



# **Oxford Public Schools**

## **3-Year Strategic Operating Plan**

**2015-2018**

# Table of Contents

**Introduction ..... p. 3**

**Oxford Public Schools 2015-18 Goal & Strategies ..... p. 4**

**Oxford Public Schools 2015-18 Performance Targets ..... p. 5**

**Goals, Strategies, Implementation Steps & Years of Implementation ..... p. 7**

## **Appendices**

**A1. Oxford Public Schools' Vision & Theory of Action..... p. 23**

**A2. SOP Matrix ..... p. 24**

## **Introduction**

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 2015-16 through the 2017-18 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: It is the district's vision that graduates in the Oxford Public Schools: 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 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 overall structure of the plan is simple and ensures the measurability of the efforts to be undertaken. It begins with the five 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 highly 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 and will be 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 educational attainment, and resulting life opportunities.

# **Oxford Public Schools 2015-2018 SOP Goals & Strategies – At a Glance**

## **Goal 1: Improve Teacher and Leader Quality and Retention**

1. Develop and implement a talent management (acquisition and development) strategy to improve teacher and principal effectiveness.
2. Reorganize and expand district leadership capacity to support and sustain the implementation of the Strategic Operating Plan.
3. Analyze the system for evaluation of teachers and administrators based on achievement, growth of students, and client satisfaction.
4. Develop a comprehensive system of professional learning informed by teacher and leader evaluation.

## **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.**

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.
2. Revise and implement an Early Intervention Process (EIP) to reduce over-identification and improve the effectiveness of Special Education programs/services.
3. Provide additional learning time for students.

## **Goal 3: Improve Instruction for All Students**

1. Implement service delivery models that will improve the effectiveness of programs/services for English Learners.
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.
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.
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.
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.
6. Acquire and implement a K-5, research-based core math program and appropriate intervention programs at each grade level.

7. Acquire and implement a 6-8, research-based core math program and appropriate intervention programs at each grade level.
8. Acquire and implement a K-8, researched-based Literacy/English Language Arts (ELA) and appropriate intervention programs at each grade level.
9. Acquire and implement a 4-8, inquiry-based science program.
10. Conduct a course audit at OHS to determine whether courses are currently designed and delivered to meet various learning needs of the student population. Determine whether current courses need to be adjusted to meet those needs or additional courses need to be added.
11. Implement a comprehensive 3-12 program for students with advanced learning needs.
12. Create and implement a college/career-ready PK-12 curriculum in reading, math, writing, and science with CT Core Standards.

#### **Goal 4: Improve the Management of Public Resources**

1. Re-evaluate student transportation routes to ensure efficiency in duration and capacity levels.
2. Achieve greater return on investment, transparency, and efficiency in the allocation and expenditure of local, state, and federal education funds.
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).

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

1. Increase parent/family engagement, accountability, and involvement at each school to enhance student success.
2. Expand university, community, and institutional partnerships that add value and expand student learning opportunities.
3. Provide parents with greater opportunities for academic choices, programs, and pathways based on the needs and interests of the children.
4. Measure and increase the level of satisfaction of parents, students, and teachers with its schools.
5. Develop and implement a communication's 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.
6. Establish a Local Education Fund (LEF).

## **Oxford Public Schools 2015-2018 SOP Performance Targets**

1. The district will gain 5 percentage points each year in Mathematics as measured by the grades 3-8 SBAC.
2. The district will gain 6 percentage points each year in Reading as measured by the grades 3-8 SBAC.
3. The district will gain 5 percentage points each year in Writing as measured by the grades 3-8 SBAC.
4. The district will gain 5 percentage points each year in grade 5 Science as measured by the grade 5 CMT.
5. The district will gain 5 percentage points each year in grade 8 Science as measured by the grade 8 CMT.
6. The district will gain 5 percentage points each year in science as measured by the grade 10 CAPT.
7. English Learners 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 2015-16 school year.
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 2015-16 school year.
9. The district will increase the 4-year high school graduation rate by 3 percentage points over the three years. The 4-year graduation rate in 2013 was 97.4%.
10. The district will increase the total high school graduation rate, which includes students who graduate in more than 4 years, each year. Baseline data will be established in 2015-2016 school year.
11. The district will increase the percentage of 11<sup>th</sup> 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. Baseline data will be established in the 2014-2015 school year.
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. Baseline data will be established in the 2014-2015 school year.

# **Goal 1: Improve Teacher and Leader Quality and Retention**

## **Overview**

Research has shown that excellent schools have high-quality teachers and effective principals who serve as instructional leaders. Oxford Public Schools' talent management strategy will focus on teacher and leader effectiveness; the internal and external recruitment, training, and development of future teachers and leaders who are at or above the effective range as determined by the new teacher/administrator evaluation and support system; and the celebration of students and staff achievements relative to the goals of the Strategic Operating Plan. In order to achieve excellence in our schools, teachers and school leaders will be provided with effective professional learning opportunities and resources to support their efforts.

## **Strategies**

### **1. Develop and implement a talent management (acquisition and development) strategy to improve teacher and principal effectiveness.**

**Implementation Step 1:** Recognize outstanding teachers and administrators for their effectiveness in improving student achievement/success/outcomes in the Oxford Public Schools (OPS).

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

Year One: Form committees at each school and a district-wide committee to develop a protocol to determine how to choose teachers and administration to recognize these teachers/administrators.

Year Two: Recognize outstanding teachers/administrators.

**Implementation Step 2:** Implement school-wide team-building programs that encourage all staff members to work together in a collaborative out-of-school environment/venue.

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

Year One: Administrators responsible for creating opportunities for team building  
Years Two and Three Implement school-wide team-building programs.

**Implementation Step 3:** Develop, implement, and analyze the results of yearly individual teacher interviews and exit interviews to revise practices around the retention of effective teachers/leaders.

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

Year One: Conduct interviews. Create survey.

Year Two: Disburse the survey. Collect and analyze data.

**Implementation Step 4:** Hire all staff, with the exception of unanticipated vacancies, prior to June 30<sup>th</sup> for the coming school year.

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

**Implementation Step 5:** Develop a recruitment plan by establishing a teaching internship/student-teacher partnership with teacher preparation programs through local colleges and universities.

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

Year One: Form a committee to correspond with local colleges/universities about opportunities.

Year Two: Committee creates the application process. Identify mentor teachers for these programs.

Year Three: Begin mentorship/student-teaching programs.

**Implementation Step 6:** Develop a district-wide document/survey to determine principal effectiveness.

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

Year One: Create a survey/document that assesses principal effectiveness.

Year Two: Disburse survey and analyze the results.

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

**Implementation Step 1:** Create a leadership development program that provides opportunities for current Oxford educators to become school leaders.

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

Year One: Building principals identify those teachers who are seeking 092 certifications or administrative employment and provide them with administrative opportunities, as they arise.

**Implementation Step 2:** Create a teacher academy to build capacity within the district to develop future leaders

**Years of Implementation:** Year 2

**3. Analyze the system for evaluation of teachers and administrators based on achievement, growth of students, and client satisfaction.**

**Implementation Step 1:** Administer and analyze district-wide client satisfaction surveys.

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

**Implementation Step 2:** Continuously review and modify Oxford Public Schools' teacher and administrator evaluation plans based on SEED.

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

**4. Develop a comprehensive system of professional learning informed by teacher and leader evaluation.**

**Implementation Step 1:** Create a comprehensive district-wide survey to gauge professional development needs for all staff and for individual needs of teachers and administrators.



**Years of Implementation:** Year 1

Year One: Create survey and analyze data to determine professional learning for subsequent school year.

## **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.**

### **Overview**

Oxford Public Schools' reform efforts are designed to ensure that all students have equal access to core instruction, a continuum of supports, and increased learning time. Research shows that equal access, heightened expectations, and increased rigor, choice, and engagement result in higher attendance and greater academic success. The efforts outlined below are designed to increase the collective accountability of educators, students, and families.

### **Strategies**

- 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 Intervention and Supports (PBIS) across all district-operated schools.**

**Implementation Step 1:** Inventory and evaluate Core, Tier II, and Tier III instruction and interventions PK-12.

**Years of Implementation:** Year 1

**Implementation Step 2:** Prioritize Core, Tier II, and Tier III intervention needs based on inventory and evaluation.

**Years of Implementation:** Year 1

**Implementation Step 3:** Expand Core Instruction to ensure the proper balance between Core, Tier II, and Tier III interventions.

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

**Implementation Step 4:** Develop a student progress-monitoring system to measure the effectiveness of instruction and interventions at each school.

**Years of Implementation:** Year 2

**Implementation Step 5:** Develop and implement the student data/progress-monitoring system to measure the effectiveness of PBIS at each school.

**Years of Implementation:** Year 2, Year 3 (more likely year three, as PBIS systems will require further development)

**2. Revise and implement an Early Intervention Process (EIP) to reduce over-identification and improve the effectiveness of Special Education programs/ services.**

**Implementation Step 1:** Conduct a third-party audit of the current Early Intervention Process.

**Years of Implementation:** Year 1

**Implementation Step 2:** Adjust and monitor the Early Intervention Process at each school based on the results of the third-party audit.

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

**Implementation Step 3:** Monitor and adjust interventions based on student progress-monitoring data.

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

**3. Provide additional learning time for students.**

**Implementation Step 1:** Use PLATO as a credit recovery option and/or online opportunities for independent studies

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

**Implementation Step 2:** Increase student access to online educational courses of study at OHS to enhance and accelerate academic progress.

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

**Implementation Step 3:** Develop a voluntary fourth session at the middle and high school level to enhance and accelerate academic progress.

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

## **Goal 3: Improve Instruction for All Students**

### **Overview**

It is imperative that Oxford plans for, designs, and implements a rigorous core curriculum and provides the academic supports. The district will provide a continuum of supports and proactive interventions to accommodate all student learning needs in all areas, this includes students who are a higher level of performance as well.

### **Strategies**

**1. Implement service delivery models that will improve the effectiveness of programs/services for English Learners.**

**Implementation Step 1:** Monitor and adjust the program and/or service delivery models, amount of services, and staffing ratios according to the linguistic and academic proficiency levels of students.

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

**Implementation Step 2:** Staffing between tutor and regular teaching staff to ensure communication of strategies, modifications, and progress of EL students.

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

**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.**

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

**3. Implement service delivery models that will improve the effectiveness of Special Education programs/services and reduce over-identification of such programs.**

**Implementation Step 1:** Audit Individual Education Plans (IEPs) district-wide using the Educational Benefit (Ed Benefit) review process annually and adjust the PPT decision-making process.

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

**Implementation Step 2:** Establish a four or five-year graduation plan that aligns with Student Success Planning and Student Transition Planning to prepare students for career and college-readiness.

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

**Implementation Step 3:** Ensure that Planning and Placement Teams (PPT) design IEPs through which students meet graduation requirements as measured by an increased graduation rate of students identified for Special Education.

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

- 4. 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.**

**Years of Implementation:** Year 1, Year2, Year 3

- 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.**

**Implementation Step 1:** Design a district assessment system that includes national, state, and district student measures that provides a detailed profile of students' individual and group progress annually.

**Years of Implementation:** Year 1

**Implementation Step 2:** Provide PD to ensure faculty are able to load pertinent school-based data into student profiles.

**Years of Implementation:** Year 2

**Implementation Step 3:** Enable district analysis of student outcomes relative to the measures of the Strategic Operating Plan by populating a data warehouse.

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

**Implementation Step 4:** Create a timeline for data analysis and reporting to various stakeholders that includes an annual BOE retreat.

**Years of Implementation:** Year 1

- 6. Acquire and implement a K-5 research-based core math program and math intervention programs at each grade level.**

**Implementation Step 1:** Develop and implement the rollout plan for the new Investigations math program at the elementary level.

**Years of Implementation:** Year 1

**Implementation Step 2:** Adopt a math intervention program for each grade level K-5.

**Years of Implementation:** Year 2

**Implementation Step 3:** Adopt a menu of evidence-based, tiered math interventions K-5.

**Years of Implementation:** Year 3

**Implementation Step 4:** Provide professional learning to school administrators in monitoring the implementation of curriculum and quality of instruction through a walk-through procedure.

**Years of Implementation:**

**7. Acquire and implement a 6-8 research-based core math and intervention program at each grade level.**

**Implementation Step 1:** Investigate and pilot a research-based math program at the 6-8 level.

**Years of Implementation:** Year 1

**Implementation Step 2:** Develop and implement the rollout plan for the new core math program at the 6-8 level.

**Years of Implementation:** Year 2

**Implementation Step 3:** Adopt a math intervention program for each grade level 6-8.

**Years of Implementation:** Year 3

**8. Acquire and implement a K-8 research-based Literacy/English Language Arts (ELA) program and reading intervention programs at each grade level.**

**Implementation Step 1:** Investigate and pilot a research-based Literacy/ELA program at the K-8 level.

**Years of Implementation:** Year 1

**Implementation Step 2:** Develop and implement the rollout plan for the new core Literacy/ELA program at the K-8 level.

**Years of Implementation:** Year 2

**Implementation Step 3:** Adopt a Literacy/ELA intervention program for each grade level K-8.

**Years of Implementation:** Year 3

**9. Acquire and implement a 4-8 inquiry-based science program.**

**Implementation Step 1:** Investigate and pilot programs/materials for each grade level 4-8.

**Years of Implementation:** Year 2

**Implementation Step 2:** Develop a rollout plan for the implementation of the new inquiry-based science program in grades 4-8.

**Years of Implementation:** Year 3

- 10. Conduct a course audit at OHS to determine whether courses are currently designed and delivered to meet the various learning needs of our student population. Determine whether current courses need to be adjusted to meet those needs or additional courses need to be added.**

**Implementation Step 1:** Develop guiding questions for OHS Department Chairs to conduct course reviews with members of their department. Following the review process, DC's will meet with the OHS Leadership Team to make recommendations for individual course changes or changes to course sequencing/offerings.

**Years of Implementation:** Year 1

**Implementation Step 2:** Review the dual-enrollment, ECE course offerings at surrounding schools and determine whether policies at OHS should be amended to expand course offerings.

**Years of Implementation:** Year 1

- 11. Implement a comprehensive 3-12 program for students with advanced learning needs.**

**Implementation Step 1:** Implement procedures for the identification of students with advanced learning needs.

**Years of Implementation:** Year 1

**Implementation Step 2:** Research and adopt an Enrichment model for students in grades 3-9.

**Years of Implementation:** Year 1

**Implementation Step 3:** Implement the adopted Enrichment model for grades 3-9

**Years of Implementation:** Year 2

**Implementation Step 4:** Expand Advanced Placement and Early College Experience courses for students in grades 10-12.

**Years of Implementation:** Year 2

- 12. Create and implement a college/career-ready PK-12 curriculum in reading, math, writing, and science aligned with Connecticut Core Standards (CCS).**

**Implementation Step 1:** Create a 3-year district curriculum development, writing, and revision plan/cycle.

**Years of Implementation:** Year 1

**Implementation Step 2:** Revise and implement the Pre-K curriculum to align with the changes in the Connecticut Preschool Standards.

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

**Implementation Step 3:** Align and implement reading/ELA curriculum in all grades following the unit design model of the CCS.

**Years of Implementation:** Year 1

**Implementation Step 4:** Align and implement math curriculum in all grades following the unit design model of the CCS.

**Years of Implementation:** Year 2

**Implementation Step 5:** Align and implement social studies curriculum in all grades following the unit design model of the CCS.

**Years of Implementation:** Year 3

**Implementation Step 6:** Align and implement a science curriculum in all grades following the unit design model of the CCS.

**Years of Implementation:** Year 3

**Implementation Step 7:** Align and implement all other curricular areas in all grades following the unit design model of the CCS.

**Years of Implementation:** Year 3

**Implementation Step 8:** Embed the three types of writing (informational, narrative, opinion, argumentative) into all K-12 curriculum documents across all content areas.

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

**Implementation Step 9:** Implement grades 6-12 college counseling program that includes online student portfolios for Student Success Plans.

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



## **Goal 4: Improve the Management of Public Resources**

### **Overview**

Funds are distributed to schools using a zero-based allocation. Central Services is committed to the reduction of non-instructional costs; greater return on investment, transparency, and efficiency; and providing safe and effective learning environments for its students and staff.

### **Strategies**

- 1. Re-evaluate student transportation routes to ensure efficiency in duration and capacity levels.**

**Implementation Step 1:** Revise and implement the district transportation policy if needed.

**Years of Implementation:** Year 1

**Implementation Step 2:** Bid the general transportation contract for the district.

**Years of Implementation:** Year 3

- 2. Achieve greater return on investment, transparency, and efficiency in the allocation and expenditure of local, state, and federal education funds.**

**Implementation Step 1:** Create an annual All-Funds budget.

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

**Implementation Step 2:** Allocate a minimum of 70% of general budget funds annually to schools.

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

**Implementation Step 3:** Align new and existing special funds to support the strategies of the Strategic Operating Plan.

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

**Implementation Step 4:** Approve budgets annually at the school level through the School Improvement Teams before submission to the Superintendent based on SOP goals.

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

**Implementation Step 5:** Employ “best practices” in district financial management, including the acquisition of all state revenue/reimbursement for which the district is eligible.

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

**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).**

**Implementation Step 1:** Update and reassess safety and security plans at each school and the district as needed.

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

**Implementation Step 2:** Set/select renovation priorities and a multi-year timeline for implementation based on the FMP.

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

**Implementation Step 3:** Initiate application for state approval and reimbursement for priority project(s).

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

**Implementation Step 4:** Construct or renovate facilities to support school design specifications and community needs as delineated by the FMP.

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

**Implementation Step 5:** Maintain and update the 5-year Capital Improvement Plan (CIP) for all schools aligned with the FMP.

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

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

### **Overview**

It is imperative that the district strengthen its communication and collaboration with all stakeholders, including parents/families, district staff members, community members and organizations, local businesses, and institutions of higher education.

### **Strategies**

#### **1. Increase parent/family engagement, accountability, and involvement at each school to enhance student success.**

**Implementation Step 1:** Create, train and support School Improvement Teams.  
**Years of Implementation:** Year 1, Year 2

**Implementation Step 2:** Provide information for families of English Learners about EL program/service options.  
**Years of Implementation:** Year 1, Year 2, Year 3

**Implementation Step 3:** Provide information for families of Special Education students about Special Education program/service options.  
**Years of Implementation:** Year 1, Year 2, Year 3

**Implementation Step 4:** Provide information for families of Tier 2 and Tier 3 students about program/service options.  
**Years of Implementation:** Year 1, Year 2, Year 3

**Implementation Step 5:** Provide information for families regarding the CCS, Literacy ELA/Math units of study, SBAC testing, and NWEA-MAP testing.  
**Years of Implementation:** Year 1, Year 2, Year 3

**Implementation Step 6:** Strengthen the partnership between school and families by providing varied and wide volunteering opportunities within the school community.  
**Years of Implementation:** Year 1, Year 2, Year, 3

**Implementation Step 7:** Provide information to students and their families about high school options and college/career pathways.  
**Years of Implementation:** Year 1, Year 2, Year 3

#### **2. Expand university, community, and institutional partnerships that add value and expand student learning opportunities.**

**Implementation Step 1:** Create and strengthen the partnership with United Way to garner funds for after-school programming and summer learning opportunities.

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

**Implementation Step 2:** Strengthen the partnerships with local businesses and organizations to provide opportunities for internships and apprenticeships for middle and high school students.

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

**Implementation Step 3:** Establish partnerships with local businesses and organizations to provide community service opportunities for middle and high school students.

**Years of Implementation:** Year 1

**Implementation Step 4:** Create a protocol to outline the community service requirements for middle and high school students.

**Years of Implementation:** Year 1

**Implementation Step 5:** Require students to complete 10 hours of community service per year in grades 6-8 and 15 hours of community service per year in grades 9-12.

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

**Implementation Step 6:** Strengthen the partnership with ACES to increase efficiency, enhance access to regional educational opportunities, and improve teacher quality.

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

**Implementation Step 7:** Establish dual-credit courses through local universities and colleges.

**Years of Implementation:** Year 3

**3. Provide parents with greater opportunities for academic choices, programs, and pathways based on the needs and interests of their children.**

**Implementation Step 1:** Develop a set of regional intra-district and inter-district high-school level choices for Oxford families.

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

**Implementation Step 2:** Create after school/summer school programs to offer a wider variety of academic choices and programs based on the needs and interests of children.

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

**Implementation Step 3:** Initiate and offer additional world languages in grades 6-12.

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

**Implementation Step 3:** Create and strengthen an enrichment program to offer a wider variety of academic choices and programs based on the needs and interests of children.

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

**Implementation Step 5:** Develop a world languages introduction program in grades K-5.

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

**4. Measure and increase the level of satisfaction of parents, students, and teachers with the schools.**

**Implementation Step 1:** Establish a team of staff members to create parent, student, and teacher surveys to analyze and report annually.

**Years of Implementation:** Year 1

**Implementation Step 2:** Develop a statistically valid measure of parents' satisfaction with the school their child attends, and analyze and report actionable results annually.

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

**Implementation Step 3:** Develop and administer a student survey (such as State School Connectedness Survey) to K-12 students and analyze and report actionable results annually.

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

**Implementation Step 4:** Initiate a workplace quality survey for all teachers and support staff, and analyze and report actionable results annually in order to improve school climate and morale.

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

**5. Develop and implement a communications' strategy to engage and inform internal and external stakeholders of the process, status, and progress of Oxford educational improvement and celebrate achievements of students and staff members.**

**Implementation Step 1:** Design a communications plan to inform internal and external stakeholders of OPS plans and progress for educational improvement.

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

**Implementation Step 2:** Design events and communications to celebrate the achievements of students and staff relative to the goals of the Strategic Operating Plan.

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

**Implementation Step 3:** Develop a marketing plan to inform and promote school and program choices to families in Oxford.

**Years of Implementation:** Year 3

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

**Implementation Step 1:** Solicit and convene local business, non-profit, and civic leaders to identify needs, set priorities, examine options, and develop plans for an external organization to support and sustain Oxford's Education Reform Strategy.

**Years of Implementation:** Year 1

**Implementation Step 2:** Assist community leaders in establishing a 503-c (non-profit) organization.

**Years of Implementation:** Year 1

**Implementation Step 3:** Participate in the formation of a founding governing board and leadership investors to initiate an Oxford LEF.

**Years of Implementation:** Year 2

## **APPENDIX 1**

**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.

**Oxford Public Schools' Theory of Action – Does the board want a theory of action?**

The Oxford Board of Education has adopted (We are working on this.) Theory of Action, in which:

## **APPENDIX 2**

### **Strategic Operating Plan Implementation Matrix (2015-2018)**

**Years of Implementation Key:**

Year 1 = 2015-2016 school year

Year 2 = 2016-2017 school year

Year 3 = 2017-2018 school year



<b>GOAL 1: IMPROVE TEACHER AND LEADER QUALITY AND RETENTION</b>					
<b>STRATEGY 1: Develop and implement a talent management (acquisition and development) strategy to improve teacher and principal effectiveness</b>			<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Recognize outstanding teachers and administrators for their effectiveness in improving student achievement/success/outcomes in the Oxford Public Schools (OPS).		X	X	X
2	Implement school-wide team building programs that encourage staff members to work together in a collaborative out of school environment/venue.		X	X	X
3	Develop, implement, and analyze the results of yearly individual teacher interviews and exit interviews to revise practices around the retention of teachers/leaders.		X	X	
4	Hire all staff, with the exception of unanticipated vacancies, prior to June 30 <sup>th</sup> for the coming school year.			X	X
5	Develop a recruitment plan by establishing a teaching internship/student-teacher partnership with teacher preparation programs through local colleges and universities		X	X	X
6	Develop a district-wide document/survey to determine principal effectiveness.		X	X	
<b>STRATEGY 2: Reorganize and expand district leadership capacity to implement and sustain the Strategic Operating Plan.</b>			<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Create a leadership development program that provides opportunities for current Oxford educators to become school leaders.		X	X	
2	Create a teacher academy to build capacity within the district to develop future leaders.			X	
<b>STRATEGY 3: Develop a system for evaluation of teachers and administrators based on achievement, growth of students, and client satisfaction.</b>			<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Administer and analyze district-wide client satisfaction surveys.		X	X	X
2	Continuously review and modify Oxford Public Schools' teacher and administrator evaluation plans based on SEED.		X	X	X
<b>STRATEGY 4: Develop a comprehensive system of professional learning informed by teacher and leader evaluation.</b>			<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Create a comprehensive district-wide survey to gauge professional development needs for all staff and for individual needs of teachers and administrators.		X	X	X
<b>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.</b>					
<b>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 Intervention and Supports (PBIS) across all district-operated schools.</b>			<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Inventory and evaluate Core, Tier II, and Tier III instruction and interventions PK - 12.		X		
2	Prioritize Core, Tier II, and Tier III intervention needs based on inventory and evaluation.		X		
3	Expand Core Instruction to ensure proper balance between the Core Instruction and Tier II and III interventions.		X	X	
4	Develop a student progress-monitoring system to measure the effectiveness of instruction and interventions at each school.			X	
5	Develop and implement the student data/progress-monitoring system to measure the effectiveness of PBIS at each school.			X	X
<b>STRATEGY 2: Revise and implement an Early Intervention Process (EIP) to reduce over-identification and improve the effectiveness of Special Education programs/services.</b>			<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Conduct a third-party audit of the current Early Intervention Process.		X		
2	Adjust and monitor the Early Intervention Process at each school based on the results of the third-party audit.			X	X
3	Monitor and adjust interventions based on student progress-monitoring data.			X	X
<b>STRATEGY 3: Provide additional learning time for students.</b>			<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>

1	Use PLATO as a credit recovery option and/or on-line opportunities for independent studies.	X	X	X
2	Increase student access to online educational courses of study at WHS Academies to enhance and accelerate academic progress.		X	X
3	Develop a voluntary fourth session at the middle and high school level to enhance and accelerate academic progress.		X	X
<b>GOAL 3: IMPROVE INSTRUCTION FOR ALL STUDENTS</b>				
<b>STRATEGY 1: Implement service delivery models that will improve effectiveness of programs/services for English Learners.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Monitor and adjust the program and/or service delivery models, amount of services, and staffing ratios according to the linguistic and academic proficiency levels of students.		X	X
2	Staffing between tutor and regular teaching staff to ensure communication of strategies, modifications, and progress of EL students.	X	X	X
<b>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.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
<b>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.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Audit Individual Education Plans (IEPs) district-wide using the Educational Benefit review process annually and adjust the PPT decision-making process.	X	X	X
2	Establish a four- or five-year graduation plan that aligns with Student Success Planning and Student Transition Planning to prepare students for career and college readiness.	X	X	X
3	Ensure that Planning and Placement Teams (PPT) design IEPs through which students meet graduation requirements as measured by an increased graduation rate of students identified for Special Education.	X	X	X
<b>STRATEGY 4: 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 Special Education students.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
<b>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.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Design a district assessment system that includes national, state, and district student measures that provides a detailed profile of students' individual and group progress annually.	X		
2	Provide PD to ensure faculty are able to load pertinent school-based data into student profiles.		X	
3	Enable district analysis of student outcomes relative to the measures of the Strategic Operating Plan by populating a data warehouse.		X	X
4	Create a timeline for data analysis and reporting to various stakeholders that includes an annual Board of Education retreat.	X		
<b>STRATEGY 6: Acquire and implement a K-5, research-based core math program and appropriate intervention programs at each grade level.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Develop and implement the rollout plan for the new core math program at the elementary level.	X		
2	Adopt a math intervention program for each grade level K - 5.		X	
3	Adopt a menu of evidence-based tiered interventions at each grade level K-5.			X
4	Provide professional learning to school administrators in monitoring the implementation of curriculum and quality of instruction through a walk-through procedure.	X	X	X
<b>STRATEGY 7: Acquire and implement a 6-8, research-based core math program and appropriate intervention programs at each grade level.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Investigate and pilot a research-based math program at the 6-8 level.	X		
2	Develop and implement the roll-out plan for the new core math program at the 6-8 level.		X	
3	Adopt a math intervention program for each grade level 6-8.			X
<b>STRATEGY 8: Acquire and implement a K--8, research-based Literacy/English Language Arts (ELA) program and reading intervention programs at each grade level.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>

1	Investigate and pilot a research-based Literacy/ELA program at the K-8 level.	X		
2	Develop and implement the roll-out plan for the new core Literacy/ELA program at the K-8 level.		X	
3	Adopt a Literacy/ELA intervention program for each grade level K-8.			X
<b>STRATEGY 9: Acquire and implement a 4-8, inquiry-based science program.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Investigate and pilot programs/materials I for each grade level 4 - 8.		X	
2	Develop a rollout plan for the implementation of the new inquiry-based science program in grades 4 - 8.			X
<b>STRATEGY 10: Conduct a course audit at OHS to determine whether courses are currently designed and delivered to meet various learning needs of our student population. Determine whether current courses need to be adjusted to meet those needs or additional courses need to be added.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Develop guiding questions for OHS Department Chairs to conduct course reviews with members of their department. Following the review process, DCs will meet with the OHS Leadership team to make recommendations for individual course changes to course sequencing/offerings.	X		
2	Review the dual-enrollment, ECE course offerings at surrounding schools and determine whether policies at OHS should be amended to expand offerings.	X		
<b>STRATEGY 11: Implement a comprehensive 3-12 program for students with advanced learning needs.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Implement procedures for the identification of students with advanced learning needs.	X		
2	Research and adopt an Enrichment Triad model for students in grades 3 – 9.	X		
3	Implement the adopted Enrichment model for students in grades 3-9.		X	
4	Expand Advanced Placement and Early College Experiences courses for students in grades 10 – 12.		X	
<b>STRATEGY 12: Create and implement a college/career-ready PK-12 curriculum in reading, math, writing, and science aligned with the Connecticut Core State Standards (CCS).</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Create a 3-year district curriculum development, writing, and revision plan/cycle.	X		
2	Revise and implement the Pre-K curriculum to align with the changes in the Connecticut Pre-School Curriculum Framework (aligned to the CCS for Kindergarten).		X	X
3	Align and implement reading/ELA curriculum in all grades following the unit design model of the CCS.	X		
4	Align and implement mathematics curriculum in all grades following the unit design model of the CCS.		X	
5	Align and implement social studies in all grades following the unit design model of the CCS.			X
6	Align and Implement the science curriculum in all grades following the unit design model of the CCS.			X
7	Align and Implement all other curricular areas in all grades following the unit design model of the CCS.			X
8	Embed the three types of writing (informational/narrative, opinion and argumentative) into all K-12 curriculum documents across all content areas.	X	X	X
9	Implement a grades 6– 12 College Counseling Program that includes on-line student portfolios for Student Success Plans.	X	X	X
<b>GOAL 4: IMPROVE THE MANAGEMENT OF PUBLIC RESOURCES</b>				
<b>STRATEGY 1: Re-evaluate student transportation routes to ensure efficiency in duration and capacity levels.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Revise and implement the district transportation policy, if needed.	X		
2	Bid the general transportation contract for the district.			X
<b>STRATEGY 2: Achieve greater return on investment, transparency, and efficiency in the allocation and expenditure of local, state, and federal education funds.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Create an annual all-funds budget.	X	X	X
2	Allocate a minimum of 70% of general budget funds annually to the schools.	X	X	X

3	Align new and existing special funds to support the strategies of the Strategic Operating Plan.	X	X	X
4	Approve budgets annually at the school level through the School Improvement Teams before submission to the Superintendent.	X	X	X
5	Employ “best practices” in district financial management, including the acquisition of all state revenue/reimbursement for which the district is eligible.	X	X	X
<b>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).</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Update and reassess safety and security plans at each school and the district as needed.	X	X	X
2	Set/select renovation priorities and a multi-year timeline for implementation based on the FMP.		X	X
3	Initiate application for state approval and reimbursement for priority project(s).		X	X
4	Construct or renovate facilities to support school design specifications and community needs as delineated by the FMP.		X	X
5	Maintain and update the five-year Capital Improvement Plan (CIP) for all schools aligned with the FMP.		X	X
<b>GOAL 5: INCREASE PARENT/FAMILY AND COMMUNITY INVOLVEMENT AND SUPPORT</b>				
<b>STRATEGY 1: Increase parent/family engagement, accountability, and involvement at each school to enhance student success.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Create, train and support School Improvement Teams.	X	X	
2	Provide information for families of English Learners about EL program/service options.	X	X	X
3	Provide information for families of Special Education students about Special Education program/service options.	X	X	X
4	Provide information for families of Tier 2 and Tier 3 students about program/service options.	X	X	X
5	Provide information for families regarding the CCS, Literacy/ELA/Math units of study, SBAC testing, and NWEA-MAP testing.	X	X	X
6	Strengthen the partnership between school and families by providing varied and wide volunteering opportunities with the school.	X	X	X
7	Provide information to students and their families about high school options and college/career pathways.	X	X	X
<b>STRATEGY 2: Expand university, community, and institutional partnerships that add value and expand student learning opportunities.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Create and strengthen the partnership with United Way to garner funds for after-school programming and summer learning opportunities.	X	X	X
2	Strengthen the partnerships with local businesses and organizations to provide opportunities for internships and apprenticeships for middle and high school students.	X	X	X
3	Establish partnerships with local businesses and organizations to provide community service opportunities for middle and high school students.	X		
4	Create a protocol to outline community service requirements for middle and high school students.	X		
5	Require students to complete 10 hours of community service per year in grades 6-8 and 15 hours of community service per year in grades 9-12.		X	X
6	Strengthen the partnership with ACES to increase efficiency, enhance access to regional educational opportunities, and improve teacher quality.	X	X	X
7	Establish dual-credit courses through local universities and colleges.			X
<b>STRATEGY 3: Provide parents with greater opportunities for academic choices, programs, and pathways based on the needs and interests of their children.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Develop a set of regional intra-district and inter-district high school level choices for Oxford families		X	X
2	Create after school/summer school programs to offer a wider variety of academic choices and programs based on the needs and interests of children.		X	X
3	Initiate and offer additional world languages in grades 6 – 12.	X	X	X

4	Create and strengthen an enrichment program to offer a wider variety of academic choices and programs based on the needs of the children.		X	X
5	Develop a world languages introduction program in grades K-5.		X	X
<b>STRATEGY 4: Measure and increase the level of satisfaction of parents, students, and teachers with its schools.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Establish a team of staff members to create parent, student, and teacher surveys to analyze and report annually.	X		
2	Develop a statistically valid measure of parents' satisfaction with the school their child attends, and analyze and report actionable results annually.	X	X	X
3	Develop and administer a student survey (such as State School Connectedness Survey) to K- 12 students and analyze and report actionable results annually.	X	X	X
4	Initiate a workplace quality survey for all teachers and support staff, and analyze and report actionable results annually in order to improve school climate and morale.		X	X
<b>STRATEGY 5: Develop and implement a communications' strategy to engage and inform internal and external stakeholders of the process, status, and progress of Oxford educational improvement, and celebrate achievements of students and staff members.</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Design a communications' plan to inform internal and external stakeholders of OPS plans and progress for educational improvement.	X	X	X
2	Design events and communications to celebrate the achievements of students and staff relative to the goals of the Strategic Operating Plan.	X	X	X
3	Develop a marketing plan to inform and promote school and program choices to families in Oxford and the region.			X
<b>STRATEGY 6: Establish a Local Education Fund (LEF).</b>		<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>
1	Solicit and convene local business, non-profit, and civic leaders to identify needs, set priorities, examine options, and develop plans for an external organization to support and sustain Oxford's Education Reform.	X		
2	Assist community leaders in establishing a 503-C (non-profit) organization.	X		
3	Participate in the formation of a founding governing board and leadership investors to initiate an Oxford LEF.		X	