Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Oxbow Elementary. The AER addresses the complex reporting information required by federal and state laws. The school’s report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Justine Greenleaf at 248-684-8085 or Justine.greenleaf@hvs.org for assistance.


For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified with one of these labels.

Oxbow Elementary School Improvement Plan Objectives:

- A 4% annual increase in Reading to reach a proficiency of 85% by 6/15/2024 as measured by state assessments.
- A 3% annual increase in Writing to reach a proficiency of 85% by 6/15/2024 as measured by state assessments.
- A 4% annual increase in Mathematics to reach a proficiency of 85% by 6/15/2024 as measured by state assessments.

Oxbow Elementary staff continues to work hard with students to see progress and gains towards school wide goals in reading, writing and mathematics. Oxbow’s data teams utilize a variety of assessments to analyze data including M-Step, Northwest Evaluation Association (NWEA) and classroom assessments. As part of a district wide initiative, Oxbow Elementary is
focusing on incorporating Professional Learning Committees and Collaborative Inquiry teams to help teachers strategically collaborate and analyze student data, while collaborating on lesson plans and intervention strategies for students. In addition, Oxbow Elementary is looking to incorporate several social emotional programs to help the culture of Oxbow continue to grow.

Key Challenges:

Oxbow Elementary School is a school of approximately 455 students. We are a school-wide Title I school that has implemented PBIS strategies. We have a population that moves frequently, and a high number of students who are economically disadvantaged, as well as a subgroup of English Learners and our Students with Disabilities. Additional support is given to all subgroups through our Literacy Specialist and paraeducators that help provide small group Tier 2 assistance in reading. In addition Tier 3 services are provided by our Resource Room Teachers to ensure that students are getting additional support throughout the school day. PBIS is also used proactively to teach and follow up with social emotional behavior and character education. Oxbow Elementary has a sensory room that is facilitated by our behavior interventionist paraprofessional. Students have the opportunity to learn the “Zones of Regulation” and are able to better control the sensory world around them.

Oxbow has a full time social worker through the district, as well as a one day a week social worker to provide supplemental support with identified students needing support in social emotional learning. Oxbow teachers participated in Kagan training during the 2018 school year to learn how to create classrooms with increased cooperative learning, student engagement and small group instruction. Title I funds allow us to involve parents in many ways as well as provide unique learning opportunities for families such as Literacy Night and STEM Night.

Oxbow also provides 1-1 devices in second through fifth grades, as well as supplemental technology including virtual reality, smart tables, robotics, programming code and STEM opportunities that teachers can utilize to help drive instruction in the classroom. The above mentioned items assist in reaching our populations with the largest achievement gaps. Positive gains have been made in our economically disadvantaged population throughout the school. There are also positive gains in both math and ELA in fourth grade. While we did see some decreases in ELA and math in both third and fifth grades, in addition to social studies in fifth grade. Strategies to address these gaps are in place in our school improvement plan, and teachers are receiving training as well throughout the school year. As we move forward, the challenges continue to be meeting the needs of our ever changing student population and dynamic. We will continue to look for new and innovative ways to best educate every child.

State law requires that we also report additional information.

1. The Huron Valley School district has developed boundary lines that dictate the attendance area of each school. Parents can also utilize the Open Enrollment or Schools of Choice process to attend our school.

2. The status of our School Improvement Plan is considered to be ongoing, as it is a 5 year plan of growth.
3. Oxbow Elementary School is not a “specialty school” and we do not have any categorical programs within our building.

4. Oxbow Elementary follows the Michigan Academic Standards. Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content standards. Huron Valley Schools has implemented the Michigan Academic Standards. The District's curriculum is analyzed by our Teaching Learning and Technology Department and the Triple A (Academics, Arts and Athletics) School Board Subcommittee to ensure it is aligned with state grade level standards. Curriculum is accessible at your child's school, or by contacting Huron Valley Schools Teaching Learning and Technology Department. The Michigan Department of Education (MDE) also has information about K-8 Grade Level Content Expectations that parents may find helpful. This information is located on the MDE website at https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html


6. Parent Teacher Conference Participation
   - 92% of students were represented by parents at Parent-Teacher conferences in 2017-2018
   - 82% of students were represented by parents at Parent-Teacher conferences in 2018-2019

Oxbow Elementary staff work diligently with our students on a daily basis, providing a safe, nurturing, supportive and caring environment. Everyday our staff is looking for ways to connect students learning to 21st century skills and to enhance their learning experience. We are also very lucky to have supportive parents and a school community that truly wants the best for our Oxbow Owls. Thank you so much for your continued support and for your support of the Huron Valley School District.

Sincerely,

Justine Greenleaf, Principal
Oxbow Elementary