



2018 Smarter Balanced (SBAC) and SAT

**DISTRICT OVERVIEW:
Analyzing Strategic Operating
Plan Performance Targets**

Superintendent Ana V. Ortiz
&
Administrative Team

District Accomplishments 2017–2018

- GOMS trip to Washington, DC
- 2nd year implementation of PBIS; 3rd year of training
- Teacher Leadership Academy at CAS
- Ed Camp K-12 in November 2017
- Two 3D printers purchased for GOMS and OHS
- Creation of the new SOP Plan 2018-2021
- STAR pilot grades K-5 as universal screen K-12
- SRBI and Interventions
- Link Crew- year 2
- 8th to 9th and 5th to 6th transition activities
- Implementation of Writer's Workshop K-8
- NGSS rollout K-3, 6th, 9-12
- Reader's Workshop training K-8

District Accomplishments 2017–2018

- NVCC connection
- AP Comp Sci training for teachers at the High School
- New and Improved Capstone which will include internships
- First STEAM Night at OCS
- Personalized learning models explored at OCS
- PreK-5 Truancy and Chronic Absenteeism rates reduced
- After school activities at all schools
- Team building activities for staff
- Building and District based newsletter
- Implementation of Special Education Manual
- School Safety informational meetings K-5 and 6-12 with district leaders and community members

District Accomplishments 2017–2018

- Miriam Strong Scholarship started
- Booster Club continues
- Family Night Activities
- K-5 math consortium
- 6-12 speaker on positive life choices
- Valley Superintendent and High School Principals meetings with Post University, Housatonic, NVCC

District Accomplishments 2017–2018

- Summer PD book collection- year two
- Grad walk- year two
- PDEC continues
- Curriculum council continues
- Established EIP task force
- K-5 “Moving Up” ceremonies where students met with their next school years teacher and friends

SOP PERFORMANCE TARGET #1

The district will gain 5 percentage points each year in Mathematics as measured by the grades 3–8 SBAC.

- Cumulatively for grades 3–8, the district **increased by 2%** between the two years of testing. **(54.3% in 2017 to 56.3% in 2018)**

STATE DATA HAS NOT BEEN RELEASED YET FOR COMPARISON

SOP PERFORMANCE TARGET #2 and #3

The district will gain 6 percentage points each year in Reading and Writing as measured by the grades 3–8 SBAC.

- Cumulatively for grades 3–8, **the district increased 1.5% between the two years of testing (63.1% in 2017 to 64.6% in 2018)**

STATE DATA HAS NOT BEEN RELEASED YET FOR COMPARISON

CT's Plan to transition to NGSS

****THERE ARE NO PERFORMANCE RESULTS FOR SCIENCE FOR 2018 AS IT WAS A FIELD TEST YEAR****

The US Department of Education has approved Connecticut's waiver request related to statewide student assessment in Science.

As a result, in Spring 2018, the CSDE will only administer a NGSS Assessment field test for both the science standard and alternate assessments in Grades 5 and 8 in lieu of the CMT Science and CMT skills checklist Science.

The CSDE had already been granted the waiver to not administer the CAPT and and CAPT Skills checklist Science to Grade 10 students in Spring 2018 because those students will also take the new NGSS assessment as 11th graders in spring 2019.

SOP PERFORMANCE TARGET #7

English Learners (ELs) will achieve one or more points higher annually on the LAS Links with a score of 4 or 5. Baseline data will be established in the 2017–18 school year.

- LAS links revised their required scores to Exit from language services for the 2016–2017 school year– they are: overall level 4 or 5, **and** reading score of 4 or higher **and** writing score of 4 or higher.
- In 2018, **39** students took the LAS links assessment. We had 7 new kindergarteners. **Seven** students were exited from language services as they achieved 4 or 5 overall, a reading score of 4 or higher and a writing score of 4 or higher. 1 student was exited through graduation.

SOP PERFORMANCE TARGET #8

Students with disabilities will achieve at a rate of growth of 1.5 times higher than their peers using baseline information and progress monitoring beginning with the 2017–18 school year.

- Cumulatively for grades 3–8, students with disabilities in the district increased by 5.7 percentage points in Math, while their peers increased by 2 percentage points.
- Cumulatively for grades 3–8, students with disabilities in the district decreased by 3.7 percentage points in ELA, while their peers increased by 1.5 percentage points.

SOP PERFORMANCE TARGET #9

The district will increase the 4-year high school graduation rate by 3 percentage points over the three years.

CSDE calculates the graduation rate and provides the information to the district in November of the graduation year.

- The 4-year graduation rate calculation is in the box below.

Four Year Graduation Rate							
District	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
State of Connecticut	84.8	85.5	87.0	87.2	87.4	87.9	
Oxford District	91.8	98.0	97.1	95.8	93.0	97.0	

**We currently do not have the official numbers from the graduating class of 2017-18 yet. Preliminary calculations are showing a 95% grad rate for the 2017-18 school year. I am uncertain how the movement of some seniors are going to effect our rate.

SOP PERFORMANCE TARGET #10

The district will increase the total high school graduation rate, which includes students who graduate in more than 4 years, each year.

- The 5-year graduation rate is calculated using the ninth-grade cohort enrollment. Total 4- and 5-year graduates DIVIDED BY the total adjusted cohort.
- The district calculates this information after the October State reporting on PSIS is verified in November.

Five Year Graduation Rate

District	2010-11	2011-12	2012-13	2013-14	2014-15
State of Connecticut	85.5	87.5	87.9	89.3	89.3
Oxford District	96.1	91.8	97.4	96.6	94.4

The 2015-16 + have not been published yet by the State of Connecticut.

SOP PERFORMANCE TARGET #11

The district will increase the percentage of 11th grade students who achieve the college–readiness benchmark on their grade 11 PSAT at the same rate of increase as the 4–year graduation rate.

The following information reflects the PSAT and SAT scores for the class of 2018. This reflects the percentages of students who met each benchmark as well as both benchmarks.

	11th PSAT	11th SAT
ERW	73%	74%
Math	48%	53%
Both	47%	51%

SOP PERFORMANCE TARGET #12

The district will increase the 2-year and 4-year college attendance rates each year as measured by the National Student Clearinghouse (NSC) data.

- Using the information published by the state website, we are able to review Oxford's basic trends in the area of College Entrance and Persistence.
- College Entrance (CE) refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.
- College Persistence (CP) refers to the percent of students who enrolled in college the first year after high school and returned for a second year.
- All data is in percentage form

	2011-12		2012-13		2013-14		2014-15		2015-16	
CE: Entrance CP: Persistence	CE	CP	CE	CP	CE	CP	CE	CP	CE	CP
Oxford	80.4	95.5	83.3	91.2	83.3	91.4	83	92	75	##



2017-2018
SCHOOL PERFORMANCE OVERVIEW
ELEMENTARY ANALYSIS
QUAKER FARMS SCHOOL

Rachael Cacace
Principal

NWEA (MAP) Reading

Comparison of 2017 Fall and 2018 Spring Results

Grade Level	Number of Students Tested	RIT Fall 2017	RIT Spring 2018	Observed Growth	Projected Growth
KDG	114	141.6	160.4	18.9	17.0
1 st Grade	120	165.0	181.0	16.0	17.0
2 nd Grade	126	182.4	196.6	14.2	13.8

NWEA (MAP) Math

Comparison of 2017 Fall and 2018 Spring Results

Grade	Number of Students Tested	RIT Fall 2017	RIT Spring 2018	Observed Growth	Projected Growth
KDG	114	139.5	161.1	21.6	19.2
1 st Grade	120	166.1	181.9	18.9	18.3
2 nd Grade	127	184.9	199.9	14.9	15.1

17-18 Family Survey Results

Quaker Farms School

Top 5 Areas of Strength (Agree or Strongly Agree)	Fall (#91)	Spring (#112)	Change
My child's teacher(s) treats me with respect.	100%	99%	-1%
The school environment is caring and supportive. I feel welcome at this school. The school environment supports learning. The school facilities are clean.	99% 99% 99% 99%	96% 96% 97% 97%	-3% -3% -2% -2%
If I have questions or concerns, I know whom to contact at this school. The school facilities are well-maintained. My child has access to the resources he/she needs to be successful.	97% 97% 97%	96% 95% 94%	-1% -2% -3%
My child is safe at this school. My child receives the attention he/she needs in the classroom. The school responds in a timely manner with questions or concerns.	96% 96% 96%	95% 96% 97%	-1% +/-0% +1%

17-18 Family Survey Results

Quaker Farms School

Top 5 Areas for Growth (Disagree or Strongly Disagree)	Fall (#91)	Spring (#112)	Change
I know how my child is doing in school before I get my child's report card.	16%	13%	-3% (improvement)
The school clearly communicates its expectations for my child's learning to me.	15%	9%	-6% (improvement)
My child is challenged to meet high expectations at this school.	15%	19%	+4%
I talk with my child's teacher(s) about my child's schoolwork, challenges, and academic progress.	11%	4%	-7% (improvement)
I feel well informed about what is going on at the school.	10%	4%	-6% (improvement)

17-18 Staff Survey Results

Quaker Farms School

Top 5 Areas of Strength (Agree or Strongly Agree)	Fall (#43)	Spring (#43)	Change
Adults treat students with respect at this school.	95%	100%	+5%
This school is sensitive to issues regarding race, gender, sexual orientations, and disabilities.	100%	100%	+/-0%
This school is a caring and nurturing place.	100%	100%	+/-0%
Parents are given opportunities to be involved in this school.	98%	100%	+2%
Teachers in this school support each other.	95%	98%	+3%

17-18 Staff Survey Results

Quaker Farms School

Top 5 Areas for Growth (Disagree or Strongly Disagree)	Fall (#43)	Spring (#43)	Change
The school's facilities are clean.	67%	54%	-13% (improvement)
The school's facilities are well-maintained.	65%	47%	-18% (improvement)
Staff morale is high at this school.	47%	33%	-14% (improvement)
The professional development I received this year provided me with the teaching strategies to better meet the needs of my students.	26% (19% - I don't know)	28% (9% - I don't know)	+2% (-10% - I don't know)
The Principal at this school is open to constructive feedback.	26%	21%	-5% (improvement)



SCHOOL PERFORMANCE OVERVIEW

OXFORD CENTER SCHOOL

Heath Hendershot
Principal

SBAC Results – Math

2018 Results

Grade	# Tested	Level 1	Level 2	Level 3	Level 4	Percent Level 3 or above
3rd	120	15%	26%	36%	23%	59%
4th	130	2%	29%	35%	33%	68%
5th	150	11%	29%	22%	38%	60%
All Grades	400	9.3%	28%	31%	31.3%	62.3%

Green = Increase of 4% or more.

Pink = Decrease of 4% or more

SBAC Results – Math

“Comparison” of 2016 – 2018 Results

Grade	2016 3 or higher	2017 3 or higher	2018 3 or higher
3rd Grade	62%	68%	59%
4th Grade	62%	63%	68%
5th Grade	56%	58%	60%

SBAC Results – ELA

2018 Results

Grade	# Tested	Level 1	Level 2	Level 3	Level 4	Percent Level 3 or above
3rd	120	16%	24%	24%	36%	60%
4th	131	14%	18%	31%	38%	69%
5th	150	21%	19%	30%	30%	60%
All Grades	401	17%	20.3%	28.3	34.7	63%

Green = Increase of 4% or more.

Pink = Decrease of 4% or more

SBAC Results – ELA

“Comparison” of 2017 & 2018 Results

Grade	2016 3 or higher	2017 3 or higher	2018 3 or higher
3rd Grade	62%	66%	60%
4th Grade	61%	61%	69%
5th Grade	70%	64%	60%

Universal Screening Tools

- ❖ QFS and OCS successfully piloted the STAR Assessment during the 2017–2018 School year. One classroom from each grade level and students already enrolled in Early Intervention (SRBI) programs were administered the assessment during the beginning, middle, and end of the school year.
- ❖ The OCS and QFS STAR Pilot Committees, in conjunction with a district-wide decision making process, agreed to move forward with implementing the STAR Assessment as the district's universal screening tool beginning in the 2018–2019 school year.

Universal Screenings

- ❖ The benefits of this assessment tool are as follows:
 - It will promote a consistent way of measuring and monitoring student progress for all students across the district.
 - It requires approximately $\frac{1}{3}$ the amount of time to administer compared to the previously used MAP Assessment.
 - It can be administered frequently for students that require multiple data points in a short period of time to determine progress and/or proficiency levels.
 - It is closely aligned with the SBAC Assessment and can provide both *Growth* and *Mastery* type reports.

17-18 Family Survey Results

Oxford Center School

Top 5 Areas of Strength (Agree or Strongly Agree)	Fall (#113)	Spring (#93)	Change
<u>Climate & Culture:</u> <ul style="list-style-type: none"> ● The school environment is caring and supportive. ● The school environment supports learning. ● My child's teacher(s) treat me with respect. 	96% 91% 99%	95% 96% 98%	-1% +5% -1%
<u>Teaching & Learning:</u> <ul style="list-style-type: none"> ● I talk with my child's teacher(s) about my child's school work, challenges, and academic progress. ● My child receives the attention he/she needs in the classroom. ● My child is challenged to meet high expectations at this school. 	89% 93% 78%	99% 94% 84%	+10% +1% +6%
<u>Communication:</u> <ul style="list-style-type: none"> ● My child's school communicates well with me. ● I feel well-informed about what is going on at the school. ● I talk with my child's teacher(s) about how I can support my child's learning at home. 	81% 81% 88%	86% 87% 95%	+5% +6% +7%

17-18 Family Survey Results

Oxford Center School

Top 5 Areas for Growth (Agree or Strongly Agree)	Fall (#113)	Spring (#93)	Change
<u>Climate & Culture:</u> <ul style="list-style-type: none"> ● My Child is safe at this school. ● Bullying is a problem at my child's school. 	80% 25% (46% IDK)	74% 26% (43% IDK)	-6% -1% (-3% IDK)
<u>Teaching and Learning:</u> <ul style="list-style-type: none"> ● The school clearly communicates its expectations for my child's learning to me. ● My child is challenged to meet high expectations at this school. 	78% 78%	79% 84%	+1% +6%
<u>Facilities:</u> <ul style="list-style-type: none"> ● The school facilities are clean. ● The school facilities are well-maintained. 	61% 50%	69% 48%	+8% -2%

17-18 Staff Survey Results

Oxford Center School

Top 5 Areas of Strength (Agree or Strongly Agree)	Fall (#46)	Spring (#39)	Change
<p><u>Climate & Culture:</u></p> <ul style="list-style-type: none"> ● This school is a caring and nurturing place. ● Teachers in this school support each other. ● Adults treat students with respect at this school. ● I feel like I am a part of this school's community. ● Parents are given opportunities to be involved at this school. 	<p>100% 96% 98% 93% 100%</p>	<p>100% 100% 100% 95% 100%</p>	<p>+/-0% +4% +2% +2% +/-0%</p>
<p><u>Teaching & Learning:</u></p> <ul style="list-style-type: none"> ● I believe students are getting a high-quality education at this school. ● The principal sets high expectations for students and staff. ● I know what is expected of me at this school. ● I feel my contributions at this school are important. 	<p>96% 96% 96% 96%</p>	<p>95% 95% 97% 95%</p>	<p>-1% -1% +1% -1%</p>
<p><u>Communication:</u></p> <ul style="list-style-type: none"> ● The principal communicates a clear vision for this school. ● The principal at this school is open to constructive feedback. ● At this school, there is honest communication on important school issues. 	<p>93% 96% 78%</p>	<p>95% 97% 90%</p>	<p>+2% +1% +12%</p>

17-18 Staff Survey Results

Oxford Center School

Top 5 Areas for Growth (Agree or Strongly Agree)	Fall (#46)	Spring (#39)	Change
<u>Climate & Culture:</u> <ul style="list-style-type: none"> The PBIS discipline program is effective. 	54%	62%	+8%
<u>Teaching & Learning:</u> <ul style="list-style-type: none"> I have access to the technology that I need at this school. I have access to other resources that I need for my class(es). The professional development I received this year provided me with teaching strategies to better meet the needs of my students. 	86%	79%	-7%
<u>Facilities:</u> <ul style="list-style-type: none"> This school's facilities are clean. This school's facilities are well-maintained. 	54%	51%	-3%
	46%	44%	-2%



SCHOOL PERFORMANCE OVERVIEW SECONDARY ANALYSIS GREAT OAK MIDDLE SCHOOL

Anthony Hibbert
Principal

STAR Math

Comparison of 2017 Fall and 2018 Spring Results

Grade	% at Goal Fall 2017	% at Goal Spring 2018	Change
6th Grade	81%	85%	+4
7th Grade	80%	83%	+3
8th Grade	74%	74%	Even

STAR Reading

Comparison of 2017 Fall and 2018 Spring Results

Grade	% at Goal Fall 2017	% at Goal Spring 2018	Change
6th Grade	69%	78%	+9%
7th Grade	66%	80%	+14%
8th Grade	64%	75%	+11%

GOMS 2018 SBAC Results – Math

Great Oak

Grade	2017 Percent Level 3 or above	2018 Percent Level 3 or above	Change
6th Grade	48%	53%	+5%
7th Grade	49%	53%	+4%
8th Grade	40%	45%	+5%
School Overall	46%	50%	+4%

GOMS 2018 SBAC Results – Reading

Great Oak

Grade	2017 Percent Level 3 or above	2018 Percent Level 3 or above	Change
6th Grade	61%	63%	+2%
7th Grade	64%	68%	+4%
8th Grade	64%	68%	+4%
School Overall	64%	66%	+2%

GOMS SBAC Longitudinal

ELA

MATH

Grade	3 or higher	Change	Grade	3 or higher	Change
5th Grade 2017	64		5th Grade 2017	58	
6th Grade 2018	63	-1%	6th Grade 2018	53	-5%
6th Grade 2017	61		6th Grade 2017	48	
7th Grade 2018	68	+7%	7th Grade 2018	53	+5%
7th Grade 2017	64		7th Grade 2017	49	
8th Grade 2018	68	+4%	8th Grade 2018	45	-4%
Overall		+3.33%	Overall		-4%

CMT Results – Science

Longitudinal Results

Grade	2016-2017 4 or higher	2017-2018
8th Grade	85%	Pilot Test Year No Data Released By State

17-18 Family Survey Results

Great Oak Middle School

Top 5 Areas of Strength (Agree or Strongly Agree)	Fall 2017 76 Respondents	Spring 2018 98 Respondents	Change
My child's teacher(s) treat me with respect	99%	95%	-4%
The school environment is caring and supportive.	92%	89%	-3%
My child is safe at this school.	92%	87%	-5%
This school is a good place to learn	90%	86%	-4%
My child's school communicates well with me.	90%	84%	-6%

17-18 Family Survey Results

Great Oak Middle School

Top 5 Areas for Growth (Disagree or Strongly Disagree)	Fall 2017 76 Respondents	Spring 2018 98 Respondents	Change
Do you feel that this school provides effective drug/alcohol education?	62% (disagree)	36% (disagree)	- 26% (improvement)
This school offers me many ways to be involved in my child's education.	53% (disagree)	37% (disagree)	-16% (improvement)
This school provides students with helpful information about preparation for college or other career choices.	45% (disagree)	32% (disagree)	-13% (improvement))
Bullying is a problem at my child's school.	37% (agree)	44% (agree)	+7%
I often communicate with my child's teacher(s) when in person, by phone, or by email	32% (disagree)	24% (disagree)	-8% improvement))

17-18 Staff Survey Results

Great Oak Middle School

Top 5 Areas of Strength	Fall 2017 39 Respondents	Spring 2018 44 Respondents	Change
I feel comfortable going to at least one member of this school's administrative team if I have a problem.	100%	98%	-2%
Teachers are given opportunities to be involved at this school.	97%	98%	+1%
I like working in this school.	92%	89%	-3%
I know what is expected of my at this school.	90%	89%	-1%
I feel my contributions at this school are important.	90%	91%	+1%

17-18 Staff Survey Results

Great Oak Middle School

Top 5 Areas for Growth (Disagree or Strongly Disagree)	Fall 2017 39 Respondents	Spring 2018 44 Respondents	Change
Staff morale is high at this school.	64% (disagree)	48% (disagree)	-16% (improvement)
This school's discipline program is effective.	59% (disagree)	64% (disagree)	+5%
This school's facilities are well maintained.	51% (disagree)	55% (disagree)	+4%
This school's facilities are clean.	49% (disagree)	50% (disagree)	+1%
Students and adults treat adults with respect at this school.	44% (disagree)	34% (disagree)	-10% (improvement)



SCHOOL PERFORMANCE OVERVIEW

OXFORD HIGH SCHOOL

Dorothy Potter
Principal

SAT Results – ELA Spring 2018

Oxford High School

Level	Number of Students	Percentage
Level 1: Not Met	22	14.6
Level 2: Approaching	19	12.6
Level 3: Met	82	54.3
Level 4: Exceeded	28	18.5
Level 3 & 4: Met or Exceeded	110	72.8
Average Score: 538		

State of Connecticut

Level	Percentage
Level 1: Not Met	20.0
Level 2: Approaching	17.6
Level 3: Met	45.1
Level 4: Exceeded	17.3
Level 3 & 4: Met or Exceeded	62.4
Average Score: 516	

SAT Results – Math Spring 2018

Oxford High School

Level	Number of Students	Percentage
Level 1: Not Met	23	15.3
Level 2: Approaching	48	32.0
Level 3: Met	66	44.0
Level 4: Exceeded	13	8.7
Level 3 & 4: Met or Exceeded	79	52.7
Average Score: 523		

State of Connecticut

Level	Percentage
Level 1: Not Met	23.2
Level 2: Approaching	36.4
Level 3: Met	29.2
Level 4: Exceeded	11.1
Level 3 & 4: Met or Exceeded	40.3
Average Score: 503	

SAT Comparison

Spring 2017

- Total Mean Score: 1110
 - 58% met both benchmarks
- Mean ERW Score: 571
 - 89% met ERW benchmark
- Mean Math Score: 539
 - 60% Met Math Benchmark

Spring 2018

- Total Mean Score: 1064
 - 51% met both benchmarks
- Mean ERW Score: 540
 - 74% met ERW benchmark
- Mean Math Score: 524
 - 53% Met Math Benchmark

PSAT Comparison (same students)

PSAT fall 2017

- 47% met both benchmarks
- ERW
 - 73% met or exceeded benchmark
- Math
 - 48% met or exceeded benchmark

SAT spring 2018

- 51% met both benchmarks
- ERW
 - 74% met or exceeded benchmark
- Math
 - 53% met or exceeded benchmark

CAPT Results – Science

2017 – 2018 Results

	2016-17 4 or higher	2017-2018 Pilot Year
Oxford	41.0%	No Data Released By State

STAR Math

Comparison of 2017 Fall and 2018 Spring Results

Grade	% at Goal Fall 2017	% at Goal Spring 2018	Change
9th Grade	77%	90%	+13%
10th Grade	81%	94%	+13%

STAR Reading

Comparison of 2017 Fall and 2018 Spring Results

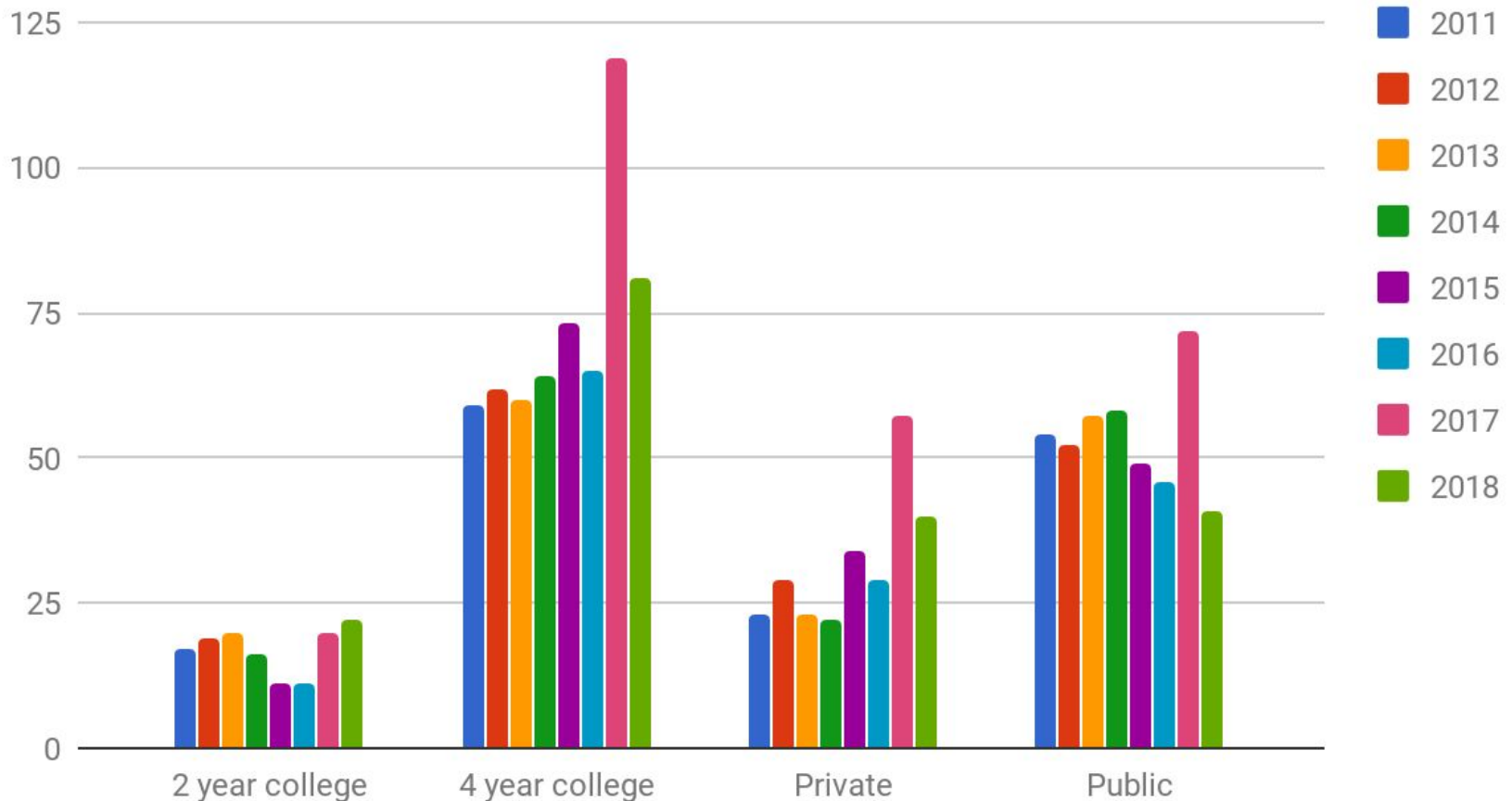
Grade	% at Goal Fall 2017	% at Goal Spring 2018	Change
9th Grade	63%	78%	+15%
10th Grade	68%	60%	-8%

College Entrance Percentages

- 2010/11: 75%
- 2011/12: 77%
- 2012/13: 81%
- 2013/14: 80%
- 2014/15: 80%
- 2015/16: 83%
- 2016/17: 79% *adjusted from last year using ED540
- 2017/18: 80% *using ED540 data

College Trends

College Choices



2010 College Entrance 92/117

Brandeis University (1)

CCSU (3)

ECSU (1)

Gateway Community College (4)

Housatonic Community College (2)

Iona College (1)

Johnson & Wales University (1)

Lyndon State College (1)

Marist College (1)

Massachusetts College Of Pharmacy (1)

Mount Saint Mary College (1)

Naugatuck Valley (13)

Northeastern University (1)

Norwalk Community College (1)

Post University (2)

Quinnipiac University (1)

Rutgers University (1)

Sacred Heart University (1)

Salve Regina University (3)

SCSU (17)

Springfield College (3)

Tulane University (1)

UNiversity of Bridgeport (1)

UConn (16)

University of Hartford (1)

University of New Haven (7)

Villanova University (1)

WCSU (5)

2011 College Entrance 113/156

Adelphi University (1)	Loyola University (2)	University of Pittsburgh (1)
Cedarville University (1)	Marist College (1)	University of Rhode Island (4)
CCSU (5)	Mount Saint Mary College (2)	Wentworth IT (1)
Cornell University (1)	Naugatuck Valley (17)	West Virginia University (1)
County College of Morris (1)	Nyack College (1)	WCSU (9)
Curry College (2)	Pennsylvania College of Tech (1)	Western New England (1)
ECSU (4)	Pennsylvania State University (1)	Westfield State University (1)
Emmanuel College (2)	Post University (1)	
Endicott College (1)	Queen's University (1)	
Fairfield University (1)	Quinnipiac University (3)	
Farmingdale State College (1)	Rochester Institute of Tech (1)	
Florida Gulf Coast University (1)	Sacred Heart University (2)	
Fordham University (1)	Saint Leo University (2)	
Full Sail University (1)	SCSU (5)	
Gettysburg College (1)	UCONN (20)	
Iona College (1)	University of Hartford (1)	
Kent State University (1)	University of Kentucky (1)	
Le Cordon Bleu College of Culinary Arts (1)	University of Massachusetts (1)	
Lincoln Technical Institute (1)	University of New Haven (5)	

2012 College Entrance 107/142

Alvernia University (1)	Marist College (2)	Suffolk University (1)
American International College (1)	Marymount Manhattan College (2)	The Ohio State University
BEcker College (1)	Mitchell College (1)	University of North Carolina (1)
Brigham Young University (2)	Monmouth University (1)	Tunxis (1)
Brunswick Community College (1)	Naugatuck Valley (16)	University of Chicago (1)
CCSU (2)	New York University (1)	University of Colorado (1)
Coastal Carolina University (2)	Newbury College (1)	UConn (16)
ECSU (4)	Pace University (2)	University of Hartford (2)
Eastern University (1)	Quinnipiac University (4)	University of New Haven (2)
Elms College (1)	Rasmussen (1)	University of Rhode Island (1)
Embry–Riddle Aeronautical University (1)	Regis College (1)	WCSU (9)
Fitchburg State University (1)	Rensselaer Polytechnic Institute (10)	
Gateway Community College (1)	Roger Williams University (1)	
Housatonic Community College (2)	Sacred Heart University (2)	
Johnson & Wales University (1)	Saint Anselm College (1)	
Keene State College (2)	SCSU (5)	
Lasell College (1)	Southern Vermont College (1)	
Lesley University (1)	Springfield College (1)	
Manhattan College (1)	St. John’s University (1)	

2013 College Entrance 125/153

Bentley University (1)	Montclair State University (1)	University of Massachusetts (1)
Boston University (2)	Naugatuck Valley (24)	University of New Haven (8)
Bryant University (1)	Northwestern Connecticut (1)	University of North Carolina (1)
CCSU (3)	Norwalk Community (1)	University of Pittsburgh (1)
ECSU (2)	Palm Beach State College (1)	University of Rhode Island (1)
Endicott College (1)	Penn State (3)	University of Rochester (1)
Evangel University (1)	Post University (1)	WCSU (5)
Fairfield University (1)	Purchase College State (1)	Western New England University (1)
Gateway Community College (1)	Quinnipiac (1)	Xavier University (1)
High Point University (1)	Sacred Heart (6)	Yale University (1)
Housatonic Community College (1)	Salisbury University (1)	
Johnson & Wales University (2)	Salve Regina University(1)	
Kansas State University (1)	Southeastern University (2)	
Keene State College (1)	SCSU (12)	
Lincoln College of New England (1)	Springfield College (1)	
Maastricht Hotel Management School (1)	Stratford School for Aviation Tech (1)	
Massachusetts Maritime Academy (1)	University of Bridgeport	
McGill University (1)	University of Colorado (1)	
Messiah College (1)	UCONN (17)	
Mitchell College (1)	University of Kentucky (2)	

2014 College Entrance 152/172

Adirondack Community College (1)	McGill University (1)	Culinary Institute of America (1)
American University (1)	Massachusetts College of Pharmacy & Health Sciences (1)	
Assumption College (1)	Mitchell College (1)	University of Alabama (1)
Biola University (1)	Naugatuck Valley (28)	University of North Carolina (1)
Boston College (2)	Newbury College (1)	University of Tampa (1)
Brandeis University (2)	Norwich University (1)	University of Texas (1)
CCSU (3)	Paier College of Art (3)	Tufts University (1)
Champlain College (1)	Penn State (2)	University of Bridgeport (1)
Coastal Carolina University (1)	Porter and Chester Institute (1)	UConn (14)
Cornell University (1)	Purdue University (1)	University of Louisiana (1)
East Carolina University (1)	Quinnipiac University (4)	University of Maine (1)
ECSU (4)	Ripon College (1)	University of Maryland (3)
Franklin Pierce University (1)	Rochester Institute of Technology (1)	University of Massachusetts (2)
Furman University (1)	Roger Williams University (1)	University of New Hampshire (1)
Iona College (1)	Saint Mary's University (1)	University of New Haven (2)
Keene State College (2)	Siena College (1)	University of Rhode Island (3)
Lafayette College (1)	Slippery Rock University (1)	University of South Carolina (3)
Lincoln Culinary Institute (2)	SCSU (22)	Vermont Technical College (1)
Marist College (4)	Springfield College (1)	WCSU (6)
Western New England (1)	Worcester Polytechnic (2)	Worcester State University (2)

2015 College Entrance 93/117

American International College (1)	Naugatuck Valley Community (7)	Wagner College (1)
Central Connecticut State University (3)	New York university (1)	WCSU (3)
Coastal Carolina University (1)	Penn State (1)	Western New England University (2)
Colorado State University (1)	Quinnipiac University (1)	Worcester Polytechnic Institute (2)
Dean College (1)	Rochester Institute of Tech (1)	Worcester State University (1)
Eastern Connecticut State University (2)	Sacred Heart University (2)	
Embry–Riddle Aeronautical University (1)	Saint Michael’s College (1)	
Fairfield University (1)	Southeastern University (1)	
Farmingdale State College (1)	SCSU (9)	
Franklin Pierce University (1)	Springfield College (3)	
High Point University (1)	Towson University (1)	
Housatonic Community College (1)	Tulane University (1)	
James Madison University (1)	UCONN (13)	
Johnson & Wales University (2)	University of Hartford (1)	
Juniata College (1)	University of Mass (2)	
Liberty University (1)	University of New Hampshire (1)	
Manchester Community College (1)	University of New Haven (5)	
Manhattanville College (1)	University of Rhode Island (3)	
Marist College (3)	University of South Carolina (1)	
Molloy College (1)	University of Vermont (1)	
Muhlenberg College (1)	University of Wisconsin (1)	

2016 College Entrance 94/114

American International College (1)	Newbury College (1)	University of New Hampshire (2)
Binghamton University (1)	Northeastern University (1)	University of Rhode Island (4)
Central Connecticut State University (1)	Norwich University (1)	University of Toronto (1)
Clark University (2)	Nova Southeastern University (1)	University of Vermont (1)
Community College of Baltimore County (1)	Pace University (3)	Washington & Lee University (1)
Curry College (1)	Quinnipiac University (2)	WCSU (4)
ECSU (2)	Rensselaer Polytechnic Institute (1)	Western New England (2)
Embry–Riddle Aeronautical University (1)	Roger Williams University (1)	Wheaton College (1)
Franklin Pierce University (1)	Rowan University (1)	Worcester Polytechnic (3)
Full Sail University (2)	Sacred Heart University (3)	
Gateway Community College (6)	SCSU (14)	
Gordon College (1)	Springfield College (3)	
Housatonic Community College (1)	Swarthmore College (1)	
Ithaca College (1)	Temple University (2)	
Keene State College (1)	The Culinary Institute of America (1)	
Lesley University (1)	The university of Alabama (2)	
LIM College (Laboratory Institute of Merchandising) (1)	United States Naval Academy (1)	
Lynn University (1)	UConn (10)	
Massachusetts College of Art and Design (1)	University of Delaware (1)	
Massachusetts College of Liberal Arts (1)	University of Hartford (5)	
Mitchell College (1)		
Naugatuck Valley Community–Technical College (12)		

2017 College Entrance 130/172

Assumption College (2)	Marist College (2)	Stevenson University (1)
University of British Columbia (1)	University of Minnesota (1)	SUNY College at Cobleskill (1)
Brown University (1)	Mitchell College (1)	Vermont Technical College (1)
Bryant University (1)	Mount Ida College (1)	University of Vermont (1)
Central Connecticut State University (8)	Naugatuck Valley Community–Technical College (14)	University of Virginia (1)
Connecticut College (1)	New England College (1)	Western CT ST University (5)
University of Toronto (1)	University of New Hampshire (1)	Western New England University (3)
Curry College (1)	University of New Haven (5)	Worcester Polytechnic Institute (1)
East Carolina University (1)	New York University (1)	Xavier University (1)
Eastern Connecticut State University (9)	Newbury College (1)	
Emmanuel College (1)	Norwalk Community College (1)	
Franklin Pierce University (1)	Post University (1)	
Gateway Community College (1)	Quinnipiac University (2)	
George Washington University (1)	University of Rhode Island (2)	
University of Hartford (8)	Rochester Institute of Technology (2)	
College of Holy Cross (1)	Roger Williams University (1)	
Iona College (1)	Rowan University (1)	
Ithaca College (1)	Sacred Heart University (2)	
Keene State College (1)	Sage College of Albany (1)	
Lesley University (2)	Saint Michael’s College (1)	
University of Maine (1)	Shenandoah University (1)	
Manhattan College (1)	Southern Connecticut State University	

2018 College Entrance 108/136

Albertus Magnus College (2)	Norwalk Community College	West Virginia University
Bentley University	Pace University (2)	Western Connecticut State (4)
Bryant University	Pennsylvania State University	Western New England (2)
Central Connecticut State University (4)	Providence College (2)	Westfield State University
Champlain College	Quinnipiac University (3)	Worcester Polytechnic Institute
College of William and Mary	Rochester Institute of Technology	
Drexel University	Roger Williams University (2)	
Eastern Connecticut State university (2)	Sacred Heart University	
Emmanuel College	Southern Connecticut State University (7)	
Fairfield University (2)	Temple University	
Gateway Community College (2)	The University of Arizona	
Great Bay Community College	Unity College	
Johnson & Wales University	University of Connecticut (13)	
Lesley University	University of Delaware	
Marist College (3)	University of Hartford	
McGill University	University of Massachusetts (3)	
Mercy College	University of New Hampshire	
Naugatuck Valley Community College (13)	University of New Haven (3)	
Nicholls State University	University of Rhode Island (2)	
Nichols College	University of South Carolina (3)	
Northeastern University (3)	University of South Florida	
Northpoint Bible College	Wentworth Institute of Technology	

17-18 Family Survey Results

Oxford High School

Top 5 Areas of Strength (Agree or Strongly Agree)	Fall	Spring	Change
My child's teachers treat me with respect	95%	97%	+2%
My child is safe at the school.	97%	81%	-16%
I talk with my child's teachers about what I can do to help my child learn	90%	91%	+1%
I know how my child is doing before I get my child's report card.	92%	95%	+3%
The school facilities are clean.	93%	96%	+3%

17-18 Family Survey Results

Oxford High School

Top 5 Areas for Growth (Disagree or Strongly Disagree)	Fall	Spring	Change
I feel comfortable discussing my child's needs with teachers and staff.	9%	14%	+5%
If I have questions or concerns, I know whom to contact at this school.	15%	8%	-7%
I am satisfied with the response I get when I contact my child's school with questions and concerns.	21%	17%	-4%
I feel well-informed about what is going on at the school.	30%	32%	+2%
I often communicate with my child's teachers in person, by phone, or by email.	12%	18%	+6%

17-18 Staff Survey Results

Oxford High School

Top 5 Areas of Strength (Agree or Strongly Agree)	Fall	Spring	Change
The school is sensitive to issues regarding race, gender, sexual orientation, and disabilities.	94%	94%	0%
Teachers are given opportunities to be involved at this school.	94%	96%	+2%
The school is a caring and nurturing place.	86%	83%	-3%
I like working at this school.	85%	84%	-1%
I know what is expected of me at this school.	84%	84%	0%

17-18 Staff Survey Results

Oxford High School

Top 5 Areas for Growth (Disagree or Strongly Disagree)	Fall	Spring	Change
Teachers in this school support each other.	30%	27%	-3%
Students and adults treat adults with respect at this school.	26%	35%	+9%
Staff morale is high at this school.	65%	63%	-2%
School administrators communicate a clear vision for this school.	33%	35%	+2%
This school's discipline program is effective.	53%	62%	+9%



2018 ELA and Math SBAC Results
Grades 3-8

SPECIAL EDUCATION STUDENTS DISTRICT OVERVIEW

Rebecca Cavallaro
Director of Pupil Services

SBAC Results – ELA

OXFORD PUBLIC SCHOOLS

Grade	All 2016-2017 3 or higher	All 2017-2018 3 or higher	Growth Rate
3rd Grade	66%	60%	-6%
4th Grade	61%	69%	+8%
5th Grade	64%	60%	-4%
6th Grade	61%	63%	+2%
7th Grade	64%	68%	+4%
8th Grade	64%	68%	+4%
District Overall	63.1	64.6	+1.5%

Grade	Special Ed 2016-2017 3 or higher	Special Ed 2017-2018 3 or higher	Growth Rate
3rd Grade	44%	13%	-31%
4th Grade	12%	36%	+24%
5th Grade	10%	9%	-1%
6th Grade	33%	6%	-27%
7th Grade	15%	23%	+8%
8th Grade	13%	18%	+5%
District Overall	21.2%	17.5%	-3.7%

SBAC Results – Math

OXFORD PUBLIC SCHOOLS

Grade	All 2016-2017 3 or higher	All 2017-2018 3 or higher	Growth Rate
3rd Grade	68%	59%	-7%
4th Grade	63%	68%	+5%
5th Grade	58%	60%	+2%
6th Grade	48%	53%	+5%
7th Grade	49%	53%	+4%
8th Grade	40%	45%	+5%
District Overall	54.3%	56.3%	+2%

Grade	Sped 2016-17 3 or higher	Special Ed 2017-2018 3 or higher	Growth Rate
3rd Grade	21%	27%	+6%
4th Grade	22%	36%	+14%
5th Grade	11%	22%	+11%
6th Grade	14%	12%	- 2%
7th Grade	8%	17%	+9%
8th Grade	13%	9%	-4%
District Overall	14.8%	20.5%	+5.7%



2017-2018

Strategic Operating Plan

Strategies and Implementation

Steps

Strategic Operating Plan 2017-2018

Goal	Strategy	Implementations
<p>Goal 1: Improve Teacher and Leader Quality and Retention</p>	<p>Strategy 1: Develop and implement a talent management (acquisition and development) strategy to improve teacher and principal effectiveness.</p>	<ul style="list-style-type: none"> ● Organized K-8 professional development opportunities in the content areas of science and ELA to promote grade-level collaboration (PreK - 8). ● Recognized a teacher and a para for their accomplishments during American Education Week (PreK - 12) ● Staff mentoring student teachers during the school year (PreK - 12) ● Team Building Activities for staff (PreK-12) ● Work with supporting organizations to provide events that boost staff morale (PreK - 12) ● Summer PD Book Collection (PreK-12 & Curriculum) ● Organized and implemented an EdCamp for November PD (PreK - 12) ● Middle School Principal Council (GOMS) ● One teacher with an 092 is used as administrative designee when an administrator is not in the building (QFS & GOMS) ● Professional development and collaboration, including EdCamp (GOMS & OHS) ● November PD was organized to help teachers develop further in the area of literacy within their content area. (OHS) ● Teacher to Teacher was implemented where teachers chose a problem of practice, implemented a strategy, observed classes and shared out their findings. (OHS) ● Valley Superintendents and High School Principals meetings. (OHS & Superintendent) ● SRBI Manual Published - (Superintendent's Office)

GOAL 1

Strategy 2: Reorganize and expand district leadership capacity to support and sustain the implementation of the Strategic Operating Plan.

- Continue to utilize SIT Model that includes representation from all grades, departments, support staff, and parent community. **(PreK-12)**
- Tools For Schools committee includes three staff members and a parent. **(PreK-12)**
- Staff members on PDEC and Curriculum Council. **(PreK-12)**
- Staff members on PBIS committee. **(PreK-12)**
- Several teachers are completing their sixth year program to become 092 certified and are currently completing their internship within the district and building their leadership capacity through taking part in various committees and trainings. **(PreK-12)**
- School to School Connections (Grad walk, MS students helping at QFS, etc.) **(PreK-12)**
- Staff members have become Google Certified Teachers **(OCS & GOMS)**
- One staff member is a Certified Apple Teacher.. **(GOMS)**
- Organized a faculty forum led by a teacher. **(OHS)**
- Met with all chairs and helping them work in leadership roles outside of traditional department chair roles. **(OHS)**
- Leadership team meetings have been rearranged to meet the needs of the department. **(OHS)**
- PPS staff attend leadership conferences hosted by SDE and CONNCASE **(PPS)**
- A committee was formed to work on the creation of the new Strategic Operating Plan for 2018-2021 **(District)**
- TEAM mentoring continued despite a cut in state funding **(District)**
- Teachers participated in the Teacher Leadership Academy **(Curriculum)**

<p>Goal 1</p>	<p>Strategy 3: Analyze the system for evaluation of teachers and administrators based on achievement, growth of students, and client satisfaction.</p>		<ul style="list-style-type: none"> ● All students, parents, and staff are afforded the opportunity to participate in the beginning and end of year surveys that are utilized in the teacher and administrator evaluation process. (PreK-12) ● Staff revised the surveys. Surveys are used to develop School Improvement Plan. (PreK-12) ● Staff members participate on the district-wide PDEC committee. This committee participates in the review and modification of the district's TEVAL (teachers and administrators) process/document. (PreK-12) ● The PDEC committee continued to be co-chaired by two teachers/one admin in the district. We meet together in between full PDEC meetings to reflect and plan for the next meeting. (Curriculum)
<p>Goal 1</p>	<p>Strategy 4: Develop a comprehensive system of professional learning informed by teacher and leader evaluation.</p>		<ul style="list-style-type: none"> ● Staff members along with building principal (QFS) participate on the district-wide PDEC committee. (PreK-12) ● SIT identifies the building based needs for professional development and incorporates them into the building-based budget request document. (QFS and OCS) ● Teachers have attended trainings in: NGSS, PBIS, Wilson Foundations, SAT Readers and Writers Workshop, STAR, Number Talks, PMT, and various other individualized opportunities. (PreK-12) ● District EdCamp November 2017 (PreK-12) ● Instructional Rounds began in March - teacher to teacher. (OHS) ● Mental Health training for all Special Service Providers (PPS) ● PMT training for all pupil services staff and paraprofessionals. (PPS) ● Clinical supervision for school-based mental health staff. (PPS) ● Coaching of teachers for student specific diagnostic evaluations. (PPS) ● The PDEC committee focused on developing a comprehensive professional learning plan for staff, using data to drive the following year's professional learning. (Curriculum)

Goal	Strategy	Implementations
<p>Goal 2: Remove Barriers to successful instruction for all students through high-quality core general education practices and targeted interventions for students experiencing learning, emotional, or behavioral difficulties.</p>	<p>Strategy 1: Implement Scientifically Research-Based Interventions (SRBI) at all grade levels that provide the appropriate support, resources, and materials in reading and math, and Positive Behavior Interventions and Supports (PBIS) across all district-operated schools.</p>	<ul style="list-style-type: none"> ● Classroom teachers are utilizing the Tier I strategies that have been outlined in previous years SRBI training to differentiate instruction for struggling learners. (PreK-12) ● Progress monitoring tools are utilized on a weekly basis to determine growth for students receiving early intervention services. (PreK-12) ● MAP, STAR, End of Unit Assessments/Performance Tasks, curriculum based assessments are utilized to monitor student progress at the beginning, middle and end of the school year. (PreK-5) ● Implemented math intervention program (Math Navigator) at the beginning of the 2017-2018 school year. (OCS) ● Implemented reading intervention program (Leveled Literacy Intervention - LLI) at the beginning of the 2017-2018 school year. (PreK- 5). ● Selected and implemented a student data/progress-monitoring system (SWIS) to measure the effectiveness of PBIS. (PreK-12) ● Wilson Foundations Intervention program (Double Dose) is used as an early intervention tool. (QFS) ● GOMS currently has support tutors and a certified interventionist for ELA and math. (GOMS) ● WIT (Whatever It Takes) is offered twice a year for all students and more often for students in need of supports from their classroom teachers or tutors. (GOMS) ● Weekly Differentiated Instruction tips emailed to staff by assistant principal. (GOMS) ● Current reading and math interventions are based on the STAR assessment. (GOMS & OHS- assessments given three times a year) ● SWIS is being used to collect and analyze student behavioral data. (PreK-12) ● We have two intervention labs that we are closely monitoring and adjusting to mirror student need. (OHS) ● Restructuring Advisory and implementing Link Crew as part of PBIS initiative. (OHS) ● At the district level, research is ongoing and possible programs for implementation are shared with stakeholders in the area of intervention.. From there, pilots begin and then collective decisions are made about implementation. LLI was introduced at OHS. (Curriculum) ● A data warehouse system was purchased for tracking student progress (District)

<p>Goal 2:</p>	<p>Strategy 2: Revise and implement an Early Intervention Process (EIP) to reduce over-identification and improve the effectiveness of Special Education programs/services</p>	<ul style="list-style-type: none"> • Full implementation of the SRBI process based on the district manual is currently taking place. Various grade and department meetings to discuss students in need of supports and develop TIER 1 interventions and data collection tools. Data for the discussions include but not limited to curriculum assessments, Lexile/DRA levels, and MAP and/or STAR (PreK - 12) • GOMS early intervention process occurs through the teams. (GOMS) • SERC is helping with structures at the high school for a more efficient SRBI model (OHS) • EIP Committee formed (PPS and Building Administration)
<p>Goal 2:</p>	<p>Strategy 3: Provide additional learning time for students.</p>	<ul style="list-style-type: none"> • The district will continue to look for ways to extend the school day for all students. (District) • K-2 Enrichment Classes take place after school hours one day per week. However, throughout the year during school hours, students receive additional enrichment classes in the Special areas (Physical Education, Library/Media, Science, Art and Music) in addition to their regularly scheduled Special classes. (QFS) • STEM Club/Chorus/Band/Play/Student Council/Memory Book/Newspaper Club meet before and after school to provide extended learning opportunities for students that are interested and available. (OCS) • Jazz band is offered before school twice a week. After School activities include: Make a Difference Club, School Newspaper, Drama Club, Yearbook and Enrichment. (GOMS) • We are continuously adding more activities (academic, hobby, musical/artistic and athletic) to our repertoire of after school offerings. (OHS) • Extensive work is taking place with other valley schools to offer college credit courses. (OHS) • Several more college credit bearing courses are now included at OHS. (OHS) • PLATO is in place for some credit recovery. (OHS) • SAT Boot Camp (OHS) • New and Improved Capstone will include outside internships for our students. (OHS) • Extended School Year and some summer credit recovery options. (PPS) <p>ECE offerings in World Language, AP Art, and AP Comp Science Principles courses were approved and teachers were trained. (Curriculum)</p>

Goal	Strategy		Implementations
Goal 3: Improve Instruction for All Students	Strategy 1: Implement service delivery models that will improve the effectiveness of programs/services for English Learners.		<ul style="list-style-type: none"> ● EL tutor and curriculum coordinator meet every other week to discuss EL students (PreK-12) ● Beginning, middle and end of year discussions occur amongst stakeholders to discuss eligibility, progress, program, and needs of English Learners. (Prek-12) ● Wonders curriculum was implemented for EL students (Curriculum) ● The LAS Links assessments was done online this year (PreK-12) ● EL tutor attends all meeting for EL students (PPTS, 504s, SIT meetings)
Goal 3	Strategy 2: Provide relevant and up-to-date professional development by the State Department of Education to ensure maximum student support and success to all service providers and teachers of EL students.		<ul style="list-style-type: none"> ● Ongoing training and support provided by CSDE, ACES and Wonders Curriculum Specialist. (PreK-12) ● EL tutor participated in three Professional Development trainings. (Curriculum)

<p>Goal 3</p>	<p>Strategy 3: Implement service delivery models in grades PK-12 that will improve the effectiveness of programs/services for Special Education students and reduce over-identification of such programs.</p>	<ul style="list-style-type: none"> ● Continued implementation of effective SRBI practices have reduced the number of premature referrals made by staff and parents. (PreK-12) ● Working with special education teachers on improving IEP goal writing. Connecting IEP goals to CSS, CT ELDs (Connecticut Early Learning and Development Standards) and all other standards (PreK-12 & PPS) ● Coaching staff on working collaboratively on modifications and accommodations. (PreK-12 & PPS) ● Using staff meetings as PD opportunities. (GOMS & OHS) ● Coaching special education teachers on structuring resource. (GOMS, OHS & PPS) ● On-going co-teaching support. (GOMS, OHS & PPS) ● Adding additional tier 2 and 3 interventions such as labs and structured study halls. (OHS) ● Reworked the program of studies for more opportunities for support in the area of math. (OHS) ● Work has begun on a transition plan for students from 8th to 9th grade. (GOMS, OHS and Curriculum)
<p>Goal 3</p>	<p>Strategy 4: Provide relevant and up-to-date professional development by the State Department of Education and other entities to ensure maximum student support and success to all service providers and teachers of Special Education students.</p>	<ul style="list-style-type: none"> ● Special education staff participate in all relative district-wide professional development opportunities. (PreK-12 & PPS) ● Principals attended ConnCase PD on 504 and IEP law. (GOMS, OHS and PPS) ● Special education staff has attended in and out of district workshops as recommended by the PPS director. (PPS) ● Design PD with all staff in mind (Curriculum)

<p>Goal 3</p>	<p>Strategy 5: Develop and implement a PK-12 student assessment and data management plan to track student progress and outcomes on the measures of the Strategic Operating Plan.</p>		<ul style="list-style-type: none"> ● SWIS data warehouse for behavior analysis. (PreK-12) ● MAP, STAR, End of Unit Assessments, and curriculum based assessments are utilized to monitor student progress at the beginning, middle and end of the school year. (QFS & OCS) ● A technology-based report card was updated in PowerSchool to report student progress. (QFS & OCS) ● STAR data is analyzed, tracked, and shared on Google Docs. (GOMS & OHS) ● Performance tasks/Summative assessments have been regulated across disciplines (parameters were set for consistency). (GOMS & OHS) ● Mid-year and finals are common among same courses. (OHS) ● IEP and 504 direct are used for all Special Education and 504 students. (PPS & K-12) ● A data warehouse platform was purchased in June 2018 for rollout in fall of 2018 (District)
<p>Goal 3</p>	<p>Strategy 6: Acquire and implement a K-5, research-based core math program and appropriate intervention programs at each grade level.</p>		<ul style="list-style-type: none"> ● Math Navigator was fully implemented during the 2017-2018 school year. (OCS) ● Explored using Reading and Math 360 for this purpose at the middle school. (GOMS & OHS) ● District joined an Investigations Math Consortium (Curriculum)
<p>Goal 3</p>	<p>Strategy 7: Acquire and implement a 6-8, research-based core math program and appropriate intervention programs at each grade level.</p>		<ul style="list-style-type: none"> ● The intervention piece is through IXL this year. (GOMS) ● SuccessNet is also used by math teachers to support student learning. (GOMS) ● Vertical articulation work between middle and high school has been ongoing in determining the best course sequence 6-9th grade and pathways to high school math was created. (Curriculum)

<p>Goal 3</p>	<p>Strategy 8: Acquire and implement a K-8, researched-based Literacy/English Language Arts (ELA) and appropriate intervention programs at each grade level.</p>		<ul style="list-style-type: none"> ● Writer’s Workshop coaching sessions were implemented throughout the 2017-2018 school year for K-8 staff. (K-8) ● Leveled Literacy Intervention(LLI) was selected as the ELA intervention program for full implementation during the 2017-2018 school year at all levels. (K-12) ● Year 2 implementation of the Wilson Foundations Program for all K-2 teachers. (QFS) ● Writer’s workshop was implemented with coaching (K-8) ● Initial Reader’s Workshop training was provided (K-8) ● Introduction to Patterns of Power for Grammar and Conventions teaching was provided (K-5)
<p>Goal 3</p>	<p>Strategy 9: Acquire and implement a 4-8, inquiry-based science program.</p>		<ul style="list-style-type: none"> ● Across grade level teams attended various workshops to gain more in-depth training on the NGSS standards and FOSS kits implementation (K-5) ● Grades K-3, 6 and 9-12 rolled out the new units in the 2017-2018 school year. (K-3) ● The opportunity for summer curriculum work for all grade level teams has been requested in order to give them time to develop units of study and a plan for implementation. (K-12)

<p>Goal 3</p>	<p>Strategy 11: Implement a comprehensive 3-12 program for students with advanced learning needs.</p>	<ul style="list-style-type: none"> ● A STEM Club model for an afterschool enrichment program has been created and implemented for the second year. Work was done in conjunction with OCS to create a STEM Club model for afterschool enrichment program. Support was given to the teachers running the program prior to implementation. (OCS & Curriculum) ● The selection process for participation in STEM club utilized SBAC, MAP, classroom performance, and teacher recommendation. (OCS) ● GOMS has an afterschool enrichment program. (GOMS) ● Extensive after school clubs (academic driven). (OHS) ● Discussions at the SRBI level to add in discussions regarding students who need advanced needs. (OHS & PPS) ● Working with local community colleges to grow dual enrollment programs. (OHS) ● Extended opportunities with Post University and NVCC to allow students to take college courses (OHS) <ul style="list-style-type: none"> ○ Up to Four students can take classes at NVCC for free (materials not included) per semester; four students are currently enrolled ○ unlimited number of students can take Post University courses with the correct credentials - tuition is significantly reduced; begins this spring ● As part of the new Capstone, students can choose to leave school early and participate in an internship program (OHS)
<p>Goal 3</p>	<p>Strategy 12: Create and implement a college/career-ready PK-12 curriculum in reading, math, writing, and science with CT Core Standards.</p>	<ul style="list-style-type: none"> ● Participating in the creation and implementation of a district-wide curriculum development, writing, and revision plan/cycle. (PreK-5) ● Continue to create and implement ELA, Math, Science curriculum that is aligned with CCS/NGSS. (PreK-5) ● Work is being done in all subject areas on aligning curriculum to CCS and other national standards where applicable. (GOMS & OHS) ● Vertical articulation is being implemented. (GOMS & OHS) ● Partnership was developed with GOMS for NGSS standards. (GOMS & OHS) ● Outside PD was offered to teachers on SATs, Khan Academy and NGSS (OHS) ● A curriculum renewal cycle has been implemented for the second year with collaboration from all stakeholders. (Curriculum) ● A curriculum writing proposal document has also been used for the second year to prioritize and track continued curriculum work in all areas. (Curriculum)

Goal	Strategy	Implementations						
Goal 4: Improve the Management of Public Resources	Strategy 1: Re-evaluate student transportation routes to ensure efficiency in duration and capacity levels.	<ul style="list-style-type: none"> ● Current policy matches state policy. (District) ● No policy changes needed at this time. (District) ● Negotiated a 5-year contract with the overall increase of about 4%. ● Continue to work with the All-Star Transportation on evaluating bus routes and seek future savings. 						
Goal 4	Strategy 2: Achieve greater return on investment, transparency, and efficiency in the allocation and expenditure of local, state, and federal education funds.	<ul style="list-style-type: none"> ● Continue to utilize a SIT-created building-based budget request document that was aligned with the SOP/SIP for consideration by the Superintendent and BOE as they create the district's budget plan for the 2018-2019 school year. (PreK-12) ● The Consolidated Grant (Title I & II) was written to fund strategies outlined in the SOP for programs at the K-5 level. (QFS, OCS, District) ● Worked with the Administrative Team to build a budget that met the needs of each school. (District) ● Continue to look for and engage in grant opportunities - currently we have been awarded an AP Computer Science grant for Professional Development for one of our teachers. We have also sent in an application to the powerplant for funding. (Curriculum) ● Networking with other area district curriculum coordinators has resulted in pooling of resources/shared PD opportunities. (Curriculum) ● Continue to utilize the best practices in accounting: timely, accurate, documented. (District) ● 70% of district budget was allocated to the schools (District) <table style="margin-left: 20px; border: none;"> <tr> <td>Budget Total:</td> <td style="text-align: right;">\$29,329,048</td> </tr> <tr> <td>70%:</td> <td style="text-align: right;">\$20,530,334</td> </tr> <tr> <td>All four schools budget total:</td> <td style="text-align: right;">\$20,938,862</td> </tr> </table> ● Acquired new technology: <ul style="list-style-type: none"> OHS - 3 Chrome carts, 4 charging cabinets, 4 LCD SmartBoards and Replaced 50 desktops in 2 Computer Labs. GOMS - 14 Chrome carts (12 replaced and 2 new) and 7 SmartBoards. OCS - 17 Chrome carts and 3 SmartBoard. QFS - Replaced 25 desktops. Districtwide - Replaced UPS batteries, implemented new anti-virus solution and e-mail SPAM filter, upgraded server memory and all Windows computer to Windows 10. ● Title I & II Grants (Curric.& District): \$246,667 ● Title III (District ELA): \$4,262 ● Title IV Grant (Curric.& District): \$10,000 ● IDEA Grants (PPS & District): \$362,005 ● ECS Grants (PPS & District): \$618,308 	Budget Total:	\$29,329,048	70%:	\$20,530,334	All four schools budget total:	\$20,938,862
Budget Total:	\$29,329,048							
70%:	\$20,530,334							
All four schools budget total:	\$20,938,862							

OXFORD PUBLIC SCHOOLS 17/18 BUDGET
COST CENTER RECAP

	2016-2017 BOE FINAL NET	2017-2018 COST CENTER REQUESTED NET	2017-2018 COST CENTER SUPER REC NET 1/24/2017	2017-2018 COST CENTER BOE APPROVED NET 2/21/2017	2017-2018 COST CENTER BOE ADOPTED NET 5/23/2017
QUAKER FARMS	2,481,258	2,871,260	2,696,416	2,646,416	2,628,604
CENTER	2,388,395	2,467,434	2,399,534	2,256,101	2,256,101
GREAT OAK	3,082,690	3,255,746	3,157,923	3,088,233	3,088,233
OXFORD HIGH	4,597,318	4,961,126	4,767,142	4,756,042	4,740,042
PUPIL PERSONNEL SERVICES	5,746,310	6,022,859	6,085,039	6,064,115	6,093,525
CENTRAL OFFICE	702,438	714,636	714,636	714,636	714,636
FACILITY MANG'T	513,884	530,045	530,045	530,045	530,045
DISTRICTWIDE	8,809,638	9,290,682	9,160,752	9,124,452	8,761,100
ATHLETICS	507,117	606,244	516,762	516,762	516,762
TOTAL BUDGET	28,829,048	30,720,032	30,028,249	29,696,802	29,329,048
NET BUDGET		30,720,032	30,028,249	29,696,802	29,329,048
DOLLAR INCREASE		1,890,984	1,199,201	867,754	500,000
% INCREASE		0.0656	0.0416	0.0301	0.0173

2018-2019 Estimated Sources of Revenue

Source	Cost Center	Amount	Source Totals	Line Item Effected
Title Grant	Quaker Farms	60,000		Tutors
Title Grant	Oxford Center	60,000		Tutors
Title Grant	Districtwide	20,000		Prof. Development
			140,000	
IDEA Grant	Pupil Personnel	55,000		Teachers
IDEA Grant	Pupil Personnel	65,000		Psychologists
IDEA Grant	Pupil Personnel	75,000		Speech & Language
IDEA Grant	Pupil Personnel	10,000		Secretary / PPT Scheduler
IDEA Grant	Pupil Personnel	55,000		Tutors
IDEA Grant	Pupil Personnel	70,000		Professional Services
			330,000	
Pay To Participate / Gate Receipts	Oxford High School	10,000		Student Activities
Pay To Participate / Gate Receipts	Athletics	45,000		Prof Services-Refs/Police/Ambulance
			55,000	
Excess Cost Grant (\$ given to Town)	Pupil Personnel	500,000		Tuition -All Others
			500,000	
			1,025,000	

Goal 4

**Strategy 3:
Provide safe and effective learning environments for all students and ensure long-term stewardship of school buildings through development and implementation of a 10-year Facilities Master Plan (FMP).**

- A Mental Health Crisis Team has been identified and received state mandated training on the March 24th Professional Development Day. **(PreK-12 & PPS)**
- SIT teams have reviewed and updated the All-Hazards School Security and Safety Plan. Copy of the plan has been given to every staff member and reviewed prior to school beginning. **(PreK-12)**
- 10-year Facilities Master Plan in progress.
- Mock Emergency drills done annually as required by the State.
- Continue to follow and implement procedures in conjunction with the Facilities Master Plan.
- Contribution to the 10-year Facilities Master Plan. **(PreK-12)**
- Educational specifications were developed with staff for a potential new elementary and middle school project. **(3-8)**
- Middle school principal and Superintendent attend meetings of the town building committee when appropriate. **(GOMS)**
- Assemblies related to kindness and anti-bullying. **(GOMS & OHS)**
- Central Office was moved to a new location..

Goal	Strategy		Implementations
<p>Goal 5: Increase Parent/Family and Community Involvement and Support</p>	<p>Strategy 1: Increase parent/family engagement, accountability, and involvement at each school to enhance student success.</p>		<ul style="list-style-type: none"> ● Newsletters - District and Building. (PreK-12) ● Family Night Activities (Open house, parent teacher conferences, etc.). (PreK-12) ● SIT teams have met on a regular basis to create and monitor the 2017-2018 School Improvement Plan and the 2017-2018 Budget Requests/Process. (PreK-12) ● Information regarding English Learners, Early Intervention, and Special Education programs has been provided through parent teacher communication and monthly to quarterly progress reporting. (PreK-12) ● Information regarding student MAP, SBAC, PSAT/SAT, and CAPT results are discussed during conference times as well as sent home with clarifying information when a child's test results become available. (PreK-12) ● Monthly communication regarding the curricular happenings at each grade level are shared with parents through various avenues including but not limited to weekly communication with classroom teachers, newsletters, school wide emails, school calendar, slideshows, and principal page on school website. (PreK-12) ● Parent Volunteers are invited to participate in many facets of the school's programs (Field Day, Student of the Week celebrations, Book Week, holiday parties, Halloween Parade, character education performances, KDG Holiday Sing A Long, Library, Field Trips, Pow Wow, Play, Concerts, Library, Field Trips, Classroom Activities/Programs, Dances, Athletics, etc...) (PreK-12) ● Parent volunteers participate in the School Improvement Team, Tools for Schools Team, School Security, Drama Club, Booster Club and PTO. (PreK-12) ● Connections Program events with parents (PPS) ● Website has been established for curriculum to keep families informed about the development of curriculum K-12. (Curriculum)

<p>Goal 5</p>	<p>Strategy 2: Expand university, community, and institutional partnerships that add value and expand student learning opportunities.</p>		<ul style="list-style-type: none"> ● Various teachers from each grade level have attended professional development opportunities on NGSS, Social Studies Standards, and other topics at RESCs across the state. (PreK-12) ● Consultants from ACES assisted the K-5 staff in creating a new technology-based report card in PowerSchool. (K-5) ● Extensive work has been done to move forward with dual enrollment programs. (OHS) ● Work from a curricular focus with our area RESCS on PD opportunities. (Curriculum) ● Work from a curricular focus on community service integration into units where applicable. (Curriculum) ● NVCC Connection. (OHS) ● Community Supported Employment (PPS) ● Pre-vocational skill opportunities. (PPS) ● Capstone Project was redesigned to include more student choice and internships. (OHS)
<p>Goal 5</p>	<p>Strategy 3: Provide parents with greater opportunities for academic choices, programs, and pathways based on the needs and interests of the children.</p>		<ul style="list-style-type: none"> ● Enrichment classes for students in K-2 take place once a week after school hours. (QFS) ● After School programs such as STEM Club, Play, Memory Book, and Student Council are held after school. Programs such as Play, chorus, and band are held before school. Recorder Club, Tech-sperts, and Newspaper Club are held during school. (OCS) ● Jazz band is held before school twice a week. The drama club, student newspaper, yearbook club, unified sports program, science club, community service club, ski club, and walking club are all available after school. The track team is open to all students in the spring and it has no cuts. (GOMS) ● We revised the way we register students, with mandatory parent sign offs and override protocols. (OHS) ● Met with 8th grade parents to review program of studies. (OHS) ● Course audit and new courses to meet student need. (OHS) ● All afterschool activities and athletics are now available and updated on our school website. (OHS) ● Students are invited to PPTs beginning at age 15. ● SAT bootcamp choices were revisited and reworked for this school year (OHS) ● More college courses were added (OHS)

<p>Strategy 4: Measure and increase the level of satisfaction of parents, students, and teachers with its schools.</p>		<ul style="list-style-type: none"> ● Parent, student, and staff surveys are created and revised (ongoing) by the PDEC Committee and Administrative Team. (PreK-12) ● Survey results were compiled by the building principal and shared with staff and BOE. Survey data were used in conjunction with other data to develop goals for the 2018-2019 school year. (PreK-12) ● PPT surveys. (PPS) ● Provide information and pictures to include in district wide newsletter. (PreK-12)
<p>Strategy 5: Develop and implement a communications strategy to engage and inform internal and external stakeholders of the process, status, and progress of Oxford's educational improvement, and celebrate the achievements of students and staff members.</p>		<ul style="list-style-type: none"> ● School wide emails are sent out to better inform parents about the happenings. (PreK-12) ● School slideshows sent home to recap school activities. (QFS) ● Participation in the creating of a district-wide newsletter that will go out to all town stakeholders. (PreK-12) ● Participation in American Education Week Celebration/Teacher of the Year. (PreK-12) ● Monthly Town Meetings and/or Character Education assemblies focus on celebrating students for their academic, artistic, and extracurricular achievements. (OFS & OCS) ● PBIS is fully implemented to celebrate positive behavior including a pep rally at the beginning of the year, school wide assemblies celebrating student successes, along with school wide rewards (i.e. school wide BINGO). (PreK-12) ● Hawk Talk is being distributed twice a month to better inform parents about the happenings at OCS. (OCS) ● Principals attend monthly PTO meetings and provide a detailed report to the Board and the parents while answering any questions they may have. (QFS, OCS, GOMS) ● GOMS has created both a facebook and twitter presence on the internet. (GOMS) ● OHS has updated its website and added a Twitter presence on the internet. (OHS) ● All teachers have a parent communication goal which includes positive and whole class information. (OHS) ● Principal attends booster club meetings periodically and also meets with the executive board more frequently. (OHS) ● Work on Atlas public site for the community (Curriculum)

Goal 5

**Strategy 6:
Establish a Local
Education Fund
(LEF).**

Glossary of Educational Terms

092: Intermediate Administrator Certification Code

504: Section 504 of the Rehabilitation Act of 1973

ACES: Area Cooperative Educational Services

CAT: Computer Adaptive Test

CCS: Connecticut Core Standards

CES: Cooperative Educational Services

CE: College Entrance

CFA: Common Formative Assessment

CMT: Connecticut Mastery Test

(Given in Science to 5th and 8th Grade Students)

CP: College Persistence

Glossary (cont.)

CREC: Capitol Region Education Council

DC: Department Coordinator (at OHS)

DPI: District Performance Index

EBRW: Evidence Based Reading and Writing (part of PSAT)

ECE: Early College Experience

EIP: Early Intervention Plan

ELA: English/Language Arts

ELs: English Learners

FMP: Facilities Maintenance Plan

IEP: Individualized Education Plan

LAS Links: An English Language Proficiency Test

PPT: Planning and Placement Team

Glossary (cont.)

NWEA: Northwest Evaluation Association

MAP: Measures of Academic Progress Test (NWEA Test)

PBIS: Positive Behavior Interventions and Supports

PDEC: Professional Development and Evaluation Committee

PLATO: Online Learning Program.

PSIS: Public School Information System (used by State of CT)

PSAT: Preliminary SAT

RIT: Rasch Unit Scale used on the NWEA

SAT: Scholastic Assessment Test

SBAC: Smarter Balanced Assessment Consortium

(Given in ELA and Math in grades 3–8)

SWIS: School-wide Information System