



# OXFORD CITY SCHOOLS

*Proud of Our Past – Preparing for the Future*

May 17, 2016

Jeff Goodwin, Ed.D.  
*Superintendent*

## Board Members

Pat Wayne Shaddix  
*President*

Marvin Jones  
*Vice President*

Dr. Tony Bolton

Alex Davenport

Todd Davis

Karen Phillips

To The Stakeholders of the Oxford City School System:

The Oxford City School System is an extension of the communities it serves. From the youngest learners to the most senior adults the school district serves a critical role in the quality of life enjoyed by the over 21,000 citizens who call Oxford home. During the course of the school system's last Strategic Plan, many economic and legislative factors have affected our nation's schools. Through these tumultuous economic and political times Oxford has maintained its commitment to providing the best education possible. During the implementation of the 2010-2015 Plan, the District experienced tremendous academic and extracurricular success and financial stability in serving the 4,200 students who call Oxford City Schools home.

As we experience the completion of the latest Strategic Plan, our district has looked forward to the future and how the school system will impact and be impacted by a rapidly changing world. Regardless of future trends and factors that influence our nation, state, and city Oxford City Schools focus will remain firmly on our students and their education. This focus requires a concerted planning effort involving all stakeholder groups in every community we serve.

Accordingly, the Oxford City Schools Board of Education set out in the spring of 2015 to begin construction of the System's new Five Year Strategic and Operational Plan. This process utilized on-going dialogue with parents, teachers, students, and community members, a permanent function of the District's commitment to providing the best instructional program possible, to solicit meaningful feedback and input on the current status of the school system and future considerations. Many different individuals representing all socio-economic strata served by the district participated in school and system based meetings, on-line surveys, and small group sessions to generate data germane to the planning process.

During the course of district wide planning meetings, stakeholders, including parents, business leaders, employees, and students, were asked to articulate their ideal vision for the Oxford City School District. Working in groups representing each school and the district as a whole, participants were asked "how do we achieve this vision over time?" From this list of strategies three common themes emerged and were agreed upon as the basis for the 2015-2020 Strategic Plan. These common themes were:

1. Communicating the district's message using all forms of media including traditional and emerging digital formats.
2. A continued emphasis on technology and implement the expansion of a Learning Management System for student and parent use.
3. Foster partnerships with local businesses and increase workforce development opportunities for students.
4. Develop and articulate a district-wide continuous improvement process.
5. Implementation of a clearly defined district-wide K-12 comprehensive student assessment system.

In addition to the information obtained directly from stakeholders in creating this document, other pertinent sources of information were utilized to provide needed documentation and evidence of the district's programs and needs. They include AdvancED accreditation, a rigorous and intensive process that the district completed in December of 2014. This process which included input from stakeholder groups representing all schools including students at the elementary, middle, and high school level is foundational to the 2016-2021 Strategic Plan. The final accreditation report is available on the OCS website. Additionally, Local Continuous Improvement Plans, and State mandated Capital, Technical, and Professional Development Plans were pertinent in constructing the 2016 Strategic Plan.

Our deepest thanks go out to everyone who participated in this process which will help guide our system in serving our students and community through the year 2021.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Goodwin". The signature is fluid and cursive, with a prominent initial "J" and a long, sweeping underline.

Jeff Goodwin, Ed.D.

## OUR VISION

Our vision is to be **the** leader in all aspects of education. From the time a child enters kindergarten until graduation we want to provide the best instruction, extra-curricular activities, facilities and services enabling our students to become productive successful citizens.

## OUR MISSION

The mission of the Oxford City School System, the focal point of a growing, diverse community, is to ensure the academic success of all students through a student-centered system of individualized instruction, highly qualified staff, exemplary facilities, and effective use of all resources.

## OUR BELIEFS

1. Family is a primary influence of a child's development.
2. Each child deserves an environment that is safe and conducive to learning.
3. Each child has a gift and, afforded the opportunity, is capable of success.
4. Learning is a lifelong process.
5. Character development is essential.
6. Each child deserves equal opportunity.
7. Higher expectations yield higher results.
8. Youth of today are the portrait of tomorrow.
9. Unlocking minds to explore and investigate is the key to learning.
10. Knowledge is the key to informed decision-making.

## CORE PURPOSE

During the course of general Continuous Improvement Planning meetings during the 2014-2015 and 2015-2016 school years, stakeholder groups were asked to define the Core Purpose, the reason for existence, of the Oxford City School District.

Based on the input of stakeholder groups: *The Core Purpose of the Oxford City School District is to educate the children of Oxford to the highest degree possible academically, physically and emotionally and prepare them for their future in a safe learning environment.*

Stakeholders also generated ideas associated with the Core Purpose that would benefit all students. These ideas included stakeholder involvement in the area of student development, community partnerships, parental involvement in the advisement process and workforce training in tandem with businesses.

## OUR PRIORITIES

During the spring of 2015, stakeholders were asked to rank their priorities for the Oxford City School District. Those priorities in rank of importance were:

1. Classroom resources for teachers
2. Low pupil/teacher ratio
3. Technology for student use
4. Advanced courses at all grade levels
5. Fine Arts electives
6. Extra-curricular athletic offerings

These priorities are essentially the same as those represented by the 2010-2015 Strategic Plan with the exception of "advanced courses at all grade levels" which replaced "modern facilities on all campuses." It is assumed that the massive construction efforts engaged in by the district

have lowered its importance to stakeholders. All schools in the district now enjoy new or fully renovated facilities including a new Career Center opened in the fall of 2015.

### CURRENT STATUS OF THE OXFORD CITY SCHOOL SYSTEM

During the implementation of Oxford's 2010-2015 Strategic Plan, the System has enjoyed a tremendous amount of academic success and financial security. Strong backing by the city government of Oxford and an aggressive posture by the Board of Education in acquiring and allocating quality resources for instruction coupled with internal accountability by district leadership for educating every child enrolled in Oxford's six schools has produced a district that routinely appears in every "Best" ranking of Alabama Schools. Current rankings of Alabama 137 school systems based on state mandated tests place Oxford squarely in the top 15% in regard to academic proficiency.

Currently, Oxford employs approximately 2.7 million dollars worth of certified teachers above what is allocated by the State of Alabama. This equates to "extra" Advancement Placement, art, counseling, technology, Career Technical, and physical education units not provided by the State funding formula. The district has also provided a laptop for use at school in grades 4-6, and for use at school and home for students in grades 7-12. The district plans to include grades 5-6 in the home deployment of laptops in the fall of 2016.

The district has branded its current K-12 learning initiative "Connect." One word symbolizing the home to school to community back to home connection that has as its common thread the instructional program of the Oxford City School System. Students are encouraged to connect with learning and career opportunities by way of opportunities provided by the programs employed at each. This connection not only includes our geographic region but our nation and beyond as many careers now involve international commerce and trade.

### DISTRICT ACCREDITATION

In assessing the effectiveness of the Oxford City School System nearly 200 stakeholders participated through face-to-face interviews, small group meetings, and surveys with an external unbiased review team. This team measured the district on five key standards which included:

1. Purpose and Direction
2. Governance and Leadership
3. Teaching and Assessing for Learning
4. Resources and Support Systems
5. Using Results for Continuous Improvement

In each instance of standard review, the district scored above the AdvancED network average. Recommendations and commendations by the team can be reviewed in the External Review Team Report located on the Oxford City Schools website. This information included a recommendation from the Team that the District further develop, define, and implement its Continuous Improvement Process. The school system, from the Board of Education to individual classrooms, is currently addressing this recommendation.

Additionally, stakeholders were surveyed on issues outside the AdvancED report which included school board leadership, learning environment, personnel, quality of education, communities, electives, and school calendar. A majority of parents (65%), students (82%), and teachers (95%) responded positively to the district's flexible calendar which allows for a longer summer, and individualized professional development. Stakeholders also expressed positive opinions on safety with 92% of parents and 78% of students agreeing or strongly agreeing that the district

provides a safe learning environment for all students and a quality education (91% of parents and 82% of students agree/strongly agree). Students also responded positively (agree/strongly agree) regarding Advanced class availability (92%), and availability of technology for their use (98%).

The continued partnership with the City of Oxford in providing financial support by way of a one-cent sales tax exclusively for the Oxford City School System has borne tremendous benefit over the past five years. Regardless of the economic conditions of the state or the state's education budget, Oxford has been able to provide many academic and extracurricular "extras" because of the commitment of the city government. The sales tax, valued at \$5.2 million for FY2016 is a consistent and growing source of revenue that is a direct benefit to the Oxford City Schools.

This direct benefit from the City of Oxford is returned back to the coffers of the city's treasury by way of a \$101 million yearly economic impact the school district, as the largest employer of the city, has on the finances of the municipality. According to an Economic Impact Study conducted by Pat Wayne Shaddix, MBA Director Emeritus for the Center for Economic Development and Business Research for Jacksonville State University, the school district is a revenue generator and a job creator. The study found that 1,400 jobs outside the district's 536 employees existed due to the economic impact of the district within the city limits. The revenue generated by the school system equates to 5.1 million in tax dollars returned to the city.

## THE FUTURE

Based on the input from stakeholder groups represented by the communities served by the Oxford City School District, the District's AdvancED Accreditation Report, and system sponsored collaborative discussions on student achievement, the 2016-2021 Strategic Plan will revolve around the following Strategies:

1. We will actively promote and communicate the District's message including academic, extracurricular, and programmatic offerings and successes using all forms of media.
2. We will continue to place emphasis on the use of technology in the learning process through personalized opportunities for every student and expand our use of a Learning Management System (LMS) for parents and students.
3. We will further develop partnerships with local businesses and increase the emphasis on workforce development.
4. We will continue to develop and implement a clearly defined district-wide plan addressing a continuous improvement process. Based on the recommendation of the External Review Team, the Oxford City District has been, with input from stakeholders developing a clearly defined process by which the continuous improvement process flows from the District level to the classroom level at each school.
5. We will continue to implement and revise as needed a clearly defined district-wide K-12 comprehensive student assessment system.

**Strategy I:** ***We will actively promote and communicate the District's message including academic, extracurricular, and programmatic offerings and successes using all forms of media.*** The Oxford City School District has a compelling story to tell. On a daily basis students and staff create and achieve

truly remarkable academic products and extracurricular accomplishments. Programs and initiatives in the district serve our community and students in a powerful way. Recognizing that the promotion of the accomplishments of the district serves as an effective industry and housing recruitment tool, the district has engaged stakeholders in all forms of traditional media as well as social media.

With the increase in use of social media in all formats, school districts have had to establish a digital presence to communicate more effectively with stakeholder groups. Currently the district and individual schools maintain an active footprint in the area of social media and have committed to expand and further use this emerging communicative tool to keep stakeholders abreast of pertinent information regarding the individual schools and district.

### ACTION PLANS

1. Increase the use of digital media to disseminate information to stakeholder groups in a timely manner.
2. Utilize traditional forms of communication and social media to promote programs, facilities, and student/staff accomplishments.
3. Develop an aggressive marketing strategy for the district to position the system in a more aggressive role as business and industry recruiter for the City of Oxford.

### RESOURCES NEEDED

1. Technology for accessing and creating digital media content.
2. Public Information Officer whose role is to function as media liaison on behalf of the district.
3. Partnerships with local media outlets to generate positive “good news” content to promote the district.

### PERSONNEL RESPONSIBLE

1. Board of Education
2. Superintendent
3. Public Information Officer
4. Technology Specialist
5. Central Office Staff
6. Principals

### COST

Minimal, outside of routine upgrades, most resources are already in place.

### BENEFIT

Greater stakeholder access to information. Positive messages regarding the district will attract families and businesses to the City of Oxford.

**Strategy II:** *We will continue to place emphasis on the use of technology in the learning process through personalized opportunities for every student and expand our use of a Learning Management System (LMS) for parents and students.* The Oxford City School System has made tremendous financial and instructional investments into technology for staff, student, and parent use. Many

of the advancements in this area are visibly in use on a daily basis. Further expansion of the district's Connect Initiative to include parent training and resources for collaboration between school and home have been identified as next and crucial steps in the system's goal of seamless technological articulation between our most valued stakeholders.

### ACTION PLANS

1. Develop parent resources revolving around the district's LMS to allow for greater access and participation in a student's education.
2. Continue infrastructure expansion and improvements throughout the district.
3. Develop high quality digital virtual content and courses for students and staff to utilize for teaching and learning.
4. Refine the district's current virtual school to expand course offerings and eligible students.

### RESOURCES NEEDED

1. Devices and software for staff and student use.
2. Infrastructure connecting all schools and district office through the district.
3. Professional development opportunities for all administrators and staff to develop high quality resources.

### PERSONNEL RESPONSIBLE

1. Board of Education
2. Superintendent
3. Director of Operations
4. Technology Coordinator
5. IT Staff
6. Curriculum Coordinator
7. Principals
8. All Classroom Teachers

### COST

\$1,000,000 for technology upgrade during the Strategic Plan cycle

### BENEFIT

Increased access and speed of use for digital devices

Repository of exemplary courses for systemwide use by teachers.

**Strategy III. *We will further develop partnerships with local businesses and increase the emphasis on workforce development.*** In an effort to ensure graduates of the Oxford City School District are College- and Career-Ready, the system will actively seek out robust relationships with local and regional employers and post secondary training programs (to include the military). In particular, training associated with jobs labeled high demand and high wage, especially those in the area of science, technology, engineering, and math (STEM), will be promoted and sought out for interested students.

## ACTION PLANS

1. Expand post secondary partnerships for students including short certificate, two-year and four-year degree granting institutions.
2. Increase the quality of counseling services based in the system's schools to include parent and student advisement sessions, career counseling, and personalized planning for every student.
3. Further the development of the Academies at Oxford High School to offer a great variety of course offerings.

## RESOURCES NEEDED

1. Direct communication and collaboration opportunities with post secondary institutions, the United States military and local employers.
2. Additional counseling units and training opportunities for counseling staff
3. Equipment specific to each Academy offered at Oxford High School.

## PERSONNEL RESPONSIBLE

1. Human Resources Director
2. Career Tech Coordinator
3. Curriculum Coordinator
4. Technology Coordinator
5. Counselors
6. High School Principal
7. Career Tech Teachers

## COST

\$180,000 per year for added personnel and equipment

## BENEFIT

Student access to professional and post secondary training opportunities.

Greater communication to parents and system

Greater collaboration between schools and businesses.

**Strategy IV: *We will continue to develop and implement a clearly defined district-wide plan addressing a continuous improvement process. Based on the recommendation of the AdvancED External Review Team, the Oxford City District has been, with input from stakeholders developing a clearly defined process by which the continuous improvement process flows from the District level to the classroom level at each school.***

## ACTION PLANS

1. Develop and revise Continuous Improvement Plan (CIP) annually.
2. Monitor and reflect on Continuous Improvement Plan three times per year with District team members using input to adjust the process as needed.

3. Monitor and reflect on Continuous Improvement Plan through site visits to each school in the District two to three times per year.
4. Use all forms of data and assessments available to the District to include anecdotal, benchmark results, and observations to accurately gauge the progress of the Continuous Improvement Plan two to three times per year.

**RESOURCES NEEDED**

1. Organizational calendar allowing for Continuous Improvement Plan collaboration.
2. Release time if needed for specific individuals at local schools.
3. Data collection tools, including software.

**PERSONNEL RESPONSIBLE**

1. Superintendent
2. Personnel Director
3. Student Support Coordinator
4. Curriculum Coordinator
5. Principals
6. Instructional Specialist

**COST**

\$1,000 for sub teachers across District per year

**BENEFIT**

Continuity across the District regarding the Continuous Improvement process.

Completion of recommendation by AdvancED Review Team.

**Strategy V: *We will continue to implement and revise as needed a clearly defined district-wide K-12 comprehensive student assessment system.***

**ACTION PLANS**

1. Develop and administer common formative assessments that align to priority standards.
2. Effectively using system and school based collaboration to utilize assessment data to provide for a more personalized learning environment.
3. Utilize the District’s Learning Management System’s software to provide teacher assessment data to reteach skills not mastered on the common formative assessments developed by the District.
4. Provide district-wide Professional Learning Communities platforms to improve instruction through the use of data.
5. Align summative, benchmark, and common formative assessments to make corrections and improvements in instructional delivery.

**RESOURCES NEEDED**

1. Release time for personnel involved in planning process.
2. Training for personnel involved in software use and delivery.
3. District calendar for planning of Professional Learning Communities (PLCs).

PERSONNEL RESPONSIBLE

1. Superintendent
2. Personnel Director
3. Technology Coordinator
4. Curriculum Coordinator
5. Instructional Specialist
6. Testing Coordinator
7. Principals
8. All Classroom Teachers

COST

\$10,000 for software upgrade  
Including custom to Learning  
Management System

BENEFIT

Greater access and use of data by all staff  
at District and school level.