

MICIP Portfolio Report

Oxford Community Schools

Goals Included

Active

- Increase student achievement in numeracy and liter...
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Buildings Included

Open-Active

- Clear Lake Elementary School
 - Daniel Axford Elementary School
 - Lakeville Elementary School
 - Leonard Elementary School
 - Oxford Bridges High School
 - Oxford Crossroads Day School
 - Oxford Elementary School
 - Oxford High School
 - Oxford Middle School
 - Oxford Virtual Academy
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Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Oxford Community Schools

Increase student achievement in numeracy and liter...

Status: ACTIVE

Statement: Ensure student acquisition of skills, knowledge, and experiences necessary to thrive in a global society.

Created Date: 02/26/2021

Target Completion Date: 06/03/2027

Strategies:

(1/10): **Essential Instructional Practices Grades K-3**

Owner: Anita Qonja Collins

Start Date: 03/17/2021

Due Date: 06/30/2025

Summary: Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children’s language and literacy development that informs their education 10) Collaboration with families in promoting literacy

Buildings

- Clear Lake Elementary School
- Daniel Axford Elementary School
- Lakeville Elementary School
- Leonard Elementary School
- Oxford Elementary School

Total Budget: \$79,272.00

- Other State Funds (State Funds)

Communication:

Method

- District Website Update

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Beginning (Clear Lake, DA, OES)	Anita Qonja Collins	03/18/2021	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Middle (Lakeville, Leonard)	Anita Qonja Collins	03/17/2021	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/10): Essential Instructional Practices Grades 4-5

Owner: Anita Qonja Collins

Start Date: 04/20/2021

Due Date: 06/30/2025

Summary: "The purpose is to improve children’s literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children’s language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

Buildings

- Clear Lake Elementary School
- Lakeville Elementary School
- Leonard Elementary School
- Oxford Elementary School

Total Budget: \$79,272.00

- Other State Funds (State Funds)

Communication:

- | | |
|--|---|
| <p>Method</p> <ul style="list-style-type: none"> • District Website Update | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large |
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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Beginning	Anita Qonja Collins	04/20/2021	06/29/2025	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(3/10): Positive Behavioral Intervention and Support (PBIS)

Owner: Christine Russell

Start Date: 04/20/2021

Due Date: 06/30/2025

Summary: PBIS is a three-tiered framework for improving and integrating systems, data and practices to improve student outcomes, to reduce exclusionary disciplinary practices and to support teacher outcomes. Implementation addresses systems, data and practices to increase student academic, social and emotional outcomes. Student support is provided according to three tiers based on student needs. It's a schoolwide approach that addresses the needs of all students with disabilities

Buildings

- Clear Lake Elementary School
- Daniel Axford Elementary School
- Lakeville Elementary School
- Leonard Elementary School
- Oxford Elementary School
- Oxford High School
- Oxford Middle School

Total Budget: \$86,567.00

- Other State Funds (State Funds)

Communication:

- | | |
|--|---|
| <p>Method</p> <ul style="list-style-type: none"> • District Website Update | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large |
|--|---|

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Implementation phase (OHS)	Christine Russell	04/20/2021	06/29/2025	ONTARGET
<p>Activity Buildings:</p> <ul style="list-style-type: none"> • Oxford High School 				
Monitoring phase (elementary buildings)	Christine Russell	04/20/2021	06/29/2025	ONTARGET
<p>Activity Buildings:</p> <ul style="list-style-type: none"> • Clear Lake Elementary School • Daniel Axford Elementary School • Lakeville Elementary School • Leonard Elementary School • Oxford Elementary School 				
Implementation phase (OMS)	Christine Russell	04/20/2021	06/29/2025	ONTARGET
<p>Activity Buildings:</p> <ul style="list-style-type: none"> • Oxford Middle School 				

(4/10): Early Warning Intervention and Monitoring System (EWIMS)

Owner: Christine Russell

Start Date: 06/26/2023

Due Date: 06/30/2025

Summary: EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students' response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O’Cummings, Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

Buildings

- Oxford High School
- Oxford Middle School
- Oxford Virtual Academy

Total Budget: \$86,567.00

- Other State Funds (State Funds)

Communication:

- | | |
|--|---|
| <p>Method</p> <ul style="list-style-type: none"> • District Website Update | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large |
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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Early Warning System	Christine Russell	06/26/2023	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/10): 23g Expanded Learning Time

Owner: Anita Qonja Collins

Start Date: 10/30/2023

Due Date: 08/30/2025

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings

- Clear Lake Elementary School
- Daniel Axford Elementary School
- Lakeville Elementary School
- Leonard Elementary School
- Oxford Elementary School
- Oxford High School
- Oxford Middle School
- Oxford Virtual Academy

Total Budget: \$346,007.00

- Other State Funds (State Funds)

Communication:

- | | |
|--|---|
| <p>Method</p> <ul style="list-style-type: none"> • District Website Update | <p>Audience</p> <ul style="list-style-type: none"> • Community-at-Large |
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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
IXL Reading and Math Intervention	Gary Van Staveren	10/30/2023	08/29/2025	ONTARGET
<p>Activity Buildings:</p> <ul style="list-style-type: none"> • Oxford High School • Oxford Middle School • Oxford Virtual Academy 				

(6/10): 23g Tutoring

Owner: Gary Van Staveren

Start Date: 10/30/2023

Due Date: 06/07/2026

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

Buildings

- Oxford High School
- Oxford Middle School
- Oxford Virtual Academy

Total Budget: \$5.00

- General Fund (Other)

Communication:

Method

- District Website Update

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
One on one intervention	Gary Van Staveren	10/30/2023	06/07/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(7/10): 23g Intensive, Individualized Support

Owner: Gary Van Staveren

Start Date: 10/30/2023

Due Date: 06/07/2026

Summary: A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

Buildings

- Oxford High School
- Oxford Middle School
- Oxford Virtual Academy

Total Budget: \$5.00

- General Fund (Other)

Communication:

Method

- District Website Update

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Paraprofessionals support of at risk students	Gary Van Staveren	10/30/2023	06/07/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(8/10): 23g Personalized Learning Environments

Owner: Gary Van Staveren

Start Date: 10/30/2023

Due Date: 06/07/2026

Summary: A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities, or smaller classes.

Buildings: All Active Buildings

Total Budget: \$5.00

- General Fund (Other)

Communication:

Method

- District Website Update

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Resource room, reading specialists, and at-risk paraeducators to create a 'trusted adult' caring culture	Gary Van Staveren	10/30/2023	06/07/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Instructional coaching of intervention staff to target student skill-standard deficiency	Gary Van Staveren	10/30/2023	06/07/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(9/10): SAT Test Preparation and Coaching Programs

Owner: Gary Van Staveren

Start Date: 10/30/2023

Due Date: 06/07/2026

Summary: ACT/SAT Test Preparation and Coaching programs have been implemented with the goal of increasing students’ success on standardized tests. They generally (a) familiarize students with the format of the test; (b) introduce general test-taking strategies; (c) introduce specific test taking strategies; and (d) specific drills. The programs can be delivered in person or online, and in whole class settings, in small groups, and individually.

Buildings

- Oxford High School

Total Budget: \$12,000.00

- General Fund (Other)

Communication:

Method

- District Website Update

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Horizons SAT prep	Gary Van Staveren	10/30/2023	06/07/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(10/10): MTSS Framework (General)

Owner: Gary Van Staveren

Start Date: 10/30/2023

Due Date: 06/07/2026

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: \$5.00

- General Fund (Other)

Communication:

Method

- District Website Update

Audience

- Community-at-Large

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Use of eduClimber and FASTbridge platforms for analysis of student learning data to provide targeted academic interventions	Gary Van Staveren	10/30/2023	06/07/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan