



# **School Improvement Plan**

Oxford Bridges High School

Oxford Community Schools

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## **Introduction**

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

# Improvement Plan Assurance

## **Introduction**

During the 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	"See Goals and Plans in ASSIST"	

# **OBHS school goals 2019-2020**

## Overview

### Plan Name

OBHS school goals 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 Bridges Alternative High School will improve their Writing and Composition performance	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$800
2	Students at Oxford Bridges Alternative High School will improve their Reading performance.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$500
3	Students at Oxford Bridges Alternative High School will enhance their preparation for success in a global environment.	Objectives: 2 Strategies: 4 Activities: 8	Organizational	\$255000
4	Students at Oxford Bridges Alternative High School will improve their Math performance.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$15000

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

### Measurable Objective 1:

85% of Tenth grade students will demonstrate student proficiency (pass rate) of benchmark standards across the curriculum in Writing by 06/17/2022 as measured by student proficiency of 2 or better (standards grading).

### Strategy 1:

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

Category: Other - Cross curriculum-common core writing

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

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

Tier: Tier 1

Activity - Review writing assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will adjust instruction based on outcomes of writing prompt	Academic Support Program, Professional Learning	Tier 1	Evaluate	08/26/2019	06/05/2020	\$500	Section 31a	Teaching staff administration for support and resources

Activity - Analysis of School-wide Writing Prompt data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching teams and administration will review data collectively to improve program implementation, integrity and student work.	Teacher Collaboration, Technology	Tier 1	Evaluate	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff administration for support and resources

Activity - PLC groups – common grading techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teaching staff and administration will assess several pieces of writing with rubric to evaluate common practices .	Policy and Process, Professional Learning, Teacher Collaboration	Tier 1	Evaluate	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff administration for support and resources
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### Strategy 2:

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

Category: English/Language Arts

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

Argumentative Writing Conference, Wayne RESA, December 2013

Tier: Tier 1

Activity - Essay Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will utilize one on one conferencing, scaffold instructions and writing related activities, and utilize graphic organizers to assist students in the structuring, development and organization of written work	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff administration for support and resources

Activity - Rubrics and Standards-based grading to track development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff and students will analyze student friendly rubrics using chunking and step by step review to ensure understanding of what quality work will look like.	Monitor, Other - development of effective standards based grading process, Policy and Process	Tier 1	Evaluate	08/27/2018	06/07/2019	\$0	No Funding Required	Teaching staff administration for support and resources

Activity - Evaluate effectiveness of written piece	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teaching staff will use one on one conferencing to review student work. Teaching staff will also have students use rubrics to evaluate their own and peer work.	Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff administration for support and resources
<b>Activity - Modeling</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teaching staff will model by showing, and using exemplars in what a quality piece of written work will look like.	Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff administration for support and resources

### Strategy 3:

Improve writing performance in Social Studies - Teachers will utilize methods to increase students written communication techniques in producing argumentative and informational pieces in social studies

Category: Social Studies

Research Cited: <https://info.thinkcerca.com/writing-across-the-curriculum-guide/social-studies>

[https://graniteschools.instructure.com/files/64606365/download?download\\_frd=1](https://graniteschools.instructure.com/files/64606365/download?download_frd=1)

[https://www.nbss.ie/sites/default/files/publications/raft\\_strategy.pdf](https://www.nbss.ie/sites/default/files/publications/raft_strategy.pdf)

Tier: Tier 1

<b>Activity - Argumentative writing</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will use the claims, evidence, reasoning technique to include sourcing evidence and building an argument to increase students writing performance of argumentative pieces in social studies.	Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff administration for support and resources
<b>Activity - Informational Writing in Social Studies</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will use claim, evidence, reasoning techniques including sourcing evidence and RAFTs to develop effective written informational pieces	Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff Administration for support/resources

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### Strategy 4:

Improve writing performance in Science - Teachers will utilize strategies to assist students in the competency of effective written communication in Science.

Category: Science

Research Cited: <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitScienceWriting.pdf>

[https://www.sciencepracticesleadership.com/uploads/1/6/8/7/1687518/argumentation\\_instructional\\_strategies\\_.pdf](https://www.sciencepracticesleadership.com/uploads/1/6/8/7/1687518/argumentation_instructional_strategies_.pdf)

Tier: Tier 1

Activity - Students will write effective lab reports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will scaffold and model; making a hypothesis, correct recording of observations, the use of a graphic organizer for data and written communication of analyzed results.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff Administration for support/resources
Activity - Student friendly rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop student friendly rubrics to have a consistent and common grading expectation of written work. Rubric will be developed according to identified standard and integration of Webb's DOK for rigor.	Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff Administration for support/resources
Activity - Improve teacher techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will engage in regular professional development in the area of improving written communication skills of students in the classroom.	Professional Learning	Tier 1	Monitor	08/26/2019	06/05/2020	\$300	General Fund	Teaching staff Administration for support/resources

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

### Measurable Objective 1:

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

### Strategy 1:

Improve reading performance of students in ELA - Teachers will use multiple strategies to increase comprehension of various text.

Category: English/Language Arts

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

Frey, Douglas and Frey, Nancy (2010) ASCD

Tier: Tier 1

Activity - Comprehension strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will use a variety of strategies, such as identifying root words, suffix/prefix; using graphic organizers (frayer model); practice inferring and summarizing; identifying topic sentence, supporting detail and analysis using CER format to increase vocabulary and comprehension.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff Administration for support/resources
Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will attend professional learning to gain skills and expertise in developing reading intervention strategies. For example readers workshop models, read aloud strategies, teaching resiliency in reading etc.	Professional Learning	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$500	General Fund	Teaching staff Administration for support/resources
Activity - Data collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff and administration will explore and implement local assessments to evaluate student performance. This fall we will pilot a standardized assessment for reading (nwea) to gain baseline information and strategize interventions to improve reading comprehension	Evaluation	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff/administrator

### Strategy 2:

Improve reading performance of students in Social Studies - Teachers will use a variety of strategies to improve students reading and comprehension of social studies text

Category: Social Studies

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

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<https://www.edutopia.org/article/4-strategies-model-literary-analysis>

Tier: Tier 1

Activity - Sourcing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By scaffolding the lessons, modeling and practice students will learn how to effectively analyze and synthesize primary sources for historical events and occurrences. Analysis will focus on political cartoons, journal entries and court cases.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff administration for support/resources

Activity - Comprehension and analysis of informational text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By scaffolding lessons, using graphic organizers, discussions, and practice, students will analyze informational secondary sources to corroborate historical events and give broader context for understanding. Analysis will focus on readings, films and political documents,	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff administration for support/resources

Activity - Document based questioning (DBQ)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By using scaffolding, modeling and practice teaching staff will instruct students on analyzing of primary and secondary sources to research with the intent of developing arguments, answer inquiries and essential questions.	Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff administration for support/resources

### Strategy 3:

Improving reading performance of students in Science - Teachers will use a variety of strategies to improve students reading and comprehension of scientific text

Category: Science

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

<https://files.eric.ed.gov/fulltext/EJ1058676.pdf>

Tier: Tier 1

Activity - Increase comprehension of scientific text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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By using scaffolding, and modeling the teacher will use strategies to assist students in the comprehension of scientific text, These strategies include; summarizing, inferring, discussion, construction of concept maps for key ideas, identification of vocabulary, reciprocal teaching and using SQ3R to help students move new knowledge into background information.	Direct Instruction	Tier 1	Evaluate	08/26/2019	06/05/2020	\$0	No Funding Required	Teaching staff administration for support/resources
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### Goal 3: Students at Oxford Bridges Alternative High School will enhance their preparation for success in a global environment.

#### Measurable Objective 1:

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

#### Strategy 1:

Community Service Learning Project - Teachers will implement a service leaning project for all student in grades 10 and 11 to increase college/career readiness skills. This project is student led from identifying community concerns to researching and implementing service for identified topic area.

Category: Other - Cross curricular 21st century skills

Research Cited: Tony Wagner- Closing the Achievement Gap

Tim Elmore- I Y Generation

Tier: Tier 1

Activity - 21st century skills curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement curriculum using both common core and 21st century skill to enhance students essential skills (collaboration, effective communication (including writing and reading), problem solving, critical thinking, flexibility) for successful transition into adulthood.	Implementation, Materials, Direct Instruction, Technology	Tier 1	Evaluate	08/26/2019	06/05/2020	\$250000	Other	Deputy Superintendent for Curriculum and Instruction OBHS staff and administration

Activity - Service Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teaching staff will assist students in identifying and completing service learning. Staff will lead min-lessons on SMART goal development, research (how to identify sources), communication, team work, writing proposals etc. These mini lessons will direct student activities toward development and implementation of service for identified area of community concern.	Career Preparation /Orientation, Community Engagement, Technology	Tier 1	Monitor	08/26/2019	06/05/2020	\$1000	Section 31a	teaching staff and administration
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### Strategy 2:

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

Category: School Culture

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

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

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

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

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

-Durlak, J. A., Weissberg, R. P, Taylor, R. D., & Dymnicki, A. B. (in preparation). The effects of school-based social and emotional learning: A meta-analytic review  
Costello, Bob et. al. Restorative Circles in Schools. International Institute of Restorative Practices. 2010.

Tier: Tier 1

Activity - Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will attend PD to learn strategies to assist students with various social and emotional needs. PD will include Restorative practices and addressing biases	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	08/26/2019	06/05/2020	\$1000	Section 31a	School staff and administration

Activity - Improving student attendance and display of positive school behaviors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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We will implement a late start time as an incentive for students who remain current within their classrooms. We will continue to reward with student success, student of the week/month and successful semesters. We will also focus on positive behavior strategies such as restorative practices, using positive messages visually around the school, and monthly school wide meetings as a way to build a positive school culture.	Academic Support Program, Parent Involvement, Behavioral Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$1000	Section 31a	School Staff and administration.
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### Strategy 3:

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

1. seated courses
2. online courses
3. Career planning (Naviance filed trips, building of essential skills)

Category: Learning Support Systems

Tier: Tier 1

Activity - Development of intervention plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These students will have individual plans that monitors and holds students accountable for keeping current in all courses (seated and online).	Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	SAS and Teaching staff administration for support and resources

Activity - Identify and develop skills and focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will develop activities to assist students in improving and developing essential skills to include: perseverance, work completion skills, organization, calendaring, etc.	Academic Support Program	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	No Funding Required	teaching staff/intervention staff/admin

### Measurable Objective 2:

collaborate to increase students post secondary awareness and preparation for career and/or college by 06/03/2022 as measured by Using Navience grade level completion, EDP, reflections and participation in extra activities such as field trips and speakers.

### Strategy 1:

College and Career Readiness - We will be using Naviance to develop students awareness of career choices, development of EDP and reflection of activities.

Category: Career and College Ready

Research Cited: required by the State of Michigan

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Tier: Tier 1

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered field trips to opportunities such as career fairs, OSTC and participation in presentations to expand their thinking related to career options	Career Preparation /Orientation , Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$2000	General Fund	Intervention staff and Administration
Activity - EDP development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete grade level expectation within Naviance. They will also be required to have EDP's and use the reflection tool for pertinent activities	Career Preparation /Orientation , Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	No Funding Required	Intervention Staff and Administration

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

### Measurable Objective 1:

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

### Strategy 1:

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

Category: Mathematics

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

[http://www.crlt.umich.edu/sites/default/files/resource\\_files/CRLT\\_no10.pdf](http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no10.pdf)

Oakland Schools conference 2012 . Differentiated Learning” Professional Development

Wayne RESA, Summer 2014. 21 Things 4 Teachers

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

Tier: Tier 1

Activity - implementation of real world models	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher will implement the use real world hands on algebraic models	Direct Instruction, Technology	Tier 1	Implement	08/26/2019	06/05/2020	\$3000	Section 31a	teaching staff, building administration
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Activity - math fluency and number sense	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teacher will utilize various strategies such as using a calculator, practicing mental math to remediate math fluency and number sense	Evaluation, Materials, Direct Instruction, Technology	Tier 1	Evaluate	08/26/2019	06/05/2020	\$1000	Section 31a	teaching staff

### Strategy 2:

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

Category: Mathematics

Research Cited: Schafer, William D., et al. Undated. Study of Higher-Success and Lower-Success Elementary Schools. Online: [www.mdk12.org/practice](http://www.mdk12.org/practice)  
 North Carolina Department of Public Instruction. 1999. Classroom Assessment: Linking Instruction and Assessment. Raleigh, NC: Author.

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

Closing the Achievement Gap: Views from Nine Schools. Online: [www.ncpublicschools.org/closingthegap/nineschools.pdf](http://www.ncpublicschools.org/closingthegap/nineschools.pdf).

Tier: Tier 1

Activity - Identification of concepts heavily assessed on state tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teacher will utilize local assessments, SAT/PSAT practice test to track comprehension of identified key standardized tested math concepts	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Evaluate	08/26/2019	06/05/2020	\$0	No Funding Required	teaching staff, building administrator

Activity - Identification of strengths and weaknesses through assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PSAT and SAT for data points to improve instructional focus	Evaluation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	No Funding Required	teaching staff
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### Strategy 3:

Increase estimation and mental math skills - The math teacher will use researched strategies to increase students math fluency skills thus also increasing their ability in using estimation.

Category: Mathematics

Research Cited: journal of neuroscience Why Mental Math Counts: Brain Activation during single digit arithmetic predicts high school math scores

National counsel of teachers of mathematics-10 mental math strategies

Tier: Tier 1

Activity - NWEA Pre-test	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use the NWEA to pretest Algebra 2 and Geometry students	Evaluation	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$5000	General Fund	Teaching staff and administration

Activity - Strategy implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will introduce strategies such as, number talks, compatible numbers, multiply decimals, multiplying by a fraction individually at the beginning of each week through modeling. The chosen strategy will be reinforced daily throughout the week.	Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$1000	General Fund	teaching staff/administration

Activity - Post test	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the NWEA teaching staff will assess effectiveness of strategy implementation and learning by comparison of pre-post test	Evaluation	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$5000	General Fund	Teaching staff/administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
21st century skills curriculum	Teachers will implement curriculum using both common core and 21st century skill to enhance students essential skills (collaboration, effective communication (including writing and reading), problem solving, critical thinking, flexibility) for successful transition into adulthood.	Implementation, Materials, Direct Instruction, Technology	Tier 1	Evaluate	08/26/2019	06/05/2020	\$250000	Deputy Superintendent for Curriculum and Instruction OBHS staff and administration

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Teaching staff will attend professional learning to gain skills and expertise in developing reading intervention strategies. For example readers workshop models, read aloud strategies, teaching resiliency in reading etc.	Professional Learning	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$500	Teaching staff Administration for support/resources
Field Trips	Students will be offered field trips to opportunities such as career fairs, OSTC and participation in presentations to expand their thinking related to career options	Career Preparation /Orientation , Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$2000	Intervention staff and Administration
NWEA Pre-test	Teacher will use the NWEA to pretest Algebra 2 and Geometry students	Evaluation	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$5000	Teaching staff and administration

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Improve teacher techniques	Teacher will engage in regular professional development in the area of improving written communication skills of students in the classroom.	Professional Learning	Tier 1	Monitor	08/26/2019	06/05/2020	\$300	Teaching staff Administration for support/resources
Strategy implementation	Teacher will introduce strategies such as, number talks, compatible numbers, multiply decimals, multiplying by a fraction individually at the beginning of each week through modeling. The chosen strategy will be reinforced daily throughout the week.	Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$1000	teaching staff/administration
Post test	Using the NWEA teaching staff will assess effectiveness of strategy implementation and learning by comparison of pre-post test	Evaluation	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$5000	Teaching staff/administration

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
math fluency and number sense	teacher will utilize various strategies such as using a calculator, practicing mental math to remediate math fluency and number sense	Evaluation, Materials, Direct Instruction, Technology	Tier 1	Evaluate	08/26/2019	06/05/2020	\$1000	teaching staff
Service Learning	Teaching staff will assist students in identifying and completing service learning. Staff will lead min-lessons on SMART goal development, research (how to identify sources), communication, team work, writing proposals etc. These mini lessons will direct student activities toward development and implementation of service for identified area of community concern.	Career Preparation /Orientation, Community Engagement, Technology	Tier 1	Monitor	08/26/2019	06/05/2020	\$1000	teaching staff and administration
Review writing assessments	Teacher will adjust instruction based on outcomes of writing prompt	Academic Support Program, Professional Learning	Tier 1	Evaluate	08/26/2019	06/05/2020	\$500	Teaching staff administration for support and resources
Improving student attendance and display of positive school behaviors	We will implement a late start time as an incentive for students who remain current within their classrooms. We will continue to reward with student success, student of the week/month and successful semesters. We will also focus on positive behavior strategies such as restorative practices, using positive messages visually around the school, and monthly school wide meetings as a way to build a positive school culture.	Academic Support Program, Parent Involvement, Behavioral Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$1000	School Staff and administration.

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implementation of real world models	Teacher will implement the use real world hands on algebraic models	Direct Instruction, Technology	Tier 1	Implement	08/26/2019	06/05/2020	\$3000	teaching staff, building administration
Professional development	All staff will attend PD to learn strategies to assist students with various social and emotional needs. PD will include Restorative practices and addressing biases	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	08/26/2019	06/05/2020	\$1000	School staff and administration

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Modeling	Teaching staff will model by showing, and using exemplars in what a quality piece of written work will look like.	Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Teaching staff administration for support and resources
Argumentative writing	Teachers will use the claims, evidence, reasoning technique to include sourcing evidence and building an argument to increase students writing performance of argumentative pieces in social studies.	Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Teaching staff administration for support and resources
PLC groups – common grading techniques	Teaching staff and administration will assess several pieces of writing with rubric to evaluate common practices .	Policy and Process, Professional Learning, Teacher Collaboration	Tier 1	Evaluate	08/26/2019	06/05/2020	\$0	Teaching staff administration for support and resources
Document based questioning (DBQ)	By using scaffolding, modeling and practice teaching staff will instruct students on analyzing of primary and secondary sources to research with the intent of developing arguments, answer inquiries and essential questions.	Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Teaching staff administration for support/resources
Informational Writing in Social Studies	Students will use claim, evidence, reasoning techniques including sourcing evidence and RAFTs to develop effective written informational pieces	Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Teaching staff Administration for support/resources



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Essay Structure	Teacher will utilize one on one conferencing, scaffold instructions and writing related activities, and utilize graphic organizers to assist students in the structuring, development and organization of written work	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Teaching staff administration for support and resources
Student friendly rubric	Teachers will develop student friendly rubrics to have a consistent and common grading expectation of written work. Rubric will be developed according to identified standard and integration of Webb's DOK for rigor.	Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Teaching staff Administration for support/resources
Increase comprehension of scientific text	By using scaffolding, and modeling the teacher will use strategies to assist students in the comprehension of scientific text, These strategies include; summarizing, inferring, discussion, construction of concept maps for key ideas, identification of vocabulary, reciprocal teaching and using SQ3R to help students move new knowledge into background information.	Direct Instruction	Tier 1	Evaluate	08/26/2019	06/05/2020	\$0	Teaching staff administration for support/resources
Rubrics and Standards-based grading to track development	Teaching staff and students will analyze student friendly rubrics using chunking and step by step review to ensure understanding of what quality work will look like.	Monitor, Other - development of effective standards based grading process, Policy and Process	Tier 1	Evaluate	08/27/2018	06/07/2019	\$0	Teaching staff administration for support and resources
Data collection	Teaching staff and administration will explore and implement local assessments to evaluate student performance. This fall we will pilot a standardized assessment for reading (nwea) to gain baseline information and strategize interventions to improve reading comprehension	Evaluation	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	Teaching staff/administrator
Comprehension and analysis of informational text	By scaffolding lessons, using graphic organizers, discussions, and practice, students will analyze informational secondary sources to corroborate historical events and give broader context for understanding. Analysis will focus on readings, films and political documents,	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Teaching staff administration for support/resources
Students will write effective lab reports	Teachers will scaffold and model; making a hypothesis, correct recording of observations, the use of a graphic organizer for data and written communication of analyzed results.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Teaching staff Administration for support/resources

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Sourcing	By scaffolding the lessons, modeling and practice students will learn how to effectively analyze and synthesize primary sources for historical events and occurrences. Analysis will focus on political cartoons, journal entries and court cases.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Teaching staff administrati on for support/res ources
Identify and develop skills and focus	Interventionist will develop activities to assist students in improving and developing essential skills to include: perseverance, work completion skills, organization, calendaring, etc.	Academic Support Program	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	teaching staff/interve nion staff/admin
Evaluate effectiveness of written piece	Teaching staff will use one on one conferencing to review student work. Teaching staff will also have students use rubrics to evaluate their own and peer work.	Direct Instruction	Tier 1	Implement	08/26/2019	06/05/2020	\$0	Teaching staff administrati on for support and resources
Development of intervention plan	These students will have individual plans that monitors and holds students accountable for keeping current in all courses (seated and online).	Academic Support Program	Tier 1	Implement	08/26/2019	06/05/2020	\$0	SAS and Teaching staff administrati on for support and resources
EDP development	Students will complete grade level expectation within Naviance. They will also be required to have EDP's and use the reflection tool for pertinent activities	Career Preparation /Orientation , Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/05/2020	\$0	Intervention Staff and Administrati on
Comprehension strategies	Teaching staff will use a variety of strategies, such as identifying root words, suffix/prefix; using graphic organizers (frayer model); practice inferring and summarizing; identifying topic sentence, supporting detail and analysis using CER format to increase vocabulary and comprehension.	Direct Instruction	Tier 1	Monitor	08/26/2019	06/05/2020	\$0	Teaching staff Administrati on for support/res ources
Identification of strengths and weaknesses through assessment	PSAT and SAT for data points to improve instructional focus	Evaluation	Tier 1	Implement	08/26/2019	06/05/2020	\$0	teaching staff
Analysis of School-wide Writing Prompt data	Teaching teams and administration will review data collectively to improve program implementation, integrity and student work.	Teacher Collaborati on, Technology	Tier 1	Evaluate	08/26/2019	06/05/2020	\$0	Teaching staff administrati on for support and resources

**School Improvement Plan**

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Identification of concepts heavily assessed on state tests	teacher will utilize local assessments, SAT/PSAT practice test to track comprehension of identified key standardized tested math concepts	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Evaluate	08/26/2019	06/05/2020	\$0	teaching staff, building administrator
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