



Oxford Public Schools
3-Year Strategic Operating Plan
2018-2021

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Oxford Public Schools Mission Statement:

We embrace the future with dedication and commitment, working in partnership with our community to ensure student achievement through excellence in teaching and learning in a safe and secure environment. Our goal is to educate, prepare and inspire all students to reach their full potential as lifelong learners, responsible thinkers, and productive contributors to our global society.

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Introduction

Oxford Public Schools' Vision – It is the district's vision that graduates in the Oxford Public Schools acquire an understanding of the essential knowledge and skills necessary to prepare them to meet the challenges of local, national and global citizenship in a rapidly changing world. Graduates will strive to exceed the academic performance of students in this region and will be college, vocational and career ready.

The Strategic Operating Plan (SOP) defines how Oxford's reform strategy will be carried out for the next three years and the priorities in accomplishing those goals during the 2018-19 through the 2020-2021 school years. The goal areas define the major areas of the Oxford Public Schools that will be developed as systemic and transformational change occurs. The strategies in the plan represent current best thinking around the greatest levers toward accomplishing the goals. The implementation steps schedule the work relative to the district's capacity over a three-year period. The measures will determine the degree of success in achieving each goal as well as the efficacy of the respective strategies and implementation steps.

The Strategic Operating Plan will serve as the roadmap for achieving the vision adopted by the Board of Education: to educate, prepare and inspire all students to reach their full potential as lifelong learners, responsible thinkers, and productive contributors to our global society. It is the district's vision that graduates in the Oxford Public Schools acquire an understanding of the essential academic and emotional knowledge and skills necessary to prepare them to meet the challenges of a rapidly changing world.

The overall structure of the plan is simple and ensures the measurability of the efforts to be undertaken. It begins with the four high-level goals adopted/approved by the Oxford Board of Education as the district's priorities over the next three years. Each goal has a set of strategies designed to accomplish the overarching aims over the next three school years. Each strategy is then broken down into specific implementation steps. Each year, the Superintendent will assign accountability for the specific implementation steps to district school leaders and appropriate staff. The Superintendent will report annually to the Board of Education on the measures established in this plan to track the progress of education reform efforts.

This plan is a living, breathing document, which may be adjusted annually subject to data as it is implemented. The district stands ready to meet the challenges that this change will bring and excited by all of the growth opportunities with which it provides. Most important, is the end result: to ensure that all Oxford Public Schools' students improve their level of academic achievement and social and emotional well-being, and resulting life opportunities.

Oxford Public Schools 2018-2021 SOP Goals & Strategies – At a Glance

Goal 1: Improve Teaching and Learning.

- A. Develop, sustain and enrich offerings in the areas of curriculum, instruction and assessment.
- B. Expand the use of technology in curriculum, instruction and assessment.
- C. Develop a system of data driven, goal oriented professional development.

Goal 2: Grow and strengthen Social and Emotional learning best practices.

- A. Create a targeted plan to address chronic absenteeism K-12.
- B. Enhance educators' cultural competence and capacity to be socially responsive.
- C. Expand and refine mental health services to address the emerging needs of students and families.
- D. Improve School Climate at all levels.

Goal 3: Increase Family and Community Engagement.

- A. Develop a comprehensive district communications plan.
- B. Investigate community service expectations K-12.
- C. Expand school programming/partnerships with parents and the community.

Goal 4: Enhance Safety and Security Measures.

- A. Update and publicize the All Hazards Response Plan.
- B. Define and update safety and security policies.

Oxford Public Schools 2018-2021 SOP Performance Targets

Target #1: The District will demonstrate growth and achievement in MATH as measured by the following:

SBAC Growth & Achievement Data - All Students							
	State	2017	2018	2019	2020	2021	Goal
Growth							
Percentage of Students meeting Growth Targets	48.9%	34.5%	40.8%				
Percentage Growth Rate Met	67.6%	55.1%	62.9%				100%
Achievement							
Level 1	27.8%	15.0%	14.3%				
Level 2	25.5%	31.3%	29.8%				
Level 3	23.1%	31.8%	30.5%				
Level 4	23.6%	21.8%	25.5%				
Levels 3 & 4 Combined	46.7%	53.7%	55.9%				75%

SBAC Growth & Achievement Data - High Needs Students							
	State	2017	2018	2019	2020	2021	Goal
Growth							
Percentage of Students meeting Growth Targets	34.1%	36.7%	41.3%				
Percentage Growth Rate Met	54.9%	54.6%	62.4%				100%
Achievement							
Level 1	46.4%	39.66%	32.16%				
Level 2	25.6%	37.43%	36.84%				
Level 3	16.6%	17.32%	19.88%				
Level 4	8.4%	5.59%	11.11%				
Levels 3 & 4 Combined	45.6%	22.91%	30.99%				75%

PSAT Achievement Data						
	2017	2018	2019	2020	2021	Goal
Grade 10 Achievement						
Mean Score	463					480
Grade 11 Achievement						
Mean Score	497					510

SAT Achievement Data - All Students							
	State	2017	2018	2019	2020	2021	Goal
Achievement							
Not Met	23.3%	8.1%	16.8%				
Approaching	36.4%	33.3%	32.3%				
Met	29.2%	46.7%	42.6%				
Exceeded	11.1%	11.9%	8.4%				
Met and Exceeded Combined	40.3%	58.5%	51.0%				75%

SAT Achievement Data - High Needs Students							
	State	2017	2018	2019	2020	2021	Goal
Achievement							
Not Met	43.1%	29.63%	38.46%				
Approaching	40.2%	29.63%	34.62%				
Met	14.3%	33.33%	23.08%				
Exceeded	2.3%	7.41%	3.85%				
Met and Exceeded Combined	16.6%	40.74%	26.93%				75%

Target #2: *The District will demonstrate growth and achievement in ELA as measured by the following:*

SBAC Growth & Achievement Data - All Students							
	State	2017	2018	2019	2020	2021	Goal
Growth							
Percentage of Students meeting Growth Targets	40.3%	38.3%	41.0%				
Percentage Growth Rate Met	60.7%	57.4%	61.8%				100%
Achievement							
Level 1	23.5%	13.0%	13.8%				
Level 2	21.2%	23.8%	21.4%				
Level 3	30.3%	38.5%	36.9%				
Level 4	25.0%	24.7%	28.0%				
Levels 3 & 4 Combined	55.3%	63.2%	64.9%				75%

SBAC Growth & Achievement Data - High Needs Students							
	State	2017	2018	2019	2020	2021	Goal
Growth							
Percentage of Students meeting Growth Targets	33.0%	36.1%	29.7%				
Percentage Growth Rate Met	55.6%	56.2%	55.1%				100%
Achievement							
Level 1	40.2%	36.67%	35.67%				
Level 2	26.1%	28.33%	28.65%				
Level 3	23.6%	23.33%	23.39%				
Level 4	10.0%	11.67%	12.28%				
Levels 3 & 4 Combined	33.6%	35.00%	35.67%				75%

PSAT Achievement Data							
	2017	2018	2019	2020	2021	Goal	
Grade 10 Achievement							
Mean	485					430	
Grade 11 Achievement							
Mean	523					460	

SAT Achievement Data - All Students							
	State	2017	2018	2019	2020	2021	Goal
Growth							
Not Met	20.0%	5.19%	15.38%				
Approaching	17.6%	8.15%	12.82%				
Met	45.1%	59.26%	53.85%				
Exceeded	17.3%	27.41%	17.95%				
Met and Exceeded Combined	62.4%	86.67%	71.8%				75%

SAT Achievement Data - High Needs Students							
	State	2017	2018	2019	2020	2021	Goal
Growth							
Not Met	38.7%	22.22%	42.31%				
Approaching	24.4%	22.22%	15.38%				
Met	32.1%	33.33%	38.46%				
Exceeded	4.7%	22.22%	3.85%				
Met and Exceeded Combined	36.9%	55.55%	42.31%				75%

Target #3: *The District will demonstrate growth and achievement in Science as measured by the following:*

NGSS Growth & Achievement Data					
	State	2019	2020	2021	Goal
Growth					
Percentage of Students meeting Growth Targets					
Percentage Growth Rate Met					
Achievement					
Level 1	no data	until 20	19		
Level 2					
Level 3					
Level 4					
Levels 3 & 4 Combined					

In the spring of 2018, Oxford participated in a low stakes pilot of the NGSS test. First actual results of this new assessment will be shared after the 2019 administration.. The NGSS state assessment will be administered in grades 5, 8 and 11.

Target #4: *The District will demonstrate an improvement in CHRONIC ABSENTEEISM as measured by the following:* Percentage of students chronically absent - All students and Students in High Needs Subgroup. Chronic absenteeism rate is the percentage of students missing ten percent or greater of the total numbers of days enrolled in the school year for any reason (excused and unexcused).

Chronic Absenteeism Data						
	State (16-17)	2016-17	2017 - 18	2018-19	2021-22	Goal
Achievement						
All Students	9.9%	8.9%				<=5%
High Needs Students	15.8%	15.7%				<=5%

Target #5: *The District will demonstrate an improvement in STUDENT PREPARATION for POSTSECONDARY READINESS as measured by the following:* Percentage of students in grade 11 & 12 participating in at least one of the following: Two courses in AP/IB/dual enrollment; or two courses in one of the seventeen CTE (Career and Technical Education) categories; or two workplace experience courses in any area.

Student Preparation for Postsecondary						
	State	2016-17	2017 - 18	2018-19	2021-22	Goal
Coursework						
11th and 12th grade	70.5%	57.2%	48.1%			75%
Exams						
All Students	43.5%	54.7%				75%

Target #6: The District will demonstrate an improvement in GRADUATION RATES as measured by the following:

On track is defined by percentage of 9th graders earning at least five full-year credits in the year and no more than one failing grade in English, Mathematics, Science or Social Studies. Six year adjusted cohort graduation rate for high needs is the percentage of first time 9th graders who graduate with a regular high school diploma in six years or less (high needs subgroup)

Graduation Rates						
	State	2016-17	2017-18	2018-19	2021-22	Goal
On Track (grade 9 only)						
All Students	87.4%	91.2%	93.5%			94%
Actual Students(grade 12 only)						
All Students		93%				94%
6 Year Graduation Rate						
High Needs Students Only		85.7%				94%

Target #7: The District will demonstrate an improvement in POSTSECONDARY ENTRANCE RATES as measured by the following: Postsecondary Entrance Rate is the percentage of graduating class who enrolled in a 2 or 4-year postsecondary institution any time during the first year after high school graduation.

Postsecondary Entrance Rates						
	State (16-17)	2016-17	2017 - 18	2018-19	2021-22	Goal
Enrolled in a 2 or 4 year Program/ Institution						
All Students	72.0%	78.5%				75%

Target #8: The District will demonstrate an improvement in PHYSICAL FITNESS as measured by the following: The percentage of students meeting/exceeding the “Health Fitness Zone Standard” in all four areas of the CT Physical Fitness Assessment.

Physical Fitness Achievement						
	State (16-17)	2016-17	2017 - 18	2018-19	2021-22	Goal
Assessment						
Participation Rate	92.0%	90.0%				75%
Fitness Rate	51.6%	40.1%				75%

Target #9: The District will demonstrate an improvement in ARTS ACCESS as measured by the following:

Percentage of students in grade 9 through 12 participating in at least one dance, theater, music, or visual arts course in the school year.

Arts Access						
	State (16-17)	2016-17	2017 - 18	2018-19	2021-22	Goal
Achievement						
All Students	50.5%	66.5%				60%

Goal 1: Improve Teaching and Learning.

Overview:

Robert Half said, “When one teaches, two learn.” Teaching and learning are at the heart of any successful school district. Therefore, it is no surprise that goal one focuses on the key aspects of teaching and learning: curriculum, instruction and assessment. This goal will provide the roadmap for the vision of teaching and learning in the Oxford Public Schools over the next three years.

Strategy 1: Develop, sustain and enrich offerings in the areas of curriculum, instruction and assessment.

Implementation Step 1: Curriculum

Years of Implementation: Year 1, Year 2, Year 3

Year One: Research curricular improvements in the areas of: K-12 electives, K-5 Social Studies, 6-8 STEAM electives, 9-12 program of studies, OHS Capstone, K-12 World Language, K-12 Library/Media, 6-8 PE/Health, K-12 enrichment.

Year Two: Implement curricular improvements in the areas of: K-12 electives, K-5 Social Studies, 6-8 STEAM electives, 9-12 program of studies, OHS Capstone, K-12 World Language, K-12 Library/Media, 6-8 PE/Health, K-12 enrichment.

Year Three: Review and adjust curricular improvements in the areas of: K-12 electives, K-5 Social Studies, 6-8 STEAM electives, 9-12 program of studies, OHS Capstone, K-12 World Language, K-12 Library/Media, 6-8 PE/Health, K-12 enrichment.

Person(s) responsible: Director of Curriculum, Instruction and Assessment, Administrators, Teachers

Implementation Step 2: Curriculum

Years of Implementation: Year 1

Year One: Implement curriculum walkthroughs.

Person(s) responsible: Director of Curriculum, Instruction and Assessment and Curriculum Council

Implementation Step 3: Curriculum

Years of Implementation: Year 1

Year One: Develop a continuous system of vertical articulation work K-12.

Person(s) responsible: Director of Curriculum, Instruction and Assessment, Administrators, Department Chairs

Implementation Step 4: Curriculum

Years of Implementation: Year 1

Year One: Form a committee to research homework.

Person(s) responsible: Director of Curriculum, Instruction and Assessment

Implementation Step 5: Instruction

Years of Implementation: Year 1, year 2, Year 3

Year One: Investigate instructional models for a philosophy of instruction for Oxford Public Schools.

Year Two: Roll out and begin implementation of a philosophy of instruction for staff.

Year Three: Continue the roll out of implementation of a philosophy of instruction for staff.

Person(s) responsible: Director of Curriculum, Instruction and Assessment and Curriculum Council

Implementation Step 6: Instruction

Years of Implementation: Year 1, Year 2, Year 3

Year One: Investigate systems to evaluate teacher effectiveness.

Year Two: Roll out and begin phase one of implementation of an evaluation system for staff.

Year Three: Continue the roll out of implementation of an evaluation system for staff.

Person(s) responsible: Professional Development and Evaluation Committee (PDEC)

Implementation Step 7: Assessment

Years of Implementation: Year 1, Year 2, Year 3

Year One: Conduct an assessment audit in order to build our data warehouse system.

Year Two: Research and build capacity in the systematic use of data teams K-12.

Year Three: Continue to research and refine assessment practices K-12.

Person(s) responsible: District and Building Administrators, IT

Strategy 2: Expand the use of technology in curriculum, instruction and assessment.

Implementation Step 1: Technology

Years of Implementation: Year 1, Year 2, Year 3

Year One: Investigate and implement ways to improve our infrastructure throughout the district.

Year Two: Research best practices as they relate to technology integration.

Year Three: Implement K-12 best practices as it relates to technology integration.

Person(s) responsible: Director of Finance, IT, Director of Curriculum, Instruction and Assessment

Strategy 3: Develop a system of data driven, goal-oriented professional development.

Implementation Step 1: Professional Development

Years of Implementation: Year 1

Year One: Use data to inform and create professional development goals for the next school year by spring of the current school year.

Person(s) responsible: Professional Development and Evaluation Committee (PDEC), District and Building Administrators

Goal 2: Grow and strengthen Social and Emotional learning best practices. (Target 4, 6, 7)

Overview:

CASEL, the Collaborative for Academic, Social and Emotional Learning defines social and emotional learning as: *the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.* Oxford Public Schools' reform efforts are designed to ensure that all students have access to robust academics as well as enduring social and emotional learning experiences.

Strategies:

Strategy One: Create a targeted plan to address chronic absenteeism K-12.

Implementation Step 1: Strengthen both policies and procedures regarding absenteeism at all levels, from the board level to school level. Communicate the needs to all stakeholders.

Years of Implementation: Year 1

Person(s) responsible: Superintendent, Board of Education Policy Subcommittee, Director of PPS, Building Administrators, Teachers

Implementation Step 2: Initiate the created attendance action plan at all schools and communicate the plan to all stakeholders.

Years of Implementation: Year 1

Person(s) responsible: Building Administrators

Implementation Step 3: Monitor and reflect on the initiated attendance action plans at all schools.

Years of Implementation: Year 2

Person(s) responsible: Superintendent, Building Administrators, Teachers

Strategy Two: Enhance educators’ cultural competence and capacity to be socially responsive.

Implementation Step 1: Conduct professional learning with SERC on cultural competence.

Years of Implementation: Year 1

Person(s) responsible: Professional Development and Evaluation Committee (PDEC)

Implementation Step 2: Conduct follow up work with SERC as outlined by our SERC contract.

Years of Implementation: Year 2, Year 3

Person(s) responsible: Director of Curriculum, Instruction and Assessment, Building Administrators, Superintendent

Strategy Three: Expand and refine mental health services to address the emerging needs of students and families.

Implementation Step 1: Research best practices as they relate to professional learning for all staff and students on mental health issues including but not limited to anxiety and depression; how staff handles students with mental health issues, and age appropriate and engaging awareness training for students K-12.

Years of Implementation: Year 1

Person(s) responsible: Director of PPS, District Mental Health Professionals, District and Building Administrators

Implementation Step 2: Implement best practice professional learning for all staff regarding mental health issues. Implement age appropriate engaging/ongoing awareness training to students K-12.

Years of Implementation: Year 2

Person(s) responsible: Director of PPS, District Mental Health Professionals, District and Building Administrators

Implementation Step 3: Monitor/adjust best practice professional learning for all staff on mental health issues. Monitor and adjust student awareness training. Use data from staff and student surveys on the impact of PD and programs to drive future actions.

Years of Implementation: Year 3

Person(s) responsible: Director of PPS, District Mental Health Professionals, District and Building Administrators

Strategy Four: Improve School Climate at all levels.

Implementation Step 1: Continue with PBIS implementation and coaching at all schools to ensure a systematic approach to PBIS K-12.

Years of Implementation: Year 1

Person(s) responsible: Director of PPS, District and Building Administrators

Implementation Step 2: Form a committee to begin research on restorative justice and its use K-12.

Years of Implementation: Year 1

Person(s) responsible: Superintendent, Building Administrators

Implementation Step 3: Make decisions on the future of PBIS as it relates to the ideas/implementation of restorative justice.

Years of Implementation: Year 2, 3

Person(s) responsible: Superintendent, Building Administrators

Implementation Step 4: Share the results of all parent/student/teacher surveys with all stakeholders.

Years of Implementation: Year 1

Person(s) responsible: Superintendent, Building Administrators

Implementation Step 5: Create an action plan based on student, parent, and staff survey results. Ensure this becomes part of each school's school improvement plan.

Years of Implementation: Year 1

Person(s) responsible: Superintendent, Building Administrators

Implementation Step 6: Monitor and adjust action plans based on forthcoming survey results.

Years of Implementation: Year 1, 2, 3

Person(s) responsible: Superintendent, Building Administrators

Goal 3: Increase Family and Community Engagement.

(Target 4, 5, 6, 7)

Overview:

Raising the next generation is a shared responsibility. When families, communities and schools work together, students are more successful and the entire community benefits. For schools and districts across the U.S., family engagement is becoming an integral part of education reform efforts (US Department of Education). The Oxford Public School District is committed to increasing and improving family and community engagement.

Strategies:

Strategy One: Develop a comprehensive district communication plan.

Implementation Step 1: Streamline flyers so that they are sent out from central office weekly. Inform the community of this change in practice. Develop norms for communications for all buildings/central office.

Years of Implementation: Year 1

Person(s) responsible: Superintendent, Superintendent Administrative Assistant, Building Administrators

Implementation Step 2: Create a social media presence on Facebook for the Oxford Public Schools to blast positive news and upcoming events.

Years of Implementation: Year 1

Person(s) responsible: Superintendent and Board Subcommittee on Communications

Implementation Step 3: Appoint a designee from IT to research other website companies for our district website and report back to district administration.

Years of Implementation: Year 1

Person(s) responsible: Director of Finance and IT

Strategy Two: Investigate community service expectations K-12.

Implementation: Research best practices with regard to community service requirements 6-12 and based on the findings, make decisions about the direction of community service in the Oxford Public School District.

Years of Implementation: Year 1, 2

Person(s) responsible: Superintendent, District and Building Administrators

Strategy Three: Expand school programming/partnerships with parents and the community.

Implementation Step 1: Continue to explore and expand partnerships for our transition students, ages 18-21.

Years of Implementation: Year 1

Person(s) responsible: Director of PPS, PPS staff

Implementation Step 2: Continue to explore and expand programming with the park and recreation and library departments.

Years of Implementation: Year 1, Year 2, Year 3

Person(s) responsible: Superintendent, District and Building Administrators

Implementation Step 3: Continue to explore and expand partnerships with community businesses and OHS Capstone.

Years of Implementation: Year 1, Year 2, Year 3

Person(s) responsible: Superintendent, OHS Administrators

Implementation Step 4: Host parent workshops and make relevant webinars available to parents and the community.

Years of Implementation: Year 1, Year 2, Year 3

Person(s) responsible: Superintendent, District and Building Administrators

Implementation Step 5: Continue to expand partnerships with town/school resource officers for programs for students K-12.

Person(s) responsible: Superintendent, District and Building Administrators, Town Officials

Goal 4: Enhance Safety and Security Measures .

Overview:

Oxford Public Schools is dedicated to ensuring a safe and secure environment for students, staff and visitors; as such, continuing to enhance safety and security measures remains as a priority.

Strategies:

Implementation Step 1: Implement enhanced and timely district wide safety and security training for all staff and students.

Years of Implementation: Year 1

Person(s) responsible: Superintendent, Facilities Manager, District and Building Administrators

Implementation Step 2: Update the All Hazards Response Plan.

Years of Implementation: Year 1

Person(s) responsible: Superintendent, Facilities Manager

