

SOP Overview: Snapshot of Accomplishments

Goal #1: Improve Teacher and Leader Quality and Retention

Various efforts were made to continually recognize teachers and allow them to grow in their work. Staff were recognized in various ways: at convocation during Education Week in November, through the teacher of the year process, and all retirees were honored. Seven teachers took part in a Teacher Leadership Academy series presented by the Connecticut Association of Schools. The culmination of their work was a theory of action project that would benefit Oxford Public Schools in some way. Past teachers of the year went to NYC for a Crayola teacher celebration. Four teachers took on student teachers/interns. Six teachers served as TEAM mentors for beginning teachers. The Professional Development and Evaluation Committee, comprised of teachers from every level, met every other month to continue to work to provide the most relevant, up to date professional learning for our teachers. They also worked to revise the Teacher Evaluation Document. Teachers holding 092 certification were assigned as an administrative designee in the absence of the building administrator.

All implementation steps 6 of 6 were met at 100%.

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.

The goal of the Oxford Public schools 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. To that end, there has been a coherent effort to remove barriers to successful instruction for all students through high-quality core education practices and through targeted interventions. Measuring the efficacy of the intervention systems is done through a multifaceted approach. The School-wide Information System (SWIS) Suite was used to track student behavior related to the effectiveness of Positive Behavioral Interventions and Supports (PBIS) in each of the schools. An independent intervention audit was conducted at Quaker Farms School to review the effectiveness of Scientific Research Based Intervention (SBRI) practices there. That audit has yielded suggestions for improving SBRI district-wide. The special services department completed a Special Education Manual for all staff which outlined the early intervention process, SRBI, and referral practices for Special Education. Progress monitoring and supports for reading and mathematics at each of the schools was measured through: STAR, LLI, Math Navigator, Renaissance 360, and a double block of math at OHS. The use of the online learning platform (PLATO) is also used for: original credit, credit recovery, tutoring, and virtual programs. The program has been used at GOMS, OHS, and the Alternative Program.

All implementation steps 6 of 6 were met at 100%.

Goal #3: Improve Instruction for All Students

There was a very concerted effort to improve instruction for all students in the 2015-2018 SOP. Highlights from those efforts include curricular and instructional efforts at all levels. All K-8 students now have a balanced literacy approach with the integration of Reader's and Writer's workshop, focused grammar instruction and phonics/vocabulary development. With the Next Generation Science Standards, we worked to update our K-12 Science curriculum. We have also worked to bring more offerings for our high school students- AP Art, Computer Science, Philosophy, Senior Electives in English, ECE Spanish, and Music Theory are some new offerings. Evidence based tiered interventions were introduced for our learners who need more resources. Math Navigator and Leveled Literacy Intervention are two programs introduced. We also purchased a data warehouse system, designed so we can meet the needs of and improve instruction for all learners with student data in one place. Students are referred to special education either by their parents or through the SRBI team at each of the schools. Students in special education receive intensive support using a variety of reading and math programs. Access to the core curriculum is done through accommodations found on page 8 of the IEP document. Behavioral programs and interventions are also provided for students as well as access to interventions for social and emotional wellness and learning. The alternative education program provides services for credit recovery and pathways to graduation.

All implementation steps 17 of 18 were met at 100%. One was met in year two.

Goal #4: Improve the Management of Public Resources

The following improvements were made to ensure efficient utilization and management of public resources: 1) The rollout of the Frontline (AESOP) Attendance Management System - streamlined the process of submission of time-off requests. The system provides a significantly more efficient and accurate submittal and approval process as well as allows to create daily, monthly, and annual reports. Total employees enrolled in the system - 277 with 260 set as requiring a substitute. 2) The automation of Substitute Services - online substitute system that works directly with the Attendance Management System allowing for calls to go out simultaneously for all absences entered by employees. 3) The seamless implementation of the State Partnership Plan 2.0 - employee health insurance plan bringing savings to the Board of Education and its employees. We were able to expedite the enrollment into the new plan and therefore reap the savings much sooner. 4) The completion of multiple energy efficiency projects allowing the district to reduce electricity and heating oil costs. 5) The implementation of a new training system for custodial staff and in the span of two (2) months all custodians completed the following training - Asbestos Awareness, Back Safety, Bloodborne Pathogens, Cleaning Chemicals, Fire Extinguishers, Hand Tool Safety, Hazard Communication, Ladder Safety, Lock out - Tag out, Indoor Air Quality, and Personal Protective Equipment. 6) The update of a fingerprinting process to comply with the new FBI requirements. 7) The completed food service application with the state and a renewed contract with the Food Service Management Company to ensure seamless continuation of the lunch program in accordance with the USDA requirements. 8) The negotiation of a five year transportation contract with an average increase of 4.09%. 9) The allocation of grant and IDEA funds was done in direct

collaboration with the Director of Pupil Personnel Services and the Director of Curriculum, Instruction and Assessment.

All implementation steps 11 of 11 were met at 100%.

Goal #5: Increase Parent/Family and Community Involvement and Support

The Mission Statement of the Oxford Public Schools begins, “*We embrace the future with dedication and commitment, working in partnership with our community to ensure student achievement.*” Each of the schools has worked to communicate with families through newsletters, letters or emails home regarding activities and programming. Examples of these communications include: letters regarding English Learner (EL) programming, SRBI programming, Hawk Talk at OCS, and the GOMS eNews. The curriculum is being uploaded to an electronic platform (Atlas) which will be made public in the future. School-family partnerships exist through the PTO and Booster Clubs, School Improvement Teams, as well as more individualized programs that are specific to schools including: “room parents” at OFS and “classy parents” at OHS. QFS and OCS have partnered with various community organizations to run programs such as: one book - one school, character education assemblies, and celebration of excellence. GOMS and OHS partnered with Griffin Hospital for Valley Goes Pink. OHS has partnered with the American, Market 32, and Goodwill for a variety of programs. Every year we have provided the United Way representative to speak to staff. OHS also partners with Naugatuck Valley Community College to offer additional programming as well as dual credit courses from various colleges. The district has partnered with local RESCs (ACES and CES) and statewide agencies (CAS) to provide professional development and supports to staff. Approaches to personalized learning such as Genius Hour, Maker Space, Launch Projects, Passion Projects, and Curriculum Extension/Compacting were explored so that students can identify areas of interest and design their own projects that will require in depth research and learning, integration of multiple curricular areas, and produce high quality end-products to share with others..

All implementation steps 19.75 of 22 were met at 100%. 2.25 were partially completed or not completed at all.