Oxford Community Schools
Strategic Plan
2008 – 2013

LEARN TODAY - LEAD TOMORROW

Home of the Wildcats

Dear Strategic Planning Members:

With deep appreciation and gratitude the Board of Education and I would like to say thank you to the community members, parents, students and Oxford Community Schools' staff and administrators who have participated in the strategic planning sessions. This strategic plan is our road map to the future. We will use the vision to inspire us, the mission to guide us, the strategies to direct us, and the core values to mold us as we strive to provide a *World-Class Education* for our students.

We will publish the strategic plan on our website and in print for the public to have a copy. The publication of the strategic plan along with annual public reviews of the strategic plan holds the school system accountable for achieving the goals set forth in the strategic plan. As a result, the strategic plan will be a living document that will forever alter the course of Oxford Community Schools. Oxford Community Schools will not be a school that is reactionary to the changes and trends in the world around us. Instead, Oxford Community Schools will be a school district that will help lead the way to meaningful, effective, and efficient change as we set new standards of excellence in education. Therefore, this strategic plan will be evolving and changing every year in order to keep abreast of the changes occurring in our world. By monitoring the leading indicators of change, we will know more precisely the new essential skills and new essential knowledge that our students will need in order to be highly competitive in our ever changing world. This strategic plan will be a living document and a great legacy of the original strategic planning committee. With sincere gratitude and respect for those who invested their time, talents, and expertise, we will make certain that your efforts will be honored by how we carry out this plan to fruition.

Sincerely,

William C. Skilling, Superintendent

Strategic Planning Committee Chairs

Facilitator	Dr. Emmett Lippe
Co-Chairs	Robert Martin
	Carol Micol
Student Achievement	Jim Gibbons
Co-presenters	Rob Murray
Curriculum	Josh Budden
Co-presenters	Shanie Williams
Materials/Resources	Mike Schweig
Co-presenters	Mike Sudrovech
Human Resources	Tim Loock
Co-presenters	Bud Rowley
Leadership	Daniel D'Alessandro
Co-presenters	Dan Sargent
Community Involvement	Christine Stephens
Co-presenters	Dawn Williams

Committee Members:

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Marsha McMunn	Neil Peruski
Dr. Mark Orchard	Pastor Michael Schulz
Chris Selley	Bill Spargur
Patty Silorey	Debbie Stout
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Lecia Hauxwell
Dr. Tom Giberson
Dr. William Skilling
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Vision Statement

To Create a World-Class Education Today,
to Shape Tomorrow's Selfless, Global Leaders

Mission Statement

The mission of Oxford Community Schools is to provide a world-class
education that challenges all students to achieve their maximum potential
and prepares them to succeed in a global society.

Oxford Student Profile

Learner Outcomes

Continuous Learners
Effective Communicators
Problem Solvers
Responsible Community Members
Quality Producers
Knowledgeable
Inquirers
Principled
Open-minded
Risk-takers
Balanced
Reflective
Thinkers

Core Value Outcomes

Responsibility
Loyalty
Compassion
Selflessness
Respect
Integrity
Dedication
Perseverance

Student Learning Achievement

Goal

To graduate students who are prepared for ever-changing global opportunities and who embody our core values evidenced by the Oxford Student Profile.

Current Status

- We currently have a list of six to eight characteristics that an Oxford graduate will demonstrate. (Developed in 1994)

Gap

- With the changing global landscape and the expectations of students living in the 21st century, the current list needs to be re-evaluated

Strategies

1. Student Learning Achievement Strategies	Person Responsible	Timeline
1.1. Analyze current Oxford Student Profile for relevancy and adjust accordingly	**Sub-committee of the Strategic Planning Committee**	2008-09 and ongoing
1.2. Create awareness of Oxford Student Profile for staff	**Assistant Superintendent for Curriculum and Building Administrators**	2008-09
1.3. Immerse core beliefs into daily instruction	**Teachers**	2008-13

Student Learning Achievement

Goal

To maximize student achievement through a globally relevant curriculum that promotes excellence in academics, fine arts, and athletics

Current Status

- Students achieve consistently above the state and county averages on core area tested assessment (MEAP, MME & ACT)
- 1.2 million dollars in scholarships awarded to our seniors in 2006-07
- Majority of current foundation (i.e. math, science, etc.) curriculum is globally relevant
- Michigan GLCE's (Grade Level Content Expectations) used to guide curriculum
- Participation in NCA/AdvancED
- One Blue Ribbon school (Clear Lake)
- All other elementary schools are currently involved in the Blue Ribbon process for 2008-09
- Less than half of high school students are currently involved in athletics
- Forty percent of secondary students are involved in performing arts
- Implementation of Oxford Scholar Rank for high school students
- Implementation of weighted grades for AP courses

Gap

- Not all students are achieving at exceeding or proficient levels on MEAP & MME tests
- Lack of National Norm Tests at most grade levels
- Limited AP offerings
- Limited honors classes in grades 6-12
- No gifted and talented program for qualified elementary students
- Not all teachers are utilizing new and/or innovative strategies to reach all children

Strategies

2. Student Learning Achievement Strategies	Person Responsible	Timeline
2.1. Research-based teaching strategies will address the needs of various learning styles	**Teachers and Assistant Superintendent for Curriculum**	2008-13
2.2. Curriculum will be monitored and adjusted to ensure student achievement for all ability levels	**Assistant Superintendent for Curriculum**	2008-13
2.3. Students will be actively engaged in problem solving, discovery, inquiry, innovation and self-directed learning	**Teachers**	2008-13
2.4. Curricular and co-curricular opportunities will be added to meet the needs of all learners in the areas of academics, fine arts, and athletics	**Assistant Superintendent for Curriculum Director of Athletics**	2008-13
2.5. Apply for the Michigan Exemplary Blue Ribbon Award at the secondary level	**Middle & High School Principals**	MS: 2010-11 HS: 2012-13
2.6. Apply for the Michigan Exemplary Blue Ribbon Award at the Elementary Schools	**Elementary Principals**	2008-2009
2.7. Create an advanced curriculum for highly motivated and high achieving students that will help them achieve their potential	**Assistant Superintendent of Curriculum**	2008-13

School Curriculum and Organizational Structure

GOAL

To create a model global learning community

CURRENT STATUS

- One language is currently offered; two languages, Spanish and Chinese, will be offered in the fall of 2008
- No formal world language instruction in grades PreK-6 Chinese culture instruction to begin in grades 4/5 and 7 in the 2008-09 school year
- The terms global learning/global education are not universally understood
- Modest international and cultural diversity among staff
- Technology does not support distance learning or "connecting to" others Currently, 15-25 students taking virtual classes
- Staff/Teachers/Administrators need professional development regarding the elements of implementing a global learning community
- Little is known by administrators /staff about current global education programs
- Implementing a pre-engineering program in the middle school (fall 2008)

GAP

- A school district this size should offer at least four language choices
- New language is learned most effectively in the early elementary grades
- Need definitions and consensus concerning what global education involves
- Limited pre-engineering programs in high school
- Community may not fully understand global education and employment trends in order to support implementing global education goals
- Technology is outdated, virtual classes do not have dedicated location or hardware, very few classrooms have projectors, and other hardware is needed for interaction
- Professional Development is lacking and does not focus on global education
- Without understanding existing programs, it is difficult to make informed decisions and plans regarding global education curriculum
- International and cultural diversity is certain to increase in our community and schools; our district should reflect that in its hiring practices

STRATEGIES

3. School Curriculum and Organizational Structure Strategies	Person Responsible	Timeline
3.1. Introduce new language classes and create a hiring plan and a financial plan for retention of new programs	**Assistant Superintendent for Curriculum and Superintendent**	2008-13
3.2. Develop a feasible and an effective program to offer a second language to all students beginning in the early elementary grades	**Assistant Superintendent for Curriculum**	2008-13
3.3. Identify key components of global education that will be implemented in our curriculum and in our instructional practices	**Assistant Superintendent for Curriculum**	2008-13
3.4. Additional pre-engineering and technology education courses for middle school and high school students should be researched, developed, and implemented	**Assistant Superintendent for Curriculum and teachers**	Ongoing

School Curriculum and Organizational Structure Strategies	Person Responsible	Timeline
3.5. Effectively communicate new initiatives in global education to promote understanding and support	**Superintendent**	Continuous
3.6. Actively recruit international and culturally diverse staff	**Superintendent**	Ongoing
3.7. Outfit every classroom and school with the technology necessary to support global education	**Assistant Superintendent for Curriculum and technology coordinator**	2008-13
3.8. Develop and implement a Professional Development plan focused on global education for all staff	**Assistant Superintendent for Curriculum**	2008-13
3.9. 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	**Assistant Superintendent for Curriculum**	2008-13

School Curriculum and Organizational Structure

GOAL

To create an organizational structure that supports meaningful, effective, and efficient changes in curriculum and changes in instructional practices

CURRENT STATUS

- Current curriculum development process (including OCC) is not as efficient or effective as it should be
- Curriculum cycle is established and only partially funded
- Inadequate staffing to address curriculum demands which includes central office staff, building administrators, and teachers
- Instructional needs of all students are not being met, especially high achieving students and students who are low achieving but do not qualify for special services

GAP

- Lack of textbooks for some secondary courses
- Our current curriculum cycle review is every five years, which is too long
- Professional development is limited to in-house and services that can be provided by Oakland Intermediate School District - Neither allows for the District to become a leader in educating our students for a globally competitive world
- Not all of the Michigan's new mandated curriculum has been implemented yet

STRATEGIES

4. School Curriculum and Organizational Structure Strategies	Person Responsible	Timeline
4.1. Provide staffing to support elementary and secondary curriculum needs and to support professional development	**Superintendent**	2008-09
4.2. Create the structure and process for providing teacher leadership opportunities in curriculum and instruction (PreK-12)	**Assistant Superintendent for Curriculum**	2009-10
4.3. New high school schedule implementation	**High School Principal**	Fall 2008
4.4. Restructure curriculum organization and processes	**Assistant Superintendent for Curriculum**	2008-13
4.5. Professional development and/or additional common planning time for teachers to discuss student needs, instructional practices, and curriculum planning (i.e. PLC)	**Assistant Superintendent for Curriculum**	2008-13
4.6. 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	**High School Principal**	Fall 2008

School Curriculum and Organizational Structure

GOAL

To develop a seamless, research-based curriculum and instructional practices that will inspire and engage all students to achieve their maximum potential

CURRENT STATUS

- Some curriculum and instruction practices are research-based but all are not
- Alignment in content and instructional practice and common assessments among departments are minimal
- Some curriculum and instruction do not consistently engage and inspire all students
- K-5 curriculum and instruction are more aligned than secondary curriculum and instruction
- Pilot kindergarten strings program holds promise for increased academic and artistic development and will be implemented at Leonard in the fall 2008 (U of M)

GAP

- Disconnect among math K-12 programs – not aligned vertically
- Elementary students do not have an opportunity to participate in a strings program
- No funding sources to send administrators and teachers to state and national conferences
- Lack of professional development time for teachers to do data analysis of MEAP and MME scores

STRATEGIES

5 School Curriculum and Organizational Structure Strategies	Person Responsible	Timeline
5.1 Provide time and training for curriculum and best instructional practice	**Assistant Superintendent for Curriculum**	2008-13
5.2 Provide training in best practice assessment	**Assistant Superintendent for Curriculum**	2008-13
5.3 Develop common assessments in all K-12 curriculum	**Teachers**	2008-13
5.4 Provide time and training to analyze assessment results to improve instruction	**Assistant Superintendent for Curriculum**	Ongoing
5.5 Study and assess results and benefits of the strings program under the leadership of Dr. Culver from the University of Michigan (4 years).	**Assistant Superintendent for Curriculum**	2008-12
5.6 Restructure the district's math curriculum to assure a unified K-12 math program	**Assistant Superintendent for Curriculum**	2008-09

School Curriculum and Organizational Structure

GOALS

- To establish and maintain developmentally appropriate learning communities that meet the needs of all students

CURRENT STATUS

- Current grade level configuration is traditional and the middle school is nearing capacity
- Learning communities don't often have the physical space and resources necessary to foster appropriate learning communities

GAP

- Alternative grade configurations may serve students' needs better
- Learning communities and new instructional methods require different types of space and resources

STRATEGIES

6 School Curriculum and Organizational Structure Strategies	Person Responsible	Timeline
6.1 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	**Superintendent**	2008-09
6.2 Work with facilities / master plan committee to develop a better understanding of instructional space needs	**Superintendent**	2008-09

School Curriculum and Organizational Structure

GOALS

- To create effective and authentic communication of student achievement

CURRENT STATUS

- Student achievement is communicated by very traditional methods, such as grades and progress reports that provide little information on student development
- Parents and students focus on grades over learning

GAP

- Grade / achievement information is often misinterpreted
- Focus should be on learning

STRATEGIES

7 School Curriculum and Organizational Structure Strategies	Person Responsible	Timeline
7.1 Develop more authentic reporting systems	**Assistant Superintendent for Curriculum**	2008-13
Language of assessment and evaluation strategies should be clearly understood by parents, students, and all stakeholders	**Assistant Superintendent for Curriculum, Building Principals, Teachers**	Ongoing

Materials and Resources

GOAL

To have facilities of excellence, incorporating the elements of a secure, celebrated entrance that leads to evolving worlds of learning

CURRENT STATUS

Oxford Community Schools has several areas needing attention, including but not limited to:

- Inconvenient/confusing entrances
- Undersized/outdated classrooms that do not support best instructional practices and curriculum
- Inadequate athletic facilities
- Limited scope of technology/communications
- Very limited access to and utilization of facilities
- Poorly maintained outdoor facilities
- Overcrowded busing system and facility
- Disconnect of Early Childhood Programs
- Under used/lack of technology
- Insufficient fine arts facilities which limits fine arts program offerings
- Insufficient safety protocol/building security

GAP

Current status reveals that we have several deficiencies that need immediate attention in order to provide an excellent learning environment and extended opportunities for students and staff

STRATEGIES

8 Materials/Resources Strategies	Person Responsible	Timeline
8.1 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 • Security/Safety issues • Student capacities • Instructional & curriculum issues • Athletic issues • Environmental issues • Special needs issues • Fine Arts issues	**Superintendent**	April 1, 2008
8.2 To work with a steering committee to address the needs of the district including but not limited to: • Instructional & curriculum issues • Athletics • Fine Arts • Grade structure/space considerations • Special Education • Population forecasts • Mandated programs • Transportation needs • Technology plan • Public relations • Township and village master plans • Child care programs/facilities	**Superintendent**	Establish a steering committee by April 1, 2008 Report to the Board of Education by September 2008

Human Resources

Goal

To attract and retain highly innovative, dynamic, dedicated, and skilled staff

Current Status

- We have highly skilled staff in most areas
- Lack department heads
- Staff has not been evaluated consistently
- Funding for professional development opportunities is limited
- New performance appraisal process has been approved
- Some labor contract language is not in the best interest of our students
- No police liaison officer in our schools to work with at-risk students

Gap

- All staff members have not been consistently given a performance appraisal
- There is a need for meaningful performance appraisals
- Lack of direction and leadership within the departments
- Financial constraints may play a larger part with regard to professional development opportunities, resulting in insufficient professional development opportunities
- Review contract language to maximize educational opportunities for students

Strategies

9 Human Resources Strategies	Person Responsible	Timeline
9.1 Use the new performance appraisal tool with all staff annually to maintain and improve staff	**Deputy Superintendent for Human Resources**	Fall 2008
9.2 Review labor contracts and negotiate modifications that best serve the needs of students	**Deputy Superintendent for Human Resources**	Teachers 2008-09 Support Staff 2009-11
9.3 Convey to staff the positive aspects of our new performance appraisal plan as a personal growth tool	**Deputy Superintendent for Human Resources**	Teachers 2008-09 Others 2009-10
9.4 Prioritize professional development opportunities; Assure relevancy and alignment with district goals and strategic plan	**Deputy Superintendent for Human Resources**	Ongoing

Leadership

GOAL

To create a school community that builds a foundation of selfless, global leaders where administrators serve teachers, teachers serve students, and students serve the world through academic, athletic, and artistic excellence

CURRENT STATUS

- The leadership within central office has defined and agreed on a common understanding of selfless, global leadership.
- Leadership outside of central office has varied perceptions and varied skill sets regarding selfless, global leadership
- Current professional development is content based and limited to the certified staff
- Opportunities for student leadership are limited

GAP

- The concept of selfless, global leadership is not understood by all leaders
- Limited professional development program for leadership is in place for teachers and other staff members
- There is inconsistency in how current leaders model selfless leadership
- Student leadership opportunities are not available to all students
- New performance appraisal process for leaders has not yet been implemented

STRATEGIES

10 Leadership Strategies	Person Responsible	Timeline
10.1 Superintendent explains the concept of selfless leadership to every employee of the district	**Superintendent**	May, 2008
10.2 Create leadership teams to deliver the vision of selfless, global leadership	**Superintendent**	June, 2008
10.3 Create a consistent leadership development program for administrators, staff and support staff	**Superintendent**	Ongoing
10.4 Evaluate all staff leaders based on the new documented performance appraisal process	**Deputy Superintendent for Human Resources**	Fall 2008
10.5 Explore opportunities for community service program where students actively participate in appropriate school planning processes, curricular, and extra-curricular activities which may include the following ideas: 10.5.1 School board liaison 10.5.2 Student judicial system 10.5.3 Building level student government	**Students, Building Administrators, and Assistant Superintendent for Curriculum**	Spring 2009
10.6 New performance appraisal instrument for teachers and support staff will be implemented	**All Administrators**	September 2008

Community Involvement

Goal

To embrace the community while working together to achieve common goals and plan future endeavors

Current Status

- Reproductive Health Council
- OHS Co-Op Program
- OHS Career Class – Job Shadows
- NHS Community Service Hours
- OHS Athletic and Band Booster Clubs
- Parent Teacher Organizations
- Crisis Management Committee
- Captains Club service group
- Participation in community events (i.e. parades, Strawberry Festival, Celebrate Oxford, etc.)
- Spring Fair partnerships
- Fundraising efforts by school groups
- School Board – Public Forum
- District Website
- Superintendent's Coffee and Advisory
- Strategic Planning Committee

Gap

- Community (i.e. business & non-student residents) does not hear from schools outside of being asked for money
- Inactive Education Foundation
- Lack of mentorship and community service opportunities
- Do not currently have a School-to-Work Program

Strategies

11 Community Involvement Strategies		Person Responsible	Timeline
11.1	Develop effective and inviting methods for communication	**Superintendent**	2008-13
11.2	Develop partnerships within the community	**Superintendent and Key Community Leaders**	2008-13
11.3	Maximize trusting relationships between school, home, and community	**Superintendent, Building Administrators, Teachers**	2008-13
11.4	Explore opportunities for active parental involvement at all levels	**Principals and Teachers**	2008-13
11.5	Develop opportunities for the school and community to collaborate in supporting the development of responsible,	**Principals and Teachers**	2008-13

selfless, and global leaders.		

Oxford Student Profile/Exit Outcomes

Continuous Learners – They have developed the skills to be a life long learner. They are able to problem solve in areas across disciplines and in areas they are totally unfamiliar with.

Effective Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Problem Solvers – They apply resources in reasoning, decision making, and problem solving. They anticipate, assess, and solve problems.

Quality Producer – They create artistic and practical products while maintaining high standards. They monitor development, results, and future planning and they implement procedures for continuous improvement.

Knowledgeable - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to pose and approach complex problems, and make reasoned, ethical decisions.

Definitions for Core Values

A Core value is a positive, general value that becomes an important foundation for the conduct of behavior, both individually and in relationships with others. Core values are beliefs that most people would agree with because they are viewed as socially appropriate and inherently valuable, such as the idea to "be responsible." Core values are qualities that are naturally viewed as leading to higher level functioning, creating positive relationships with others, and promoting a civil society.

Responsibility – *Accountability*: To consider oneself answerable for something, to demonstrate that you consider yourself to be accountable for your actions and that you follow through on your commitment

Loyalty - *Faithfulness, dependability*. : The quality of being faithful to another person in the performance of duty; adhering to a contract with another person. To show others that you are dependable when you have a commitment to them

Compassion – *Kindness*: The desire to help others in distress. To show kindness and concern for others in distress by offering help whenever possible.

Selflessness – The quality of unselfish concern for the welfare of others, of not putting yourself first but being willing to give of your time and talents towards a cause, a project, or a societal need. They use effective leadership to foster, develop, and sustain relationships. Provide their time, energy, and personal thoughts to group or organizational efforts. But at the same time, they strive towards having and maintaining a necessary balance among family, work, and leisure.

Respect - *Regard, value, admire, appreciate*. Special esteem or consideration in which one holds another person or thing, to show regard for yourself, others, and the world around you

Integrity - Truthfulness, sincerity. The act or condition of never deceiving, stealing, or taking advantage of the trust of others, to be truthful in all that you do and never deceive, steal, or take advantage of the trust of others.

Dedication -- The act of committing oneself with sincerity into a certain subject, project, course of thought or goal

Perseverance - Hard work. The quality of trying hard and continuing in spite of obstacles and difficulties