

GOAL #1	STRATEGIES	Progress to Date	ONGOING	ACCOMPLISHED
To graduate students who are prepared for ever-changing global opportunities and who embody our core values evidenced by the following Oxford Student Profile/Exit Outcomes	1. Create awareness of Oxford Student Profile for staff	Referenced at opening day breakfast • Advanced/NCA district accreditation process	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	2. Analyze current Oxford Student Profile for rigor/ relevancy and adjust accordingly	Began to discuss at strategic planning 2008, guided blue ribbon process, NCA • IB unit planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	3. Immerse core beliefs into daily instruction	Teacher and administrative appraisal process • IB unit planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL #2	STRATEGIES	PROGRESS TO DATE	ONGOING	ACCOMPLISHED
To create a model global learning community that maximizes student achievement and promotes excellence	1. Research-based teaching strategies will address the needs of various learning styles	Differentiated instruction, RTI, Reading Recovery, Model Schools, IB unit planning beginning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	2. Curriculum will be monitored and adjusted to ensure student achievement for all ability levels	At risk reading program at the MS level, creation of Honors classes at the MS, increase of AP offerings at the HS, additional reading support at the elementary • Alternative High School planning/implementation fall 2010 • Special Education – center programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	3. Students will be actively engaged in problem solving, discovery, inquiry, innovation and self-directed learning	Middle School engineering program 08-09 • Sixth and Seventh grades have implemented HS engineering program initiated 09-10 • IB unit planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	4. Curricular and co-curricular opportunities will be added to meet the needs of all learners in the areas of academics, fine arts, and athletics	• Orchestra, Forensic science, 4th and 5th grade strings, Chinese, added choir options, lacrosse, boys swimming, successful elimination of “pay to play” • Free admission for students to athletic contests, musicals, and plays • Continue to add programs such as AP courses • Added curricular opportunities for 2009-10 include: AP Psychology, all-day-every-day kindergarten, Chinese and Spanish in kindergarten, Suzuki strings instruction in	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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		<p>kindergarten. Implementing in 2010-11: <u>Elementary:</u> K-2 language arts, continued, 3-5 language arts, 5 Chinese, 1 Chinese & Spanish, 1 Suzuki strings, K-5 PE/health, K-5 art, K-5 music; <u>Middle School:</u> 7 honors language arts, 8 Chinese I, 6-7 Chineses 1A, 1B, Spanish 1A, 1B, 8 engineering, 6-8 PE/health, 8 geometry I, physical science, LA Spanish for HS credit, 6-8 art, 6-8 music; <u>High School:</u> 9-12 PE/health, 9-12 engineering growth, 9-12 orchestra options, AP biology, 9-12 technical reading/writing, CTE course alignments with core, 9-12 art, 9-12 music, 11-12 Chinese III, International Project Design (revisit graduation requirements), 9-12 theatre I, II, III, 9-12 speech/debate I, II, increased online options, American sign language, biomedical engineering program beginning</p>		
	5. Apply for the Michigan Exemplary Blue Ribbon Award at the secondary level	<ul style="list-style-type: none"> • Currently applying for the 2009-2010 school year • The Michigan Exemplary Blue Ribbon Award is no longer offered; OMS applied for and is a finalist for the “Michigan Schools to Watch” distinction 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	6. Apply for the Michigan Exemplary Blue Ribbon Award at the Elementary Schools	<ul style="list-style-type: none"> • Four Elementary schools applied Lakeville, DA, OES and Leonard, Lakeville and Leonard awarded the Blue Ribbon on March 17, 2009, Clear Lake, DA and OES will apply in 2010 (award no longer exists) 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	7. Create an advanced curriculum for highly motivated and high achieving students that will help them achieve their potential	<ul style="list-style-type: none"> • AP English, AP music, AP W. History, AP psychology, MS honors program for LA and Math • Implementing in 2010-11: 7 honors language arts, AP biology, IB Diploma Program options (planning) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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	8. Introduce new language classes and create a hiring plan and a financial plan for retention of new programs	Chinese K, 3 rd , 4 th , 7 th and HS Spanish K, 7 th , 8 th and HS New fifth core World Language programs: <ul style="list-style-type: none"> Spanish – Leonard and Lakeville Chinese – Clear Lake, OES, and DA Create opportunities for Class of 2022 to be proficient in two languages Specific line item housed in fund equity to help preserve funding High school credit in middle school for Spanish I 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	9. Develop a feasible and an effective program to offer a second language to all students beginning in the early elementary grades	Creating standard-based proficiency orientated k-12 language programs Kindergarten Chinese/Spanish program 2009-10 Chinese: 3 rd grade 08-09 4 th grade 09-10 5th grade 10-11 New fifth core World Language programs: <ul style="list-style-type: none"> Spanish – Leonard and Lakeville Chinese – Clear Lake, OES, and DA Create opportunities for Class of 2022 to be fluent in two languages 2010-11: Chinese I – 1, 6, 7, 8 / Spanish I – 1, 6, 7, 8 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	10. Identify key components of global education that will be implemented in our curriculum and in our instructional practices	Model Schools, implemented rigor, relevance and relationship framework, applications-based, core disciplinary, full time kindergarten <ul style="list-style-type: none"> IB unit planning – PYP, MYP, DP 	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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	11. Additional pre-engineering and technology education courses for middle school and high school students should be researched, developed, and implemented communicate new initiatives in global education to promote understanding and support	<ul style="list-style-type: none"> MS Pre-engineering 2008-09 utilizing “Project Lead the Way” national curriculum (implementing 6, 7, 8 in 2010-11) HS Engineering 2009-10, extensions in 2010-11 Web Masters Course implemented in 09-10 Redesigned the Video Media and Stage Craft courses to align with new CTE standards. Implementing high school bio-medical sciences program in 2010-11 	☒	☐
	12. Effectively communicate new initiatives in global education to promote understanding and support	<ul style="list-style-type: none"> Coffee meetings, Advisory committee, opening day breakfast, staff meetings, curriculum council, international consultant Mid-year State of the Schools address, Advanced Ed committees 	☒	☐
	13. Actively recruit international and culturally diverse staff	Seven internationally diverse teachers hired as of June 2009 (currently 9)	☒	☐
	14. Outfit every classroom and school with the technology necessary to support global education	<ul style="list-style-type: none"> Bond did not pass-alternate funding strategies will be developed Exploring a November 2009 Bond Election Passed bond proposal November 2009 	☐	☒
	15. Develop and implement a Professional Development plan focused on global education for all staff	<ul style="list-style-type: none"> Model Schools, rigor, relevance and relationship framework, how to use data to inform instruction, reading in the content area, prioritizing benchmarks and standards IB planning and implementation – PYP, MYP, DP 	☒	☐
	16. Send key administrators and staff members at all grade levels to conferences, schools, etc to explore existing global education programs, such as the International Baccalaureate program for K-12	<ul style="list-style-type: none"> Model Schools-Kalamazoo, Florida, Atlanta IB/iNet Lansing, Ann Arbor, East Lansing Internationalizing America’s Education Conference Staff attended workshops to observe IB schools, iNet seminars, and OU workshop Board of Education approved Resolution to move forward with IB accreditation for all schools 	☒	☐

GOAL #3	STRATEGIES	PROGRESS TO DATE	ONGOING	ACCOMPLISHED
To create an organizational structure that supports meaningful, effective, and efficient changes in curriculum and changes in instructional practices	1. Provide staffing to support elementary and secondary curriculum needs and to support professional development	Executive Assistant for Curriculum and District Communication Associate Superintendent of Student Services Thirty teacher leaders were trained as of June 2009 Post-Secondary Special Education Program and Behavior Consultant positions were established and filled in 2009 Categorical ASD program established at OMS Categorical ASD and CI programs established at the elementary level	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	2. Professional development and/or additional common planning time for teachers to discuss student needs, instructional practices, and curriculum planning (i.e. PLC)	<ul style="list-style-type: none"> • Model Schools – teacher leaders • Collaborative days, data days placed in teacher contract • Common planning designated to IB 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	3. Restructure curriculum organization and processes	2008-09, ongoing into 2009-10	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	4. Create the structure and process for providing teacher leadership opportunities in curriculum and instruction (PreK-12)	<ul style="list-style-type: none"> • K-12 subject matter committees, core subject matter committees, Oxford Curriculum Council • Elementary Data Days, cross grade level conversations aligned with instructional practices, Professional development days 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	5. New high school Trimester schedule implementation	Implemented 08-09	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	6. Modify the high school's current course of study to meet the new standards and graduation requirements as defined by MDE and the Oxford Community Schools Board of Education	2008-09 HS course catalog outline requirements for the next four years, highlighting opportunities and requirements towards new state mandated classes	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL #4	STRATEGIES	PROGRESS TO DATE	ONGOING	ACCOMPLISHED
To implement research based curriculum and instructional practices that includes authentic communication of student achievement	1. Provide time and training for curriculum and best instructional practice	<ul style="list-style-type: none"> 2008-09 PD plan has increased by four full days 2009-10 PD planning increased by another 3 full days 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	2. Provide training in best practice assessment	<ul style="list-style-type: none"> Elementary LA and writing, elementary math MS, HS common assessments, Quadrant D assessments 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	3. Develop common assessments in all K-12 curriculum	<p>Elementary common assessments in the areas of Math, ELA, Social Studies, and Science.</p> <p>Middle School identified essential outcomes and will be developing common assessments in 2009-10</p> <p>High School trimester assessments and several other assessments are common</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	4. Provide time and training to analyze assessment results to improve instruction	<ul style="list-style-type: none"> Elementary Data Days, prioritizing upcoming time in the secondary PD schedule Common planning with IB training 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	5. Study and assess results and benefits of the strings program under the leadership of Dr. Culver from the University of Michigan (4 years).	Mr. Culver provided a feasibility study and input on district structure, Bob Philips observed strings classes and instruction over 2 days, provide feedback instructionally and programmatically to develop future plans	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	6. Restructure the district's math curriculum to assure a unified K-12 math program	2007-08 revisions to Middle School and High School math programming and sequencing – one philosophy Grades k-7 and one philosophy 8 th -12 th .	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	7. Develop more authentic reporting systems	Power school, moodles, transcript redesign, Pearson Benchmark and Inform, redesign of elementary report card	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	8. Language of assessment and evaluation strategies should be clearly understood by parents, students, and all stakeholders	In process as we revise report cards and format Power school. Principals discuss assessment and evaluation in parent forums/PTO	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL #5	STRATEGIES	PROGRESS TO DATE	ONGOING	ACCOMPLISHED
<p>To create facilities of excellence, incorporating the elements of being safe and secure, developmentally appropriate, and instructionally sound.</p>	<p>1. Work with facilities / master plan committee to develop a better understanding of instructional space needs</p>	<p>Best practice of instructional practices were incorporated into the reconfiguration of new classroom design and spaces for the bond referendum</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<p>2. To develop a task force to advise the school district relative to current facility needs for providing learning activities in a quality learning environment. This advice should include the following areas: site issues, code issues, environmental issues, security/safety issues, student capacities, special needs issues, instructional & curriculum issues, athletic issues, fine arts issues.</p>	<ul style="list-style-type: none"> • 2008-09 All areas researched and input into plans of bond referendum • In February 2009, \$70.2 million Bond Issue failed by 289 votes • A new plan was developed for a possible November 2009 Bond vote • A \$33.4 million bond proposal was passed in November 2009 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<p>3. To work with a steering committee to address the needs of the district including but not limited to: instructional and curriculum issues, athletics, fine arts, public relations, grade structure/space considerations, special education, population forecasts, township and village master plans, mandated programs, transportation needs, technology plan, and child care programs/facilities.</p>	<ul style="list-style-type: none"> • 2008-09 Community steering committee worked through the year thoroughly researching and placing remedies into the bond referendum • In February 2009, \$70.2 million Bond Issue failed by 289 votes • A new plan was developed for a possible November 2009 Bond vote • Keep PreK-5 buildings 	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL #5	STRATEGIES	PROGRESS TO DATE	ONGOING	ACCOMPLISHED
	4. Explore grades 5-6 and 7-8 configurations with possible school within a school, multi-age programs and other grade configurations as the district grows	<ul style="list-style-type: none"> • Instructional delivery researched providing input into to the bond referendum, due to non-passage of bond an alternate plan will be developed • In February 2009, \$70.2 million Bond Issue failed by 289 votes • A new plan was developed for a possible November 2009 Bond vote – passed November 2009 	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL #6	STRATEGIES	PROGRESS TO DATE	ONGOING	ACCOMPLISHED
To employ staff who model learner outcomes and exemplify our core values	1. Use the new performance appraisal tool with all staff annually to maintain and improve staff	<ul style="list-style-type: none"> • Implemented 2008-09 • Appraisal tools developed by committee for all bargaining unit staff and administration • More training would be helpful 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	2. Review labor contracts and negotiate modifications that best serve the needs of students	<ul style="list-style-type: none"> • Teacher union contract bargained and settled October 2008. Administrative and support staff negotiations to be conducted in 2009 - Completed in 2009 • AFSCME contract to be negotiated in 2010 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	3. Convey to staff the positive aspects of our new performance appraisal plan as a personal growth tool	<ul style="list-style-type: none"> • Tool presented within staff meetings and individual conferencing to convey opportunities presented in the appraisal 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	4. Prioritize professional development opportunities; Assure relevancy and compliance with State mandates	<ul style="list-style-type: none"> • 2008-09 professional development focus on Model Schools, elementary math, writing, LA, social studies as applied to state mandates • IB unit planning and implementation practices studied in 2009-10, 2010-11 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	5. Superintendent explains the concept of selfless leadership to every employee of the district	<ul style="list-style-type: none"> • 2008-09 opening day breakfast, formal and informal conversations, web site, district newsletter, community forums, staff meetings, 	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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	6. Create leadership teams to deliver the vision of selfless, global leadership	<ul style="list-style-type: none"> Community leadership group, meetings 2 times per month, bond committee, teacher leaders, administration team 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	7. Create a consistent leadership development program for administrators, staff and support staff	<ul style="list-style-type: none"> Aspiring Principals network, mentoring, plan for development of in-house program 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	8. Evaluate all staff leaders based on the new documented performance appraisal process	<ul style="list-style-type: none"> Successful completion of first semester's appraisal 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	9. Explore opportunities for community service programs where students actively participate in appropriate school planning processes, curricular, and extra-curricular activities, which may include the following ideas: school board liaison, student judicial system, and building level student government	<ul style="list-style-type: none"> Student School board liaison starting March 9, 2009, five students for community leadership meeting, one student for Youth Assistance, Dance Committee, Student handbook committee 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	10. A new performance appraisal instrument for teachers and support staff will be implemented	<ul style="list-style-type: none"> 2008-09 implementation 	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL #7	STRATEGIES	PROGRESS TO DATE	ONGOING	ACCOMPLISHED
To embrace the community while working together to achieve common goals and plan future endeavors	1. Develop effective and inviting methods for communication	<ul style="list-style-type: none"> • Web site, Wildcat Review, Gold Sheet, community meetings and coffees • Initiating Wildcat TV • OCS was highlighted on the Best Schools in Michigan program on Channel 7 – April 2, 2009 • Held a community Open House on May 17, 2009 • Advertised in Sherman Publications, Lapeer County Press, Oakland Press, and Buyer’s Guide • Produced marketing packets with DVDs for prospective families • Attended Walton Charter Academy open house • Advertising: Metro Parent, Sherman Pubs Progress edition and White Horse Inn Anniversary special section 	☒	☐
	2. Develop partnerships within the community	<ul style="list-style-type: none"> • Bi-weekly Community leadership meeting, bond steering committee, Superintendent/Community dialogs • Held a community Open House with local realtors and businesses on May 17, 2009 • Creating a community marketing video – Summer 2009 • Produced marketing packets with DVDs for prospective families 	☒	☐
	3. Explore opportunities for active parental involvement at all levels	<ul style="list-style-type: none"> • Special Education Parent meetings, OS special education parent professional development night, create transparency for sharing more information and creating increased accountability 	☒	☐
	4. Maximize trusting relationships between school, home, and community	<ul style="list-style-type: none"> • Strategic Planning Committee, Facility Steering Committee, Bond Committee, Revised Assist team process • Developed a transparent reporting system through website (i.e. check register) 	☒	☐

GOAL #7	STRATEGIES	PROGRESS TO DATE	ONGOING	ACCOMPLISHED
	5. Develop opportunities for the school and community to collaborate in supporting the development of responsible, selfless, and global leaders.	<ul style="list-style-type: none"> Community group meeting 	<input checked="" type="checkbox"/>	<input type="checkbox"/>