Grades 7-12. Rexford, NY: ICLE, 2008.

5. International Center for Leadership in Education. Strategic Writing Across the Curriculum in Grades 7-12. Rexford, NY: ICLE, 2008.

6. Tankersley, Karen. Literacy Strategies for Grades 4-12. Alexandria, VA: ASCD, 2005.

7. DuFour, Richard, DuFour, Rebecca, Eaker, Robert, and Karhanek, Gayle. Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, Indiana: NES, 2004.

8. Eaker, Robert, DuFour, Richard, and DuFour, Rebecca. Getting Started: Reculturing Schools to Become Professional Learning Communities. Bloomington, Indiana: NES, 2004.

9. National Association of Secondary School Principals. Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform. Reston, Virginia: NASSP, 2006.

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10. Daggett, Willard R. *rigor and Relevance from Concept to Reality*. Rexford, NY: ICLE, 2008.

Tier:

Activity - Incorporate Content Reading class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Oxford Middle School will implement a class that will focus on improving the reading skills of struggling students. Students who score a 2, 3, or a 4 on the MEAP reading test. The teacher will attend intensive training through Oakland Schools literacy program. The class will utilize the Read About software. A similar program will be implemented for special needs students using the Read About and Read 180 software. Special education teachers will attend training as well to learn Best Practice research for the improvement of reading skills for special needs students.	Academic Support Program			09/01/2009	06/01/2015	\$30000	General Fund	OMS administration, content area teachers, special education teachers, counselors, assistant superintendent for student services and assistant superintendent for curriculum.

Strategy 2:

Designated School-wide Reading Strategies - Staff will train students in a variety of reading strategies to decode informational texts.

Category:

Research Cited: 1. Marzano, Robert J., Pickering, Debra J., and Pollock Jane E. *Classroom Instruction that Works*. Alexandria, VA: ASCD, 2001.

2. International Center for Leadership in Education. *Strategic Reading in the Content Areas: Boosting Achievement in Grades 7-12*. Rexford, NY: ICLE, 2003.

3. Professional development seminars/presentations to staff by Laura Schiller, Oakland Schools literacy consultant through MI-CLASS.

4. International Center for Leadership in Education. *How Brain Research Impacts Instruction in Grades 7-12*. Rexford, NY: ICLE, 2008.

5. International Center for Leadership in Education. *Strategic Writing Across the Curriculum in Grades 7-12*. Rexford, NY: ICLE, 2008.

6. Tankersley, Karen. *Literacy Strategies for Grades 4-12*. Alexandria, VA: ASCD, 2005.

7. DuFour, Richard, DuFour, Rebecca, Eaker, Robert, and Karhanek, Gayle. *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*. Bloomington, Indiana: NES, 2004.

8. Eaker, Robert, DuFour, Richard, and DuFour, Rebecca. *Getting Started: Reculturing Schools to Become*

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9. National Association of Secondary School Principals. Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform. Reston, Virginia: NASSP, 2006.

10. Daggett, Willard R. Rigor and Relevance from Concept to Reality. Rexford, NY: ICLE, 2008.

Tier:

Activity - Developing Reading & Note Taking Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff have attended and will attend professional development on best practices for improving reading comprehension through the implementation of reading strategies to decode informational texts. Specifically, teachers will be in-serviced on the following strategies: Text in the Middle, Prediction Reaction Guides, and This Reminds Me Of with the goal of embedding these strategies within IB Unit Planners. Staff will determine school-wide standardized format for note-taking to decode informational reading at all grade levels and subject areas	Direct Instruction			09/01/2009	06/01/2015	\$500	General Fund	OMS Teacher Leaders, MYP Subject Lead Teachers, OMS administration

Strategy 3:

Subject area vocabulary - Staff will identify important vocabulary words and terms for their discipline, including key command terms and vocabulary within their IB Subject Areas, and maintain a running word bank within Atlas Rubicon. Staff will utilize differentiated instruction and best practice research to improve student learning of vocabulary words and terms. Professional development will focus on improving the staff's ability to deliver this vocabulary instruction through best practice research, Model Schools research, International Baccalaureate instructional practices, and Oakland Schools MI-CLASS training.

Category:

Research Cited: 1. Marzano, Robert J., Pickering, Debra J., and Pollock Jane E. Classroom Instruction that Works. Alexandria, VA: ASCD, 2001.

2. International Center for Leadership in Education. Strategic Reading in the Content Areas: Boosting Achievement in Grades 7-12. Rexford, NY: ICLE, 2003.

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5. International Center for Leadership in Education. Strategic Writing Across the Curriculum in Grades 7-12. Rexford, NY: ICLE, 2008.

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10. Daggett, Willard R. rigor and Relevance from Concept to Reality. Rexford, NY: ICLE, 2008.

Tier:

Activity - Improving student learning of vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development sessions to learn and implement Best Practice instruction for the teaching and learning of subject area vocabulary words and terms. Staff will share these practices during professional development time. Teacher Leaders will demonstrate strategies that effectively teach vocabulary.	Direct Instruction			09/01/2009	06/01/2015	\$2000	General Fund	Teacher Leaders, OMS administration,

Goal 4: All students will improve writing skills across the curriculum

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by effectively utilizing the writing process to improve their grammar, word choice, and structure in their writing in English Language Arts by 06/01/2014 as measured by Student achievement on the 8th grade Explore (English), MEAP Writing in 7th grade, and an 8th Grade Common IB Writing Assessment ..

Strategy 1:

Implementation of common rubrics - Through the use of common rubrics developed for ELA teachers and other rubrics developed for content area teachers, OMS Common Core Committee will develop an integrated content area (non-ELA) writing rubric to be infused with the IB Communication Rubrics in those content areas.
Category:

Research Cited: 1. Marzano, Robert J., Pickering, Debra J., and Pollock Jane E. Classroom Instruction that Works. Alexandria, VA: ASCD, 2001.

2. International Center for Leadership in Education. Strategic Reading in the Content Areas: Boosting Achievement in Grades 7-12. Rexford, NY: ICLE, 2003.

3. Professional development seminars/presentations to staff by Laura Schiller, Oakland Schools literacy consultant through MI-CLASS.

4. International Center for Leadership in Education. How Brain Research Impacts Instruction in Grades 7-12. Rexford, NY: ICLE, 2008.

5. International Center for Leadership in Education. Strategic Writing Across the Curriculum in Grades 7-

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12. Rexford, NY: ICLE, 2008.
6. Tankersley, Karen. Literacy Strategies for Grades 4-12. Alexandria, VA: ASCD, 2005.
7. DuFour, Richard, DuFour, Rebecca, Eaker, Robert, and Karhanek, Gayle. Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, Indiana: NES, 2004.
8. Eaker, Robert, DuFour, Richard, and DuFour, Rebecca. Getting Started: Reculturing Schools to Become Professional Learning Communities. Bloomington, Indiana: NES, 2004.
9. National Association of Secondary School Principals. Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform. Reston, Virginia: NASSP, 2006.
10. Daggett, Willard R. rigor and Relevance from Concept to Reality. Rexford, NY: ICLE, 2008.

Tier:

Activity - Common Writing Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will adopt a common rubric for the effective and consistent evaluation of student writing.	Policy and Process			09/01/2010	06/01/2015	\$100	General Fund	ELA teachers
Activity - Common Writing Rubrics for Content Area Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will also adopt a common rubric for the effective and consistent evaluation of student writing.	Professional Learning			09/01/2010	06/01/2015	\$100	General Fund	Content area teachers, ELA teachers, OMS administration

Strategy 2:

Writing for Information utilizing Common Core emphasis on Claims-Evidence-Reasoning format for ELA and Science courses - Staff will research Best Practices regarding teaching students to write for information and writing from narrative or experience. At professional development, staff will share these strategies. Staff will teach students from this collective bank of organizational strategies, prewriting strategies, and other writing strategies to incorporate higher level thinking into their writing. By using these strategies, students will improve their ability to communicate through writing.

Category:

- Research Cited: 1. Marzano, Robert J., Pickering, Debra J., and Pollock Jane E. Classroom Instruction that Works. Alexandria, VA: ASCD, 2001.
2. International Center for Leadership in Education. Strategic Reading in the Content Areas: Boosting Achievement in Grades 7-12. Rexford, NY: ICLE, 2003.
 3. Professional development seminars/presentations to staff by Laura Schiller, Oakland Schools literacy consultant through MI-CLASS.

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4. International Center for Leadership in Education. How Brain Research Impacts Instruction in Grades 7-12. Rexford, NY: ICLE, 2008.
5. International Center for Leadership in Education. Strategic Writing Across the Curriculum in Grades 7-12. Rexford, NY: ICLE, 2008.
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10. Daggett, Willard R. Rigor and Relevance from Concept to Reality. Rexford, NY: ICLE, 2008.

Tier:

Activity - Research on informational writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OMS staff will research Best Practice from sources such as International Baccalaureate program, Oakland Schools Literacy program, and other research on improving student informational writing. Staff will share these strategies at professional development. Staff will model strategies for informational writing in their classroom for other teachers on walkthroughs	Other			09/01/2010	06/01/2015	\$500	General Fund	OMS administration, OMS Teacher Leaders, OMS teachers

Goal 5: All students, grades 6 through 8, will improve their problem solving skills in math.

Measurable Objective 1:

85% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency on all strands in Mathematics by 06/15/2022 as measured by all mandated State assessments.

Strategy 1:

IB Depth of Knowledge - ????

Category:

Research Cited: ??????

Tier: Tier 1

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Activity - ??	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
???	Teacher Collaboration, Professional Learning	Tier 1		09/01/2015	06/10/2016	\$0	General Fund	??????

Goal 6: Students at Oxford Middle School will enhance their preparation for success in a global environment.

Measurable Objective 1:

demonstrate a proficiency to become participants in a global learning community. by 06/10/2022 as measured by 6-8 Proficiency-Oriented World Language Program, MYP Personal Project Completion, OLWEUS Bully Prevention, and diversity training. .

Strategy 1:

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

Category: Other - World Language

Research Cited: .

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
OMS students will participate in foreign language classes in grades 6 through 8 in either Spanish or Chinese.	Teacher Collaboration, Extra Curricular, Technology, Community Engagement	Tier 1	Monitor	09/08/2015	06/08/2018	\$53675	Other	IB coordinator, Teachers, Administrators

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Strategy 2:

IB and 21st Century Skills - IB coordinators will organize opportunities for students to utilize student learning and 21st Century Skills in a problem based learning opportunity,

Category:

Research Cited: .

Tier: Tier 1

Activity - MYP Personal Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IB coordinators will organize opportunities for students to utilize student learning skills in a problem based learning opportunity through an MYP Community project.	Curriculum Development, Extra Curricular, Parent Involvement, Technology, Community Engagement, Materials	Tier 1	Getting Ready	09/08/2015	06/15/2022	\$0	Other	IB coordinator, Teachers, Administrators.

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:

Research Cited: OLWEUS

Tier: Tier 1

Activity - OLWEUS Bully Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in bi-weekly anti-bullying lessons through an advisory hour that will address bullying topics. In addition to these lessons, high school students that are part of the Bully Buster Program will also come to conduct anti-bullying lessons as well as build positive culture.	Monitor, Communication, Teacher Collaboration, Technology, Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/07/2019	\$0	Other	Administrators, Teachers

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Activity - Diversity Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 OMS staff members will be part of the district Diversity Team to help drive the diversity initiative in the Oxford Community School District.	Implementation, Technology, Community Engagement, Behavioral Support Program	Tier 1	Implement	09/08/2015	06/15/2022	\$0	Other	Administrators, Teachers

Goal 7: Students at Oxford Middle School will improve their reading performance.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on all strands in Reading by 06/10/2022 as measured by student performance on mandated State assessments. .

Strategy 1:

Implementation of the International Baccalaureate Program - Teachers will implement IB PYP at the K-5 grade levels and MYP at the 6-10 grade levels. Both programs focus on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Students will be assessed through the use of IB criterion based rubrics on performance assessments. Administration and staff will continue to attend professional development that will be key in further establishing the International Baccalaureate Primary Years Programme and the Middle Years Programme. Staff will continue to implement the International Baccalaureate PYP and MYP at IB common planning time. Staff will work collaboratively in department and grade level meetings to further implement the IB MYP.

Category:

Research Cited:

Tier: Tier 1

Activity - IB Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to implement the IB programme at IB common planning time on Wednesday mornings. Staff will work collaboratively in department and grade level meetings to further implement the IB MYP. Staff will continue to modify and implement IB unit planners and performance assessments.	Implementation, Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2015	06/10/2022	\$0	General Fund	Teachers, Administrators, IB consultant

School Improvement Plan

Oxford Middle School

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:

Research Cited:

Tier: Tier 1

Activity - Marzano Vocabulary Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to develop content based vocabulary term banks with knowledge acquisition of said terms based on Marzano learning strategies.	Teacher Collaboration, Technology	Tier 1	Monitor	09/01/2015	06/10/2022	\$0	General Fund	Teachers

Strategy 3:

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

Category:

Research Cited:

Tier: Tier 1

Activity - Common Assessments K-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To better establish common standards based grading criteria, teachers will work with district supervisors and administration to develop meaningful common assessments to be used to drive instruction through Illuminate.	Walkthrough, Teacher Collaboration, Technology	Tier 1	Monitor	09/01/2015	06/07/2019	\$0	General Fund	Teachers, Administrators, Instructional Coach

Measurable Objective 2:

5% of Bottom 30% students will demonstrate a proficiency increase on MSTEP assessments in Reading by 06/08/2018 as measured by student performance on mandated State assessments. .

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:

Research Cited:

School Improvement Plan

Oxford Middle School

Tier: Tier 2

Activity - Middle School Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assigned reading teachers will continue to develop and adapt the established reading intervention classes for general education students. This class will be mandatory for students who score in the bottom half of Fastbridge testing. The grade level classes will follow their respective curriculums and use AARI, Scholastic Online and SSR. After school homework clubs will remain available for students who struggle with content and/or work completion.	Monitor, Academic Support Program, Teacher Collaboration, Technology	Tier 2		09/08/2015	06/07/2019	\$20000	General Fund	OMS Teachers

Measurable Objective 3:

5% of Students with Disabilities students will demonstrate student proficiency (pass rate) on the MSTEP assessment in Reading by 06/09/2017 as measured by on mandated State assessments. .

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:

Research Cited:

Tier: Tier 3

Activity - Reading Intervention with Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued utilization of AARI and Scholastic Online and SSR in direct instruction classes will be used to tailor individual instruction for students with disabilities who struggle with basic reading skills.	Academic Support Program, Technology, Materials	Tier 3	Monitor	09/08/2015	06/07/2019	\$0	Section 31a	Administrators, Counselors, Intervention Reading Teachers

Goal 8: Students at Oxford Middle School will improve their mathematical skills and knowledge.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on all strands in Mathematics by 06/09/2022 as measured by student performance on mandated State assessments. .

School Improvement Plan

Oxford Middle School

Strategy 1:

Implementation of the International Baccalaureate Program - Teachers will implement IB MYP at the 6-10 grade levels. The program focus on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Students will be assessed through the use of IB criterion based rubrics on performance assessments. Administration and staff will continue to attend professional development that will be key in further establishing the International Baccalaureate Middle Years Programme. Staff will continue to implement the International Baccalaureate MYP at IB common planning time. Staff will work collaboratively in department and grade level meetings to further implement the IB MYP.

Category:

Tier: Tier 1

Activity - IB Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and staff will continue to attend professional development that will be key in further establishing the International Baccalaureate Middle Years Programme	Academic Support Program, Professional Learning	Tier 1	Monitor	09/10/2015	06/07/2019	\$0	General Fund	Administrators, IB coordinator, Teachers

Activity - IB Instructional Practices PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to develop IB instructional practices at common IB planning time on Wednesday mornings. Staff will work collaboratively in grade level meetings to further implement the IB MYP.	Professional Learning	Tier 1	Monitor	09/10/2015	06/07/2019	\$0	General Fund	Teachers, Administrators, IB Coordinator

Measurable Objective 2:

5% of Bottom 30% students will demonstrate a proficiency on MSTEP in Mathematics by 06/07/2019 as measured by student performance on the MSTEP State assessment.

Strategy 1:

Math Intervention Classes - Students identified for math RTI program will be scheduled into math lab classes at OMS where they will receive direct math assistance.

Category:

Research Cited:

Tier: Tier 1

Activity - Math Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Oxford Middle School

Assigned math teachers will continue to adapt and develop the established math intervention classes for general education students. This class will be mandatory for students who score in the bottom half of the Fastbridge screener assessment. The grade level classes will follow their respective curriculums.	Academic Support Program, Technology	Tier 2	Monitor	09/08/2015	06/07/2019	\$20000	Section 31a	OMS Teachers, Counselors, Administrators
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Strategy 2:

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:

Tier: Tier 2

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are in need of support in math as identified by core classroom teachers will attend after school "Homework" clubs in designated rooms for each grade level to get extra assistance with math.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/07/2019	\$0	Other	Teachers

Measurable Objective 3:

5% of Students with Disabilities students will demonstrate a proficiency on the MSTEP assessment in Mathematics by 06/07/2019 as measured by the MSTEP State 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:

Tier: Tier 3

Activity - Direct Instruction Math Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Oxford Middle School

Continued use of Direct Instruction math classes will individually tailor additional instruction for students with disabilities who struggle with basic math concepts and skills.	Academic Support Program, Teacher Collaboration, Technology	Tier 3	Monitor	09/08/2015	06/07/2019	\$0	Section 31a	OMS Administration, Counselors, Intervention Math Teachers.
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Goal 9: Students at Oxford Middle School 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 06/10/2022 as measured by student performance on mandated State assessments. .

Strategy 1:

Implementation of the International Baccalaureate Program - Teachers will implement MYP at the 6-10 grade levels. The program focused on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Students will be assessed through the use of IB criterion based rubrics on performance assessments. Administration and staff will continue to attend professional development that will be key in further establishing the Middle Years Programme. Staff will continue to implement the International Baccalaureate MYP at IB common planning time. Staff will work collaboratively in department and grade level meetings to further implement the IB MYP.

Category:

Research Cited:

Tier: Tier 1

Activity - IB Unit planners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MYP teachers will reflect on IB unit planners and work to enhance them through professional learning and collaboration. IB coordinators will lead staff through collaborative PD time to improve the construct of our curriculum delivery for social studies, science, English, and Math.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/08/2015	06/07/2019	\$0	No Funding Required	Chief Academic Officer, building principals, IB coordinator

Strategy 2:

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

Category: Social Studies

School Improvement Plan

Oxford Middle School

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/1234> 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 - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue 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.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2015	06/07/2019	\$0	General Fund	Assistant Superintendent, Instructional coach, and building administrators

Activity - Common Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School teachers will develop common assessments based on 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	Curriculum Development, Technology	Tier 1		09/08/2015	06/07/2019	\$0	No Funding Required	Chief Academic Officer, building principals, literacy coach

Strategy 3:

Academic 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:

Research Cited:

Tier: Tier 1

School Improvement Plan

Oxford Middle School

Activity - Academic Vocabulary-Building Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to develop content based vocabulary term banks with knowledge acquisition of said terms based on Marzano learning strategies.	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/07/2019	\$0	No Funding Required	Teachers

Measurable Objective 2:

5% of Bottom 30% students will demonstrate a proficiency on MSTEP assessment in Social Studies by 06/07/2019 as measured by student performance on the MSTEP 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:

Research Cited:

Tier: Tier 2

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assigned social studies teachers will continue to adapt and develop the intervention strategies for struggling students. Struggling students will be encouraged to attend after school homework clubs for support or Saturday school for work completion.	Monitor, Academic Support Program	Tier 2	Monitor	09/08/2015	06/07/2019	\$20000	Section 31a	Teachers, Counselors

Goal 10: Students at Oxford Middle School 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 06/10/2022 as measured by mandated State assessment .

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:

Research Cited:

School Improvement Plan

Oxford Middle School

Tier: Tier 1

Activity - Claims, Evidence, Reasoning (CER)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Claim Evidence Reasoning concept will be implemented in 6th grade science classes and will be built upon through 7th grade with added components and ultimately will result in 8th grade science students having mastery of the overall concept before entering high school. The CER model will also be used as a writing platform in other content areas to reinforce mastery.	Monitor, Implementation, Curriculum Development, Teacher Collaboration, Technology	Tier 1	Monitor	09/08/2015	06/07/2019	\$0	No Funding Required	Science Teachers

Strategy 2:

Implementation of the International Baccalaureate Program - Teachers will implement IB MYP at the 6-10 grade levels. The program focuses on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Students will be assessed through the use of IB criterion based rubrics on performance assessments. Administration and staff will continue to attend professional development that will be key in further establishing the Middle Years Programme. Staff will continue to implement the International Baccalaureate PYP and MYP at IB common planning time. Staff will work collaboratively in department and grade level meetings to further implement the IB MYP.

Category:

Research Cited:

Tier: Tier 1

Activity - IB Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and staff will continue to attend professional development that will be key in further establishing the IB Middle Years Programme.	Curriculum Development, Professional Learning	Tier 1	Monitor	09/01/2015	06/07/2019	\$10000	General Fund	Administrators, IB Coordinator, Teachers

Activity - IB Instructional Practices PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to develop the International Baccalaureate Middle Years Programme instructional practices for science at IB common planning time on Wednesday mornings. Staff will work collaboratively in content/grade groups to develop best practices as they relate to the IB curriculum.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/08/2015	06/07/2019	\$1000	General Fund	Administrators, Science Teachers

School Improvement Plan

Oxford Middle School

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:

Research Cited:

Tier: Tier 1

Activity - Marzano Vocabulary Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to develop content based vocabulary term banks with knowledge acquisition of said terms based on Marzano learning strategies.	Curriculum Development, Teacher Collaboration	Tier 1		09/01/2015	06/07/2019	\$0	No Funding Required	Science Teachers

Measurable Objective 2:

5% of Bottom 30% students will demonstrate a proficiency on the MSTEP assessment in Science by 06/10/2022 as measured by performance on the MSTEP 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:

Research Cited:

Tier: Tier 2

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified by science teachers that are struggling in the science content area will be recommended for after school "homework club" for additional assistance in science and or Saturday School for the purpose of work completion formative assessment re-takes.	Monitor, Academic Support Program	Tier 2	Monitor	09/08/2015	06/07/2019	\$0	General Fund	Science Teachers

Goal 11: Students at Oxford Middle School will improve their Writing Performance.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on all strands in Writing by 06/10/2022 as measured by student performance on mandated State assessments. .

School Improvement Plan

Oxford Middle School

Strategy 1:

Implementation of the International Baccalaureate Program - Teachers will implement IB MYP at the 6-10 grade levels. The program focuses on best practice instructional techniques and the delivery of curriculum through the creation of rigorous unit planners. Students will be assessed through the use of IB criterion based rubrics on performance assessments. Administration and staff will continue to attend professional development that will be key in further establishing the Middle Years Programme. Staff will continue to implement the International Baccalaureate PYP and MYP at IB common planning time. Staff will work collaboratively in department and grade level meetings to further implement the IB MYP.

Category:

Research Cited:

Tier: Tier 1

Activity - IB Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and staff will continue to attend professional development that will be key in further establishing the IB Middle Years Programme.	Teacher Collaboration, Professional Learning	Tier 1		09/08/2015	06/07/2019	\$20000	General Fund	Administrators, IB Coordinator, Teachers

Activity - IB Instructional Practices PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to develop the International Baccalaureate Middle Years Programme instructional practices for writing at IB common planning time on Wednesday mornings. Staff will work collaboratively in content/grade groups to develop best practices as they relate to the IB curriculum. During this process, staff will continue to modify unit planners and IB assessments for classroom implementation.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	09/01/2015	06/07/2019	\$20000	General Fund	Administrators, IB Coordinator, Teachers

Strategy 2:

Common Assessments 6-12 - School improvement team members will attend professional development opportunities to enhance the school improvement process as it relates to development and implementation of common assessments.

Category: Other - Writing

Research Cited:

Tier: Tier 1

Activity - Data and PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Oxford Middle School

OMS will further implement the PLC model with the focused intention of gathering data from common assessments and using that data to drive instruction to improve student achievement.	Monitor, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	09/08/2015	06/07/2019	\$0	General Fund	Administrators, Teachers, Counselors
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Measurable Objective 2:

5% of Bottom 30% students will demonstrate a proficiency on the MSTEP in Writing by 06/07/2019 as measured by student performance on the MSTEP 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:

Research Cited:

Tier: Tier 2

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assigned writing teachers will continue to adapt and develop the intervention strategies for struggling students. Struggling students will be encouraged to attend after school homework clubs for support or Saturday school for work completion.	Monitor, Academic Support Program	Tier 2	Monitor	09/08/2015	06/07/2019	\$20000	Section 31a	Teachers, Counselors

Measurable Objective 3:

5% of Students with Disabilities students will demonstrate a proficiency on the MSTEP assessment in Writing by 06/07/2019 as measured by student performance on the MSTEP State assessment.

Strategy 1:

Universal Design for Learning - 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:

Research Cited:

Tier: Tier 3

School Improvement Plan

Oxford Middle School

Activity - Implementing Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and academic support personnel will implement writing strategies through instruction of all content areas. The purpose will be for students to master these strategies to become proficient writers.	Monitor, Academic Support Program, Implementation	Tier 3	Monitor	09/08/2015	06/07/2019	\$0	General Fund	Teachers, Support Staff

Strategy 2:

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

Category:

Research Cited:

Tier: Tier 3

Activity - Common Assessment 6-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OMS teachers will collaborate and develop common assessments in writing for the sole purpose of tracking student learning and progress with a particular focus on the students with disabilities demographic. Assessment results will drive individualized instruction for struggling students.	Monitor, Academic Support Program, Teacher Collaboration, Technology	Tier 3	Monitor	09/08/2015	06/07/2019	\$0	No Funding Required	Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
IB Unit planners	MYP teachers will reflect on IB unit planners and work to enhance them through professional learning and collaboration. IB coordinators will lead staff through collaborative PD time to improve the construct of our curriculum delivery for social studies, science, English, and Math.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/08/2015	06/07/2019	\$0	Chief Academic Officer, building principals, IB coordinator
Academic Vocabulary-Building Vocabulary	Staff will continue to develop content based vocabulary term banks with knowledge acquisition of said terms based on Marzano learning strategies.	Curriculum Development, Teacher Collaboration	Tier 1	Monitor	09/01/2015	06/07/2019	\$0	Teachers
Common Assessment	Middle School teachers will develop common assessments based on 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	Curriculum Development, Technology	Tier 1		09/08/2015	06/07/2019	\$0	Chief Academic Officer, building principals, literacy coach

School Improvement Plan

Oxford Middle School

Claims, Evidence, Reasoning (CER)	The Claim Evidence Reasoning concept will be implemented in 6th grade science classes and will be built upon through 7th grade with added components and ultimately will result in 8th grade science students having mastery of the overall concept before entering high school. The CER model will also be used as a writing platform in other content areas to reinforce mastery.	Monitor, Implementation, Curriculum Development, Teacher Collaboration, Technology	Tier 1	Monitor	09/08/2015	06/07/2019	\$0	Science Teachers
Common Assessment 6-12	OMS teachers will collaborate and develop common assessments in writing for the sole purpose of tracking student learning and progress with a particular focus on the students with disabilities demographic. Assessment results will drive individualized instruction for struggling students.	Monitor, Academic Support Program, Teacher Collaboration, Technology	Tier 3	Monitor	09/08/2015	06/07/2019	\$0	Teachers
Global issues, problems and solutions	Teachers will increase the frequency of global issues, cultural problems, and solutions into their curriculum to increase student contact with these topic via selected IB Advisory novels. Teachers will keep a log to record frequency.	Communication			09/01/2013	06/01/2015	\$0	OMS Advisory teachers.
Collaborative learning with students in other countries	Teachers will contact educators in our sister schools in other countries to set up collaborative learning projects between the schools. Students will work to complete projects with students from other countries	Communication			09/01/2013	06/01/2015	\$0	OMS Humanities and Technology Teachers
Marzano Vocabulary Strategies	Staff will continue to develop content based vocabulary term banks with knowledge acquisition of said terms based on Marzano learning strategies.	Curriculum Development, Teacher Collaboration	Tier 1		09/01/2015	06/07/2019	\$0	Science Teachers

Other

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

Oxford Middle School

MYP Personal Project	IB coordinators will organize opportunities for students to utilize student learning skills in a problem based learning opportunity through an MYP Community project.	Curriculum Development, Extra Curricular, Parent Involvement, Technology, Community Engagement, Materials	Tier 1	Getting Ready	09/08/2015	06/15/2022	\$0	IB coordinator, Teachers, Administrators.
OLWEUS Bully Program	Students will participate in bi-weekly anti-bullying lessons through an advisory hour that will address bullying topics. In addition to these lessons, high school students that are part of the Bully Buster Program will also come to conduct anti-bullying lessons as well as build positive culture.	Monitor, Communication, Teacher Collaboration, Technology, Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/07/2019	\$0	Administrators, Teachers
After School Tutoring	Students who are in need of support in math as identified by core classroom teachers will attend after school "Homework" clubs in designated rooms for each grade level to get extra assistance with math.	Academic Support Program	Tier 2	Monitor	09/10/2015	06/07/2019	\$0	Teachers
Diversity Training	3 OMS staff members will be part of the district Diversity Team to help drive the diversity initiative in the Oxford Community School District.	Implementation, Technology, Community Engagement, Behavioral Support Program	Tier 1	Implement	09/08/2015	06/15/2022	\$0	Administrators, Teachers
K-10 Proficiency-Oriented World Language Program	OMS students will participate in foreign language classes in grades 6 through 8 in either Spanish or Chinese.	Teacher Collaboration, Extra Curricular, Technology, Community Engagement	Tier 1	Monitor	09/08/2015	06/08/2018	\$53675	IB coordinator, Teachers, Administrators

General Fund

School Improvement Plan

Oxford Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementing Writing Strategies	Teachers and academic support personnel will implement writing strategies through instruction of all content areas. The purpose will be for students to master these strategies to become proficient writers.	Monitor, Academic Support Program, Implementation	Tier 3	Monitor	09/08/2015	06/07/2019	\$0	Teachers, Support Staff
IB Instructional Practices PD	Staff will continue to develop the International Baccalaureate Middle Years Programme instructional practices for writing at IB common planning time on Wednesday mornings. Staff will work collaboratively in content/grade groups to develop best practices as they relate to the IB curriculum. During this process, staff will continue to modify unit planners and IB assessments for classroom implementation.	Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	09/01/2015	06/07/2019	\$20000	Administrators, IB Coordinator, Teachers
Implementation of IB Middle Years Programme	Staff will implement the International Baccalaureate Middle Years Program at IB common planning time on Wednesday mornings. Staff will work collaboratively in department meetings, grade level department meetings, and house meetings to effectively implement the IB MYP. Staff will utilize the software program Atlas Rubicon to assist in the creation of IB Unit Planners online. These Unit Planners will change the delivery of instruction to an inquiry based approach that supports higher level thinking and discussion of global issues.	Technology			09/01/2010	06/01/2015	\$1000	OMS administration, IB Coordinator, teaching staff
IB Professional Development	Administration and staff will continue to attend professional development that will be key in further establishing the IB Middle Years Programme.	Curriculum Development, Professional Learning	Tier 1	Monitor	09/01/2015	06/07/2019	\$10000	Administrators, IB Coordinator, Teachers
Data Collection	Staff will continue 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.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2015	06/07/2019	\$0	Assistant Superintendent, Instructional coach, and building administrators

School Improvement Plan

Oxford Middle School

IB Professional Development	Staff will continue to implement the IB programme at IB common planning time on Wednesday mornings. Staff will work collaboratively in department and grade level meetings to further implement the IB MYP. Staff will continue to modify and implement IB unit planners and performance assessments.	Implementation, Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2015	06/10/2022	\$0	Teachers, Administrators, IB consultant
IB Professional Development	Administration and staff new to Oxford Middle School will attend professional development that will be key in implementing the International Baccalaureate Middle Years Program. Key personnel will be trained in the IB philosophy as needed. At IB planning time on Wednesday mornings, staff will share the information and resources gained at these conferences.	Professional Learning			03/01/2010	06/01/2015	\$10000	OMS administration, new teaching staff, key personnel
Research on informational writing	OMS staff will research Best Practice from sources such as International Baccalaureate program, Oakland Schools Literacy program, and other research on improving student informational writing. Staff will share these strategies at professional development. Staff will model strategies for informational writing in their classroom for other teachers on walkthroughs	Other			09/01/2010	06/01/2015	\$500	OMS administration, OMS Teacher Leaders, OMS teachers
After School Tutoring	Students who have been identified by science teachers that are struggling in the science content area will be recommended for after school "homework club" for additional assistance in science and or Saturday School for the purpose of work completion formative assessment re-takes.	Monitor, Academic Support Program	Tier 2	Monitor	09/08/2015	06/07/2019	\$0	Science Teachers
Data and PLC	OMS will further implement the PLC model with the focused intention of gathering data from common assessments and using that data to drive instruction to improve student achievement.	Monitor, Teacher Collaboration, Technology, Professional Learning	Tier 1	Monitor	09/08/2015	06/07/2019	\$0	Administrators, Teachers, Counselors
IB Professional Development	Administration and staff will continue to attend professional development that will be key in further establishing the International Baccalaureate Middle Years Programme	Academic Support Program, Professional Learning	Tier 1	Monitor	09/10/2015	06/07/2019	\$0	Administrators, IB coordinator, Teachers
Marzano Vocabulary Strategies	Staff will continue to develop content based vocabulary term banks with knowledge acquisition of said terms based on Marzano learning strategies.	Teacher Collaboration, Technology	Tier 1	Monitor	09/01/2015	06/10/2022	\$0	Teachers

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Middle School Reading Interventions	Assigned reading teachers will continue to develop and adapt the established reading intervention classes for general education students. This class will be mandatory for students who score in the bottom half of Fastbridge testing. The grade level classes will follow their respective curriculums and use AARI, Scholastic Online and SSR. After school homework clubs will remain available for students who struggle with content and/or work completion.	Monitor, Academic Support Program, Teacher Collaboration, Technology	Tier 2		09/08/2015	06/07/2019	\$20000	OMS Teachers
Improving student learning of vocabulary	Staff will attend professional development sessions to learn and implement Best Practice instruction for the teaching and learning of subject area vocabulary words and terms. Staff will share these practices during professional development time. Teacher Leaders will demonstrate strategies that effectively teach vocabulary.	Direct Instruction			09/01/2009	06/01/2015	\$2000	Teacher Leaders, OMS administration,
Common Writing Rubrics for Content Area Teachers	Content area teachers will also adopt a common rubric for the effective and consistent evaluation of student writing.	Professional Learning			09/01/2010	06/01/2015	\$100	Content area teachers, ELA teachers, OMS administration
Incorporate Content Reading class	Oxford Middle School will implement a class that will focus on improving the reading skills of struggling students. Students who score a 2, 3, or a 4 on the MEAP reading test. The teacher will attend intensive training through Oakland Schools literacy program. The class will utilize the Read About software. A similar program will be implemented for special needs students using the Read About and Read 180 software. Special education teachers will attend training as well to learn Best Practice research for the improvement of reading skills for special needs students.	Academic Support Program			09/01/2009	06/01/2015	\$30000	OMS administration, content area teachers, special education teachers, counselors, assistant superintendent for student services and assistant superintendent for curriculum.

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Developing Reading & Note Taking Strategies	Staff have attended and will attend professional development on best practices for improving reading comprehension through the implementation of reading strategies to decode informational texts. Specifically, teachers will be in-serviced on the following strategies: Text in the Middle, Prediction Reaction Guides, and This Reminds Me Of with the goal of embedding these strategies within IB Unit Planners. Staff will determine school-wide standardized format for note-taking to decode informational reading at all grade levels and subject areas	Direct Instruction			09/01/2009	06/01/2015	\$500	OMS Teacher Leaders, MYP Subject Lead Teachers, OMS administration
Common Writing Rubrics	ELA teachers will adopt a common rubric for the effective and consistent evaluation of student writing.	Policy and Process			09/01/2010	06/01/2015	\$100	ELA teachers
Common Assessments K-12	To better establish common standards based grading criteria, teachers will work with district supervisors and administration to develop meaningful common assessments to be used to drive instruction through Illuminate.	Walkthrough, Teacher Collaboration, Technology	Tier 1	Monitor	09/01/2015	06/07/2019	\$0	Teachers, Administrators, Instructional Coach
??	???	Teacher Collaboration, Professional Learning	Tier 1		09/01/2015	06/10/2016	\$0	??????
IB Professional Development	Administration and staff will continue to attend professional development that will be key in further establishing the IB Middle Years Programme.	Teacher Collaboration, Professional Learning	Tier 1		09/08/2015	06/07/2019	\$20000	Administrators, IB Coordinator, Teachers
IB Instructional Practices PD	Staff will continue to develop IB instructional practices at common IB planning time on Wednesday mornings. Staff will work collaboratively in grade level meetings to further implement the IB MYP.	Professional Learning	Tier 1	Monitor	09/10/2015	06/07/2019	\$0	Teachers, Administrators, IB Coordinator
IB Instructional Practices PD	Staff will continue to develop the International Baccalaureate Middle Years Programme instructional practices for science at IB common planning time on Wednesday mornings. Staff will work collaboratively in content/grade groups to develop best practices as they relate to the IB curriculum.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/08/2015	06/07/2019	\$1000	Administrators, Science Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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After School Tutoring	Assigned social studies teachers will continue to adapt and develop the intervention strategies for struggling students. Struggling students will be encouraged to attend after school homework clubs for support or Saturday school for work completion.	Monitor, Academic Support Program	Tier 2	Monitor	09/08/2015	06/07/2019	\$20000	Teachers, Counselors
Math Lab	Assigned math teachers will continue to adapt and develop the established math intervention classes for general education students. This class will be mandatory for students who score in the bottom half of the Fastbridge screener assessment. The grade level classes will follow their respective curriculums.	Academic Support Program, Technology	Tier 2	Monitor	09/08/2015	06/07/2019	\$20000	OMS Teachers, Counselors, Administrators
Direct Instruction Math Classes	Continued use of Direct Instruction math classes will individually tailor additional instruction for students with disabilities who struggle with basic math concepts and skills.	Academic Support Program, Teacher Collaboration, Technology	Tier 3	Monitor	09/08/2015	06/07/2019	\$0	OMS Administration, Counselors, Intervention Math Teachers.
Reading Intervention with Direct Instruction	Continued utilization of AARI and Scholastic Online and SSR in direct instruction classes will be used to tailor individual instruction for students with disabilities who struggle with basic reading skills.	Academic Support Program, Technology, Materials	Tier 3	Monitor	09/08/2015	06/07/2019	\$0	Administrators, Counselors, Intervention Reading Teachers
After School Tutoring	Assigned writing teachers will continue to adapt and develop the intervention strategies for struggling students. Struggling students will be encouraged to attend after school homework clubs for support or Saturday school for work completion.	Monitor, Academic Support Program	Tier 2	Monitor	09/08/2015	06/07/2019	\$20000	Teachers, Counselors
Implementation of 7th grade alternative math curriculum class for visual learners	7th grade Math teachers will be trained to implement intervention math class for general education students. This class will be mandatory for students who score in the bottom half of the Star math scores. The class will follow the 7th grade math curriculum but will utilize a different math program than the Chicago transitions program. OMS will purchase and implement a math software program from the Mind Institute. This program is designed to meet struggling math students.	Academic Support Program			09/01/2010	06/01/2015	\$20000	OMS Teachers
Purchase of software program	OMS will purchase Accelerated Math for Intervention software from Renaissance Learning	Technology			03/01/2013	06/01/2015	\$20000	OMS administration and math teachers