



# **School Improvement Plan**

Oxford High School

Oxford Community Schools

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# TABLE OF CONTENTS

Introduction .....	1
<b>Improvement Plan Assurance</b>	
Introduction .....	3
Improvement Plan Assurance .....	4
<b>Oxford High School SIP 2019-2020</b>	
Overview .....	6
Goals Summary .....	7
Goal 1: Students at Oxford High School will improve their reading performance. ....	8
Goal 2: Students at Oxford High School will improve their writing performance.....	12
Goal 3: All students will enhance their preparation for success in a global environment.....	15
Goal 4: Students at Oxford High School will improve their mathematical skills and knowledge.....	19
Goal 5: Students at Oxford High School will improve their skills and knowledge in Social Studies.....	23
Activity Summary by Funding Source .....	26

## **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST - The 2019-20 SIP will be adjusted as needed throughout the year with input from various stakeholder groups.	

# **Oxford High School SIP 2019-2020**

## **Overview**

### **Plan Name**

Oxford High School SIP 2019-2020

### **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 High School will improve their reading performance.	Objectives: 3 Strategies: 4 Activities: 4	Academic	\$4000
2	Students at Oxford High School will improve their writing performance.	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$3500
3	All students will enhance their preparation for success in a global environment.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
4	Students at Oxford High School will improve their mathematical skills and knowledge.	Objectives: 3 Strategies: 4 Activities: 5	Academic	\$4500
5	Students at Oxford High School will improve their skills and knowledge in Social Studies.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$500

## Goal 1: Students at Oxford High School will improve their reading performance.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on all standards in Reading by 06/12/2020 as measured by student performance on mandated State assessments.

### Strategy 1:

Words in Context Vocabulary Strategies - Staff will apprentice students in the essential vocabulary of their discipline and instruct vocabulary strategies to build word knowledge - along with problem solving and resiliency skills. Professional training sessions will occur at OHS and district-wide professional development days. Additional formal training will occur on Wednesday mornings as part of the IB planning, SpringBoard, Big Ideas, NGSS, and C3 implementation process at OHS. Students will increase the use of vocabulary strategies with a specific emphasis on using context to determine meaning.

Category: English/Language Arts

Research Cited: IB Criterion Standards, Big Ideas Math, NGSS, SpringBoard, and the C3 curricular initiatives will serve as the foundation research for this strategy. Additional support will genesis from the works of Robert Marzano, "Reading Next" by the Carnegie Foundation, Stephanie McConachie, Rachel Bilmeyer, "A Look at Close Reading Strategies" by Beth Burke, as well as the work of HiClass via Laura Schiller, and RAISE by WestED.

Tier: Tier 1

Activity - Literacy and Inquiry Initiative in All Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Oxford High School

<p>Staff will train and implement content area literacy strategies consistent with the process of reading apprenticeship and the SpringBoard curriculum. The training, processes, and activities will focus on the work of College Board SpringBoard, .Big Ideas Math, NGSS, and the C3 initiatives - along with methodologies inherent in IB. Essential CCSS and College Board Literacy standards will be utilized for focus and growth monitoring. Oakland Schools and the OHS Literacy Team will serve as a resource. AP trained teachers will also be relied upon as departmental learners in the literacy effort. Literacy benchmarks will be further measured through intentional SLO targets and will include IB criterion specific language.</p>	<p>Teacher Collaboration, Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/03/2015</p>	<p>06/18/2021</p>	<p>\$0</p>	<p>General Fund</p>	<p>Reading Apprenticeship trained teachers, along with IB coordinators and Teacher Leaders, will lead this process. The Literacy and SIP teams will take the lead as a resource and in planning the OHS universal reading intervention.</p>
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### Strategy 2:

Reading Comprehension Strategies - Staff will train in and use strategies to improve student comprehension in reading. These strategies will include practices such as meta-cognition, activating prior knowledge, recognizing purpose for reading, and determining text structure. Reading comprehension strategies such as visualizing and using graphic organizers, among others will also be visible in all classrooms. Specific focus will be given to close reading strategies in preparation for the PSAT 9/10 and SAT being implemented as the current mandated State assessments.

The Literacy Team and AP trained teachers will take the lead and be utilized as resources for entire school Literacy Initiative.

Category: Career and College Ready

Research Cited: The research used as the foundation of this strategy will be the works of Robert Marzano, "Reading Next" by the Carnegie Foundation, Stephanie McConachie, Rachel Bilmeyer, "A Look at Close Reading Strategies" by Beth Burke, as well as the work of HiClass via Laura Schiller, and RAISE by WestED.

Tier: Tier 1

Activity - Content Area Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Oxford High School

<p>Content area literacy training sessions for staff will occur at OHS and district-wide professional development days. Additional formal training sessions will occur on Wednesday mornings as part of the IB and NCSS implementation process. The ELA Department and Literacy Team will serve as principal resources for the OHS Literacy Initiative.</p>	<p>Evaluation, Teacher Collaboration, Implementation, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2014</p>	<p>06/18/2021</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The RAISE and HiClass trained teachers, along with IB coordinators and Teacher Leaders, will lead this process. Most of these teachers serve on the OHS Literacy Team.</p>
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### Measurable Objective 2:

A 5% increase of Bottom 30% students will demonstrate a proficiency on identified standards of struggle (currently R2.1 and R2.2 Strategy Development and Meaning Beyond Literal) in English Language Arts by 06/12/2020 as measured by performance on the mandated state assessments..

### Strategy 1:

Academic Lab - ELA - Freshman and Sophomore students who have demonstrated a lack of success and are most at risk as identified by historical grades and locally used screeners (FASTBridge and NWEA) will be placed in the academic support course Academic Lab. The course is small in class size and will feature a combination of small group instruction and online support. Areas of specific struggles will be identified by students past academic performance and the use of the progress monitoring tools.

Category: Learning Support Systems

Research Cited: Both Oakland Schools and the Macomb ISD will be utilized as valuable resources. Alignment to CCSS and IB standards will be cross referenced with student performance data from both M-STEP and ACT/SAT item analysis. Systems of support have been developed by using research from Robert Marzano, Tony Wagner, and Tim Elmore. Additional resources will come from NWEA and supporting journals.

Tier: Tier 2

Activity - Screening and Identification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Oxford High School

Counselors, teachers, and MTSS coordinator will proactively identify students most in need of the Academic Lab 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 Academic Lab teacher through both small group interventions on both study habits and pre-teaching content instruction. The course will be supported through the NWEA online intervention program.	Behavioral Support Program, Monitor, Academic Support Program, Technology	Tier 2	Implement	04/19/2018	06/12/2020	\$2000	General Fund	Counselors , teachers, and MTSS Coordinator identify students for intervention . The MTSS team administers the assessment screener (FAAST and NWEA) and implements the REACH curriculum.
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**Measurable Objective 3:**

A 5% increase of English Learners students will demonstrate a proficiency literacy skills in English Language Arts by 06/12/2020 as measured by student performance on the SAT and WIDA assessments.

**Strategy 1:**

ESL/ELA Support - Identified ELL/ESL students will be provided additional supports within a ELA 9 and ELA 10 course. The course will be reduced in class size and taught by a certified ESL staff member. This support is in addition to available ASAP and Academic Lab programs.

Category: English/Language Arts

Research Cited: Both Oakland Schools and the Macomb ISD will be utilized as valuable resources. Alignment to CCSS and IB standards will be cross referenced with student performance data from both M-STEP and PSAT and SAT item analysis.

Tier: Tier 3

Activity - Identification and Placement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Oxford High School

ESL/ELL students will be identified for course placement using the W-APT and WIDA assessments.	Communication, Academic Support Program	Tier 3	Implement	04/26/2018	06/18/2021	\$2000	Section 31a	The district-wide ESL Coordinator and staff, along with counseling and the OHS MTSS team, will screen and identify students for placement.
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## Goal 2: Students at Oxford High School will improve their writing performance.

### Measurable Objective 1:

10% of All Students will demonstrate a proficiency on all standards in Writing by 06/18/2021 as measured by student performance on mandated State assessments..

### Strategy 1:

SpringBoard Curriculum Implementation - Staff will research and train in best practices in writing instruction and assessment (for purpose, targeting audience, organizing and developing ideas/detail, and engaging in rigorous thinking) as students use writing to demonstrate thinking and learning. Increased focus will be placed on PSAT/SAT writing rubrics consequent to the implementation of the SAT as the new State assessment. Staff will increase the frequency and depth of knowledge (DOK) in which they require writing in their classrooms - and increasing awareness of writing as part of the thinking and learning process. Sessions will focus on the work of the College Board SpringBoard curriculum, along with reading apprenticeship strategies. These training sessions will occur for staff at HS and district-wide scheduled professional development days. Additional training will occur on Wednesday mornings as part of the IB and PLC planning and implementation process at OHS. The training's will be function as part of a whole school reading and writing initiative focusing on essential CCSS and College Board ELA standards, as well as appropriate IB Criterion standards, identified by the Literacy and SIP teams.

Category: Career and College Ready

Research Cited: College Board SpringBoard will serve as foundation research for this strategy as will the works of Robert Marzano, RAISE, and HiClass. Addition research will be drawn fro the Writing Next Project and the Smarter Balanced Assessment Project. CCSS ELA Standards will be utilized to identify building wide essential standards for growth measurement.

Tier: Tier 1

Activity - Standard Conventions for Content Area Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Oxford High School

<p>Content area literacy training sessions for staff will occur at OHS and district-wide professional development days. Additional formal training sessions will occur on Wednesday mornings as part of the IB and PLC process. During training much effort will be spent on developing common rubrics for written work. In addition, this training will serve as part of a whole school reading and writing intervention to be implemented within each course at OHS.</p>	<p>Teacher Collaboration, Curriculum Development, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2014</p>	<p>06/18/2021</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The Literacy and RAISE teams, along with IB Coordinators and teacher leaders, will lead and monitor these efforts. The ELA department will lead the planning for the Literacy Initiative. AP trained teachers will be relied upon as resident experts within.</p>
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### Strategy 2:

Informational Writing - Using IB Criterion Standards and the College Board SpringBoard curriculum as guidance, staff will train in best practices to implement writing strategies specific to their discipline. Staff will also require increased frequency of writing in their classrooms. The building and application of writing and IB Criterion rubrics will be part of professional development sessions as well as acquainting students with PSAT/SAT expectations. The PD will focus on the work of Robert Marzano, RAISE, College Board, and additional resources aligned with IB methodologies. This training will be part of a whole school reading and writing intervention initiative.

Category: Career and College Ready

Research Cited: College Board SpringBoard will serve as foundation research for this strategy as will the works of Robert Marzano, RAISE, and HiClass. Additional research will be drawn from the Writing Next Project and the NGSS initiative.

Tier: Tier 1

Activity - Content Area Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Oxford High School

<p>Content area literacy training sessions for staff will occur at OHS and district-wide professional development days. Additional formal training sessions will occur on Wednesday mornings as part of the IB and NCSS implementation process. During training much effort will be spent on developing common rubrics for written work. This training will be utilized as part of a whole school reading and writing initiative.</p>	<p>Professional Learning, Implementation, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/27/2018</p>	<p>06/12/2020</p>	<p>\$1500</p>	<p>Title II Part A</p>	<p>The Literacy/RAISE teams will be charged with implementing this strategy with support from IB Coordinators and the Teacher Leader team. The ELA Department will lead the whole school intervention.</p>
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### Measurable Objective 2:

A 5% increase of Bottom 30% students will demonstrate a proficiency on identified standards of struggle. in English Language Arts by 06/18/2021 as measured by student performance on mandated State assessments..

### Strategy 1:

Academic Lab - ELA - Freshman and Sophomore students who have demonstrated a lack of success and are most at risk as identified by test scores and grades will be placed in an academic support course called Academic Lab. The course has small class sizes and will feature a combination of small group instruction and online support. Areas of specific struggles will be identified by students past academic performance and the use of historical data, FastBridge and NWEA assessment results.

Category: Learning Support Systems

Research Cited: Both Oakland Schools and the Macomb ISD will be utilized as valuable resources. Alignment to CCSS and IB standards will be cross referenced with student performance data from both M-STEP and ACT/SAT item analysis. Systems of support have been developed by using research from Robert Marzano, Tony Wagner, and Tim Elmore. Additional resources will come from the College Board and supporting journals.

Tier: Tier 2

Activity - Screening and Identification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Oxford High School

Counselors, teachers, and MTSS coordinator will proactively identify students most in need of the Academic Lab 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 Academic Lab teacher through both small group interventions on both study habits and pre-teaching content instruction. The course will be supported through the NWEA online intervention program.	Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 2	Implement	05/10/2018	06/18/2021	\$2000	General Fund	Counselors, teachers, and MTSS coordinator identify students for intervention. The MTSS Coordinator administers the assessment screener and implements the Academic Lab curriculum
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### Goal 3: All students will enhance their preparation for success in a global environment.

#### Measurable Objective 1:

demonstrate a behavior for preparedness in an ever-changing global society by 06/18/2021 as measured by teacher/student perception data, IB skills for Learner Profile reporting, participation in IB community action and service, and an inventory of opportunities for students..

#### Strategy 1:

Global Community Competence - 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 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 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 to how their investigation relates to core content areas/standards. Students learn a second language (Chinese, Spanish), mandatory daily lessons, K-10 that are reinforced within these conversations/discussions.

Category: Other - Global Preparedness

Research Cited: Tony Wagner, Closing the Global Achievement Gap,

Linda Darling Hammond, The Flat World of Education

Tim Elmore, I Y Generation

Tier: Tier 1

## School Improvement Plan

Oxford High School

Activity - World Language Proficiency	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 continue to identify assessments to measure student progress on these expectations (STAMP and locally built assessments).	Curriculum Development, Implementation	Tier 1		07/23/2018	06/18/2021	\$0	General Fund	The Assistant Superintendent of Curriculum, building administration and 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 asses
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 Social Justice training and begin to implement and expand diversity programs/opportunities at OHS. Oxford High School will continue to build on the foundation that began in 2016-17 in providing increased awareness of cultural, ethnic, religious, and other differences. Example of such initiatives include - but are not limited to - Social Justice Club, Olweus Bully Prevention, Student Mentorship, Student Leadership, LINK Leaders, I'm 3rd, 13 Reasons Why Not, and Breakfast Club.	Behavioral Support Program, Teacher Collaboration, Professional Learning, Community Engagement	Tier 1	Monitor	08/27/2018	06/18/2021	\$0	General Fund	Building Administration, Dean of Students, Student Leadership, Dr. Jay Marks, and the Diversity Team will lead this effort.

## School Improvement Plan

Oxford High School

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### Strategy 2:

International Baccalaureate Implementation and Monitoring - IB coordinators and building level administrators will organize opportunities for students to utilize student learning and 21st Century Skills for provided problem based learning opportunities. These opportunities will be critical aspects of each classroom as part of the IB DP and IB MYP implementation process at OHS.

Additionally, both MYP and DP received feedback from the Self-Study and Re-authorization process during the 2018-19 school year. The feedback from each of these successful re-authorizations will guide further direction as a plan for growth is built throughout the 2019-20 academic year.

Category: Career and College Ready

Research Cited: Linda Darling Hammond, The Flat World of Education

Tony Wagner, The Global Achievement Gap.

David Price, Open

H. Lynn Erickson and Lois A. Lanning, Transitioning to Concept Based Curriculum and Instruction

IB Re-authorization reports of Spring of 2019.

Tier: Tier 1

Activity - MYP Personal Project/ DP CAS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# School Improvement Plan

Oxford High School

<p>The IB MYP coordinator will continue to develop the model for implementing the IB Personal Project. The IB MYP coordinator in conjunction with a designated staff member will implement a Personal Project course within the first semester of the 10th grade year.</p> <p>The aims of the MYP projects are to encourage and enable students to:</p> <ul style="list-style-type: none"> <li>-participate in a sustained, self-directed inquiry within a global context</li> <li>-generate creative new insights and develop deeper understandings through in-depth investigation</li> <li>-demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time</li> <li>-communicate effectively in a variety of situations</li> <li>-demonstrate responsible action through, or as a result of, learning</li> <li>-appreciate the process of learning and take pride in their accomplishments.</li> </ul> <p>OHS will implement the CAS component of the IB DP Programme and guide students to navigate the pressures of the rigorous IB DP programme. CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. CAS requires students to take part in a range of activities and projects. These should always involve:</p> <ul style="list-style-type: none"> <li>-real, purposeful activities, with significant outcomes</li> <li>-personal challenge</li> <li>-thoughtful consideration, such as planning, reviewing progress, reporting</li> <li>-reflection on outcomes and personal learning.</li> </ul> <p>The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:</p> <ul style="list-style-type: none"> <li>-Creativity – arts, and other experiences that involve creative thinking.</li> <li>-Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.</li> <li>-Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.</li> </ul> <p>In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to:</p> <ul style="list-style-type: none"> <li>-show initiative</li> <li>-demonstrate perseverance</li> <li>-develop skills such as collaboration, problem solving and decision making.</li> </ul>	<p>Career Preparation /Orientation , Teacher Collaboration, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/17/2022</p>	<p>\$0</p>	<p>General Fund</p>	<p>The IB MYP and the IB DP Coordinators, along with the CAS coordinator will organize, direct, and monitor the MYP Personal Project and the CAS activities of DP candidates.</p>
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## School Improvement Plan

Oxford High School

Activity - MYP/DP Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Administration and staff will continue to train in and monitor the use/effectiveness of IB MYP and DP methodologies and instructional practices. The adjusting of unit planners to implement inquiry based strategies to address both content and 21st skills, along with corresponding common assessments will be the key components of PD and departmental PLC efforts. Work in the 2019-20 school year will focus on assuring fidelity in the IB MYP grading process; both in assessing and recording of grades. Additional focus will occur in implementing concept-based curriculum and instruction - in accordance with IB philosophies - within all OHS classrooms. Additionally, all OHS and OMS administrators and MYP coordinators will undergo IB MYP Head of Schools training.</p> <p>Building administration and the IB MYP and DP coordinators will lead the IB implementation and monitoring efforts</p>	Career Preparation /Orientation , Teacher Collaboration, Curriculum Development, Technology	Tier 1	Monitor	09/08/2015	06/17/2022	\$0	General Fund	Building administration and the IB MYP and DP coordinators will lead the IB implementation and monitoring efforts

## Goal 4: Students at Oxford High School will improve their mathematical skills and knowledge.

### Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency on standards assessed in Mathematics by 06/11/2021 as measured by student performance on mandated State assessments.

### Strategy 1:

Math Curriculum Implementation - The staff at OHS, in conjunction with Oxford Middle School, will continue to research best practices in mathematics and use student performance data to adjust the vertical and horizontal articulation of the math curriculum, including pacing, scope and sequence, and methodologies, to provide students optimal paths for success. This process will be advanced through the implementation of the new math series of Big Ideas.

Category: Mathematics

Research Cited: Both Oakland Schools and the Macomb ISD will be utilized as valuable resources. Alignment to CCSS and IB standards will be cross referenced with student performance data PSAT and SAT item analysis. Resources from Larson and Boswell's Big Ideas Math series will also be utilized as an anchor resource.

Tier: Tier 1

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

Oxford High School

Staff will utilize both departmental PLC and late start Wednesdays to study student performance data on PSAT, SAT, and local assessments to identify areas of strength and struggle. Gaps in comprehension will be addressed through instructional strategies and/or alignment as necessary.	Teacher Collaboration, Curriculum Development, Professional Learning, Technology	Tier 1	Monitor	08/28/2017	06/12/2020	\$0	No Funding Required	Math department staff with assistance and guidance of district and building administration, and resources from Oakland ISD.
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Activity - Big Ideas Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Department teachers will train in best practices in implementing the newly adopted Big Ideas Math series with greater fidelity.	Teacher Collaboration, Curriculum Development, Professional Learning, Technology, Materials	Tier 1	Implement	08/28/2017	06/12/2020	\$2500	General Fund	Trainers from Big Ideas Learning, coordinated by OCS Chief Academic Officer, will facilitate training of OHS mathematics teachers.

### Strategy 2:

Math and Problem Solving Across the Curriculum - Oxford High School staff will implement mathematical/problem-solving skills throughout the curriculum. As part of implementation of the IB and NCCSS standards and the Oxford Literacy Initiative, problem-solving, inquiry, and discovery skills are to be implemented with fidelity in each OHS classroom. The analysis and synthesis of chart and graph data as well as the solving real world problems within each content area will support the math curriculum in alignment with NCCSS.

Category: Mathematics

Research Cited: Both Oakland ISD and the Macomb ISD will be utilized as valuable resources. Alignment to CCSS and IB standards will be cross referenced with student performance data from both PSAT and SAT item analysis. Other resources to be utilized include M-STEP, and SAT practice sites along with online tutoring/prep sites provided by our Oxford Schools Online Academy (OVA) and the Khan Academy.

Tier: Tier 1

## School Improvement Plan

Oxford High School

Activity - Inquiry Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will train in implementing problem-solving skills as part of the overall Inquiry initiative consistent with IB criterion and instructional methodologies. Included in this PD is the use of charts and graphs as well as building cross-curricular lessons. Staff will also be exposed to and in turn expose students to sample items from Smarter Balance, M-STEP, and PSAT/SAT, which require students to utilize these skills. IB MYP requires the use of inquiry as a best practice and in engaging students. The Marzano protocols within the OCS Teacher Development Model has been adjusted to include such inquiry based look-fors.	Teacher Collaboration, Curriculum Development, Professional Learning, Technology	Tier 1	Implement	08/28/2017	06/16/2022	\$0	No Funding Required	Building administration and staff will provide professional development, in conjunction with the Math and Science departments. and OHS staff will implement.

### Measurable Objective 2:

A 5% increase of Bottom 30% students will demonstrate a proficiency on identified standards of struggle in Mathematics by 06/21/2019 as measured by student performance on the Mathematic sections of mandated State assessments..

### Strategy 1:

Academic Lab - Math - Freshman and Sophomore students who have demonstrated a lack of success and are most at risk as identified by test scores and grades will be placed in an academic support course called Academic Lab. The course has small class sizes and will feature a combination of small group instruction and online support. Areas of specific struggles will be identified by students past academic performance and the use of NWEA and FastBridge assessment results.

Category: Learning Support Systems

Research Cited: Both Oakland Schools and the Macomb ISD will be utilized as valuable resources. Alignment to CCSS and IB standards will be cross referenced with student performance data from PSAT and SAT item analysis - along with local assessment performance. Systems of support have been developed by using research from Robert Marzano, Tony Wagner, and Tim Elmore. Additional resources will come from letsgolearn.com and supporting journals.

Tier: Tier 3

Activity - Screening and Identification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Oxford High School

<p>Counselors, teachers, and MTSS coordinator will proactively identify students most in need of the support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, Academic Lab students are guided by the Academic Lab teacher through both small group interventions on both study habits and pre-teaching content instruction. Additional/alternative support systems will be explored in 2019-20 for increased effectiveness.</p>	<p>Academic Support Program, Technology</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/12/2020</p>	<p>\$2000</p>	<p>General Fund</p>	<p>Counselors, teachers, and the OHS MTSS team will identify students for intervention. The MTSS Coordinator administers the assessment screener and implements the Academic Lab curriculum.</p>
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### Measurable Objective 3:

A 5% increase of Black or African-American, Bottom 30%, Hispanic or Latino and English Learners students will demonstrate a proficiency on identified standards of struggle in Mathematics in Mathematics by 06/18/2021 as measured by student performance on the mathematics section of the PSAT9/10. .

### Strategy 1:

Academic Math Lab - Students entering Oxford High School with the lowest performance scores will be placed in a secondary math support course in addition to Algebra I. The purpose of the Academic Math Lab will be to pre-teach and re mediate concepts taught in Algebra I and build foundation skill necessary for success.

Category: Mathematics

Research Cited: Both Oakland Schools and the Macomb ISD will be utilized as valuable resources. Alignment to CCSS and IB standards will be crossed referenced with student performance data from both PSAT and SAT item analysis. Systems of support have been developed by using research from Ron Larson, Laurie Boswell, Robert Marzano, Tony Wagner, and Tim Elmore.

Tier: Tier 2

Activity - Identification for Placement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Oxford High School

Counseling staff with assistance from OMS math teachers will identify the initial placement for students. OHS math teachers will monitor and adjust placements as necessary. Students will be identified for appropriate placement and early intervention using historical performance in combination with FastBridge, NWEA, and PSAT assessments.	Monitor, Teacher Collaboration, Academic Support Program, Technology	Tier 3	Monitor	09/01/2016	06/12/2020	\$0	General Fund	Counseling staff with assistance from OMS math teachers will identify the initial placement for students. OHS math teachers and the OHS MTSS team will monitor and adjust placements as necessary.
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## Goal 5: Students at Oxford High School will improve their skills and knowledge in Social Studies.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on standards assessed in Social Studies by 06/18/2021 as measured by student performance on State mandated Social Studies Assessments..

### Strategy 1:

Inquiry and Varied Texts - Oxford High School staff will increase student inquiry and problem-solving skills as evidenced by SAT and M-STEP Social Studies, along with Reading and Writing standards. Support will be provided using the newly adopted State of Michigan Social Studies Standards with guidance of the C3 Curriculum Initiative and IB MYP and DP Criterion Standards and Learning Progressions. Skills focusing on vocabulary, making inferences, and creating new knowledge (increasing DoK) will be stressed. OHS Social Studies teachers will utilize varied primary source document analysis as a key strategy to accomplish the stated objective. Formative and summative assessments will be used so that interventions may be implemented in a more timely manner.

Category: Social Studies

Research Cited: The C3 initiative will serve as the foundation research for this strategy as will the works of Robert Marzano, Tony Wagner, Beth Burke, and Tim Elmore. Additional resources will come from the work of FAME, Reading Apprenticeship, and College Board. Study of student performance data on M-STEP, PSAT, and SAT- along with locally developed common assessments will be utilized for guidance.

Tier: Tier 1

## School Improvement Plan

Oxford High School

Activity - Content Area Literacy and Inquiry Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will train in best practices to implement discovery and inquiry strategies within their discipline. The Social Studies (Individuals and Societies) will train throughout the year in the C3 (College, Career, and Citizenship) Initiative and embed learning within the ongoing curriculum rewrite. Staff will also require increased self-directed learning within their classroom consistent with International Baccalaureate (IB), NCCSS methodologies. The building and application of rubrics will be part of professional development training. As Oxford High School continues with the implementation of the IB MYP and DP, as well as NCSS, these skills will become the foundation of essential practices and the Learner Profile at OHS. SLO's to measure student growth will be intentionally developed to include IB MYP and DP Criterion Standards and Learning Progressions.	Teacher Collaboration, Curriculum Development, Professional Learning, Technology	Tier 1		08/06/2018	06/18/2021	\$0	No Funding Required	Building administration, Social Studies Staff, IB Coordinators, Instructional Coach, and the OHS inquiry based Learning team
Activity - Primary Source Document Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OHS Social Studies departmental staff will research, collaborate, create, and implement strategies (such as question formulation) that increase student opportunities to process, analyze, and demonstrate learning by using multiple modes of primary source documents. Support will be provided using IB MYP and DP Criterion Standards and Learning Progressions and will be intentionally included in both individual teacher and departmental SLO targets and strategies.	Teacher Collaboration, Curriculum Development, Professional Learning, Technology, Materials	Tier 1	Implement	08/28/2017	06/18/2021	\$500	General Fund	OHS Social Studies staff will work in PLC's to research and implement best practices.

### Strategy 2:

Comprehension - Staff will train in and utilize strategies to improve student comprehension of informational text within Social Studies. These strategies will include practices such as metacognition, activating prior knowledge, recognizing purpose, and text structures. Reading comprehension strategies such as visualizing and graphic organizers, will also be utilized in all classrooms. Materials will include informational reading passages; primary source documents, tables, charts, graphs; and relevant media.

Category: Social Studies

Research Cited: The foundation research for this strategy will be the works of Robert Marzano, Tony Wagner, and Tim Elmore. Additional resources will come from the work of Laura Schiller and HiClass as well as the Reading Apprenticeship program offered by WestEd (RAISE). Study of student performance data on M-STEP, SAT and PSAT - along with locally developed common assessments will be utilized for guidance.

Tier: Tier 1

**School Improvement Plan**

Oxford High School

Activity - Words in Context - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will apprentice students in the essential vocabulary of their discipline and instruct vocabulary strategies to build word knowledge. Professional training sessions will occur at OHS and district-wide professional development days. Additional formal training will occur on Wednesday mornings as part of the IB planning and inquiry based strategy implementation process at OHS. Students will increase the use of close reading vocabulary strategies with a specific emphasis on using context to determine meaning. Support will be provided using IB MYP and DP Criterion Standards and Learning Progressions.</p>	<p>Teacher Collaboration, Curriculum Development, Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/27/2018</p>	<p>06/16/2022</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Building administration, Social Studies Staff, IB Coordinators, Instructional Coaches, as well as staff trained in content area literacy and inquiry based instruction.</p>

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Area Literacy Training	Content area literacy training sessions for staff will occur at OHS and district-wide professional development days. Additional formal training sessions will occur on Wednesday mornings as part of the IB and NCSS implementation process. During training much effort will be spent on developing common rubrics for written work. This training will be utilized as part of a whole school reading and writing initiative.	Professional Learning, Implementation, Technology	Tier 1	Implement	08/27/2018	06/12/2020	\$1500	The Literacy/RAISE teams will be charged with implementing this strategy with support from IB Coordinators and the Teacher Leader team. The ELA Department will lead the whole school intervention.

### General Fund

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

Oxford High School

Big Ideas Math	Math Department teachers will train in best practices in implementing the newly adopted Big Ideas Math series with greater fidelity.	Teacher Collaboration, Curriculum Development, Professional Learning, Technology, Materials	Tier 1	Implement	08/28/2017	06/12/2020	\$2500	Trainers form Big Ideas Learning, coordinated by OCS Chief Academic Officer, will facilitate training of OHS mathematics teachers.
Screening and Identification	Counselors, teachers, and MTSS coordinator will proactively identify students most in need of the Academic Lab 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 Academic Lab teacher through both small group interventions on both study habits and pre-teaching content instruction. The course will be supported through the NWEA online intervention program.	Behavioral Support Program, Monitor, Academic Support Program, Technology	Tier 2	Implement	04/19/2018	06/12/2020	\$2000	Counselors, teachers, and MTSS Coordinator identify students for intervention. The MTSS team administers the assessment screener (FAAST and NWEA) and implements the REACH curriculum.
Primary Source Document Analysis	OHS Social Studies departmental staff will research, collaborate, create, and implement strategies (such as question formulation) that increase student opportunities to process, analyze, and demonstrate learning by using multiple modes of primary source documents. Support will be provided using IB MYP and DP Criterion Standards and Learning Progressions and will be intentionally included in both individual teacher and departmental SLO targets and strategies.	Teacher Collaboration, Curriculum Development, Professional Learning, Technology, Materials	Tier 1	Implement	08/28/2017	06/18/2021	\$500	OHS Social Studies staff will work in PLC's to research and implement best practices.

**School Improvement Plan**

Oxford High School

<p>Literacy and Inquiry Initiative in All Classrooms</p>	<p>Staff will train and implement content area literacy strategies consistent with the process of reading apprenticeship and the SpringBoard curriculum. The training, processes, and activities will focus on the work of College Board SpringBoard, .Big Ideas Math, NGSS, and the C3 initiatives - along with methodologies inherent in IB. Essential CCSS and College Board Literacy standards will be utilized for focus and growth monitoring. Oakland Schools and the OHS Literacy Team will serve as a resource. AP trained teachers will also be relied upon as departmental learners in the literacy effort. Literacy benchmarks will be further measured through intentional SLO targets and will include IB criterion specific language.</p>	<p>Teacher Collaboration, Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/03/2015</p>	<p>06/18/2021</p>	<p>\$0</p>	<p>Reading Apprenticeship trained teachers, along with IB coordinators and Teacher Leaders, will lead this process. The Literacy and SIP teams will take the lead as a resource and in planning the OHS universal reading intervention.</p>
<p>Screening and Identification</p>	<p>Counselors, teachers, and MTSS coordinator will proactively identify students most in need of the support class. Parents and students will be contacted and counseled into the course. Once enrolled in the course, with a small class size, Academic Lab students are guided by the Academic Lab teacher through both small group interventions on both study habits and pre-teaching content instruction. Additional/alternative support systems will be explored in 2019-20 for increased effectiveness.</p>	<p>Academic Support Program, Technology</p>	<p>Tier 3</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/12/2020</p>	<p>\$2000</p>	<p>Counselors, teachers, and the OHS MTSS team will identify students for intervention. The MTSS Coordinator administers the assessment screener and implements the Academic Lab curriculum.</p>

## School Improvement Plan

Oxford High School

MYP/DP Process	<p>Administration and staff will continue to train in and monitor the use/effectiveness of IB MYP and DP methodologies and instructional practices. The adjusting of unit planners to implement inquiry based strategies to address both content and 21st skills, along with corresponding common assessments will be the key components of PD and departmental PLC efforts. Work in the 2019-20 school year will focus on assuring fidelity in the IB MYP grading process; both in assessing and recording of grades. Additional focus will occur in implementing concept-based curriculum and instruction - in accordance with IB philosophies - within all OHS classrooms. Additionally, all OHS and OMS administrators and MYP coordinators will undergo IB MYP Head of Schools training.</p> <p>Building administration and the IB MYP and DP coordinators will lead the IB implementation and monitoring efforts</p>	Career Preparation /Orientation, Teacher Collaboration, Curriculum Development, Technology	Tier 1	Monitor	09/08/2015	06/17/2022	\$0	Building administration and the IB MYP and DP coordinators will lead the IB implementation and monitoring efforts
Screening and Identification	<p>Counselors, teachers, and MTSS coordinator will proactively identify students most in need of the Academic Lab 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 Academic Lab teacher through both small group interventions on both study habits and pre-teaching content instruction. The course will be supported through the NWEA online intervention program.</p>	Behavioral Support Program, Teacher Collaboration, Academic Support Program	Tier 2	Implement	05/10/2018	06/18/2021	\$2000	Counselors, teachers, and MTSS coordinator identify students for intervention. The MTSS Coordinator administers the assessment screener and implements the Academic Lab curriculum

**School Improvement Plan**

Oxford High School

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 Social Justice training and begin to implement and expand diversity programs/opportunities at OHS. Oxford High School will continue to build on the foundation that began in 2016-17 in providing increased awareness of cultural, ethnic, religious, and other differences. Example of such initiatives include - but are not limited to - Social Justice Club, Olweus Bully Prevention, Student Mentorship, Student Leadership, LINK Leaders, I'm 3rd, 13 Reasons Why Not, and Breakfast Club.	Behavioral Support Program, Teacher Collaboration, Professional Learning, Community Engagement	Tier 1	Monitor	08/27/2018	06/18/2021	\$0	Building Administration, Dean of Students, Student Leadership, Dr. Jay Marks, and the Diversity Team will lead this effort.
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**School Improvement Plan**

Oxford High School

<p>MYP Personal Project/ DP CAS</p>	<p>The IB MYP coordinator will continue to develop the model for implementing the IB Personal Project. The IB MYP coordinator in conjunction with a designated staff member will implement a Personal Project course within the first semester of the 10th grade year.</p> <p>The aims of the MYP projects are to encourage and enable students to:</p> <ul style="list-style-type: none"> <li>-participate in a sustained, self-directed inquiry within a global context</li> <li>-generate creative new insights and develop deeper understandings through in-depth investigation</li> <li>-demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time</li> <li>-communicate effectively in a variety of situations</li> <li>-demonstrate responsible action through, or as a result of, learning</li> <li>-appreciate the process of learning and take pride in their accomplishments.</li> </ul> <p>OHS will implement the CAS component of the IB DP Programme and guide students to navigate the pressures of the rigorous IB DP programme. CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. CAS requires students to take part in a range of activities and projects. These should always involve:</p> <ul style="list-style-type: none"> <li>-real, purposeful activities, with significant outcomes</li> <li>-personal challenge</li> <li>-thoughtful consideration, such as planning, reviewing progress, reporting</li> <li>-reflection on outcomes and personal learning.</li> </ul> <p>The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:</p> <ul style="list-style-type: none"> <li>-Creativity – arts, and other experiences that involve creative thinking.</li> <li>-Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.</li> <li>-Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.</li> </ul>	<p>Career Preparation /Orientation , Teacher Collaborati on, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/17/2022</p>	<p>\$0</p>	<p>The IB MYP and the IB DP Coordinators, along with the CAS coordinator will organize, direct, and monitor the MYP Personal Project and the CAS activities of DP candidates.</p>
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**School Improvement Plan**

Oxford High School

	<p>respected.</p> <p>In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to:</p> <ul style="list-style-type: none"> <li>-show initiative</li> <li>-demonstrate perseverance</li> <li>-develop skills such as collaboration, problem solving and decision making.</li> </ul>							
<p>World Language Proficiency</p>	<p>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 continue to identify assessments to measure student progress on these expectations (STAMP and locally built assessments).</p>	<p>Curriculum Development, Implementation</p>	<p>Tier 1</p>		<p>07/23/2018</p>	<p>06/18/2021</p>	<p>\$0</p>	<p>The Assistant Superintendent of Curriculum, building administration and 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 asses</p>

## School Improvement Plan

Oxford High School

Identification for Placement	Counseling staff with assistance from OMS math teachers will identify the initial placement for students. OHS math teachers will monitor and adjust placements as necessary. Students will be identified for appropriate placement and early intervention using historical performance in combination with FastBridge, NWEA, and PSAT assessments.	Monitor, Teacher Collaboration, Academic Support Program, Technology	Tier 3	Monitor	09/01/2016	06/12/2020	\$0	Counseling staff with assistance from OMS math teachers will identify the initial placement for students. OHS math teachers and the OHS MTSS team will monitor and adjust placements as necessary.
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### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Identification and Placement	ESL/ELL students will be identified for course placement using the W-APT and WIDA assessments.	Communication, Academic Support Program	Tier 3	Implement	04/26/2018	06/18/2021	\$2000	The district-wide ESL Coordinator and staff, along with counseling and the OHS MTSS team, will screen and identify students for placement.

### No Funding Required

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

Oxford High School

<p>Standard Conventions for Content Area Literacy</p>	<p>Content area literacy training sessions for staff will occur at OHS and district-wide professional development days. Additional formal training sessions will occur on Wednesday mornings as part of the IB and PLC process. During training much effort will be spent on developing common rubrics for written work. In addition, this training will serve as part of a whole school reading and writing intervention to be implemented within each course at OHS.</p>	<p>Teacher Collaboration, Curriculum Development, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/26/2014</p>	<p>06/18/2021</p>	<p>\$0</p>	<p>The Literacy and RAISE teams, along with IB Coordinators and teacher leaders, will lead and monitor these efforts. The ELA department will lead the planning for the Literacy Initiative. AP trained teachers will be relied upon as resident experts within.</p>
<p>Content Area Literacy and Inquiry Training</p>	<p>Staff will train in best practices to implement discovery and inquiry strategies within their discipline. The Social Studies (Individuals and Societies) will train throughout the year in the C3 (College, Career, and Citizenship) Initiative and embed learning within the ongoing curriculum rewrite. Staff will also require increased self-directed learning within their classroom consistent with International Baccalaureate (IB), NCCSS methodologies. The building and application of rubrics will be part of professional development training. As Oxford High School continues with the implementation of the IB MYP and DP, as well as NCSS, these skills will become the foundation of essential practices and the Learner Profile at OHS. SLO's to measure student growth will be intentionally developed to include IB MYP and DP Criterion Standards and Learning Progressions.</p>	<p>Teacher Collaboration, Curriculum Development, Professional Learning, Technology</p>	<p>Tier 1</p>		<p>08/06/2018</p>	<p>06/18/2021</p>	<p>\$0</p>	<p>Building administration, Social Studies Staff, IB Coordinators, Instructional Coach, and the OHS inquiry based Learning team</p>

## School Improvement Plan

Oxford High School

<p>Inquiry Professional Development</p>	<p>Staff will train in implementing problem-solving skills as part of the overall Inquiry initiative consistent with IB criterion and instructional methodologies. Included in this PD is the use of charts and graphs as well as building cross-curricular lessons. Staff will also be exposed to and in turn expose students to sample items from Smarter Balance, M-STEP, and PSAT/SAT, which require students to utilize these skills. IB MYP requires the use of inquiry as a best practice and in engaging students. The Marzano protocols within the OCS Teacher Development Model has been adjusted to include such inquiry based look-fors.</p>	<p>Teacher Collaboration, Curriculum Development, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2017</p>	<p>06/16/2022</p>	<p>\$0</p>	<p>Building administration and staff will provide professional development, in conjunction with the Math and Science departments. and OHS staff will implement.</p>
<p>Words in Context - Vocabulary</p>	<p>Staff will apprentice students in the essential vocabulary of their discipline and instruct vocabulary strategies to build word knowledge. Professional training sessions will occur at OHS and district-wide professional development days. Additional formal training will occur on Wednesday mornings as part of the IB planning and inquiry based strategy implementation process at OHS. Students will increase the use of close reading vocabulary strategies with a specific emphasis on using context to determine meaning. Support will be provided using IB MYP and DP Criterion Standards and Learning Progressions.</p>	<p>Teacher Collaboration, Curriculum Development, Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/27/2018</p>	<p>06/16/2022</p>	<p>\$0</p>	<p>Building administration, Social Studies Staff, IB Coordinators, Instructional Coaches, as well as staff trained in content area literacy and inquiry based instruction.</p>
<p>Data Analysis</p>	<p>Staff will utilize both departmental PLC and late start Wednesdays to study student performance data on PSAT, SAT, and local assessments to identify areas of strength and struggle. Gaps in comprehension will be addressed through instructional strategies and/or alignment as necessary.</p>	<p>Teacher Collaboration, Curriculum Development, Professional Learning, Technology</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/28/2017</p>	<p>06/12/2020</p>	<p>\$0</p>	<p>Math department staff with assistance and guidance of district and building administration, and resources from Oakland ISD.</p>

**School Improvement Plan**

Oxford High School

Content Area Literacy	Content area literacy training sessions for staff will occur at OHS and district-wide professional development days. Additional formal training sessions will occur on Wednesday mornings as part of the IB and NCSS implementation process. The ELA Department and Literacy Team will serve as principal resources for the OHS Literacy Initiative.	Evaluation, Teacher Collaboration, Implementation, Technology	Tier 1	Implement	08/26/2014	06/18/2021	\$0	The RAISE and HiClass trained teachers, along with IB coordinators and Teacher Leaders, will lead this process. Most of these teachers serve on the OHS Literacy Team.
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