

The Board of Education is in closed session.

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# Orange County Board of Education Meeting

September 26, 2022

Dr. Monique Felder, Superintendent

ENGAGE. CHALLENGE. INSPIRE.



# Mission

Our mission is to educate students in a safe, inclusive environment where we engage, challenge, and inspire them to reach their maximum potential.

# Vision

Preparing every learner for lifelong service and success

# Belief Statements

1. Value Diversity
2. Put Students First
3. Excellence in All We Do
4. Prioritize Equity
5. Provide a Safe Environment
6. Serve the Whole Child
7. Inclusive Culture & Climate Starts with Us
8. Accountability in All We Do
9. Collaborate To Do Great Work



# Strategic Plan Outcome Goals

1

Teaching Tomorrow's Leaders

2

Excellence & Efficiency

3

Exemplary Staff

4

Empowering Culture



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# Welcome!

## Call to Order:

- Public Charge
- Pledge of Allegiance
- Moment of Silence

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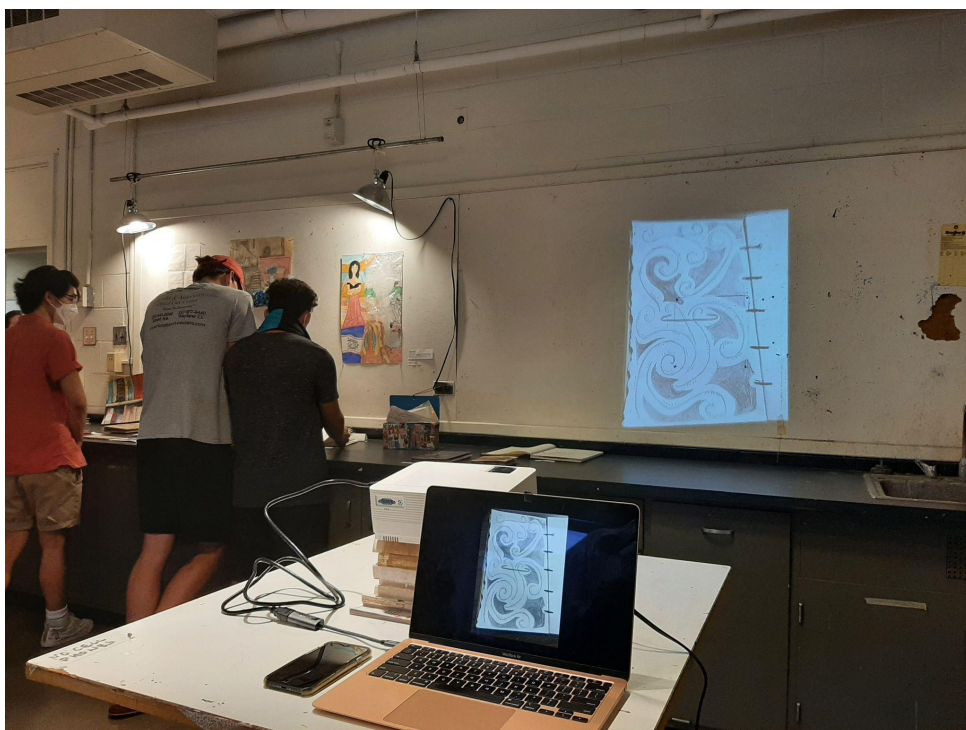
# Recognitions



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# NC Governor's School 2022



**ORANGE COUNTY SCHOOLS**

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# Deaf and Hard of Hearing Month

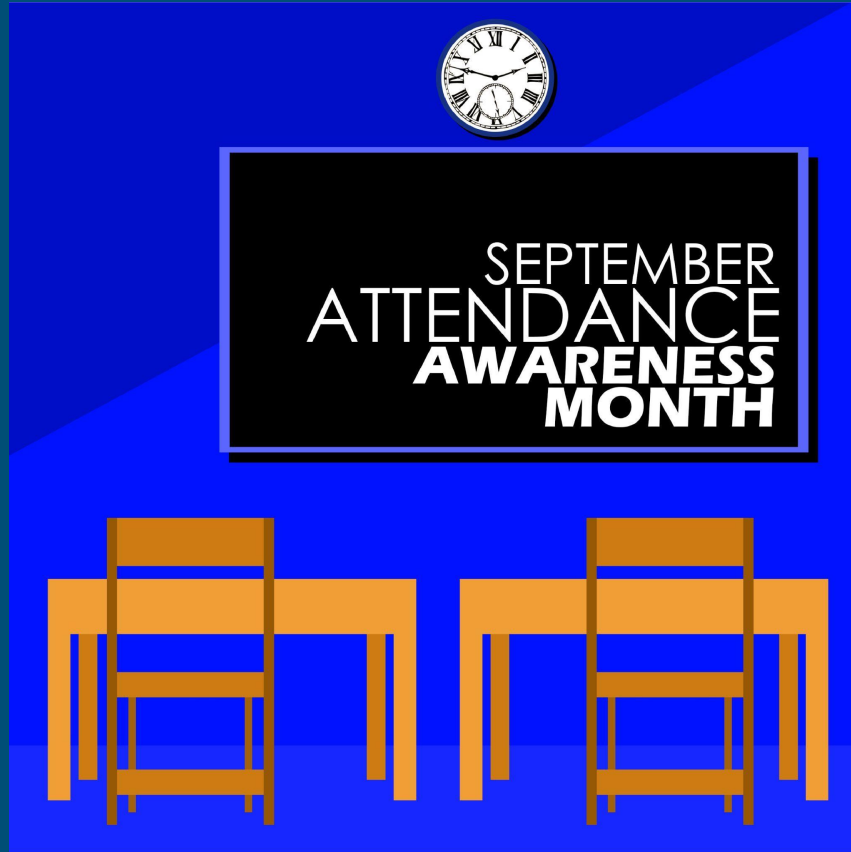


# Deaf and Hard of Hearing Month

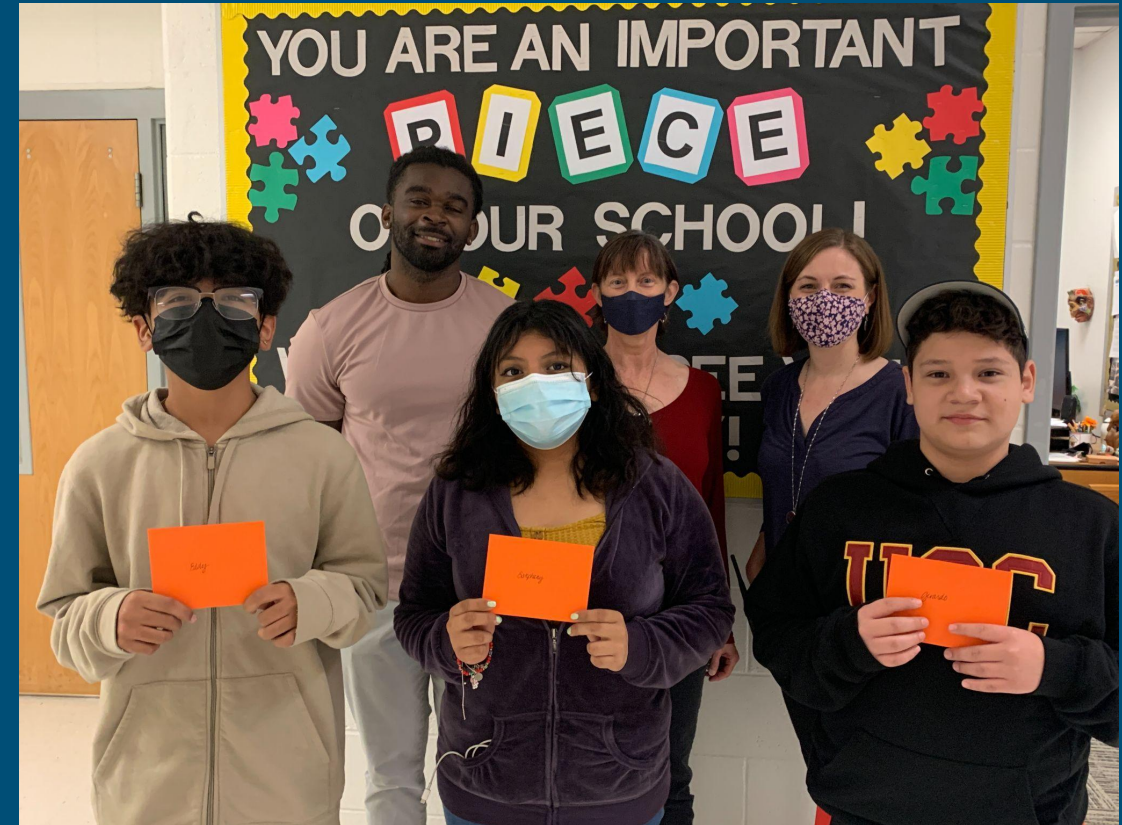
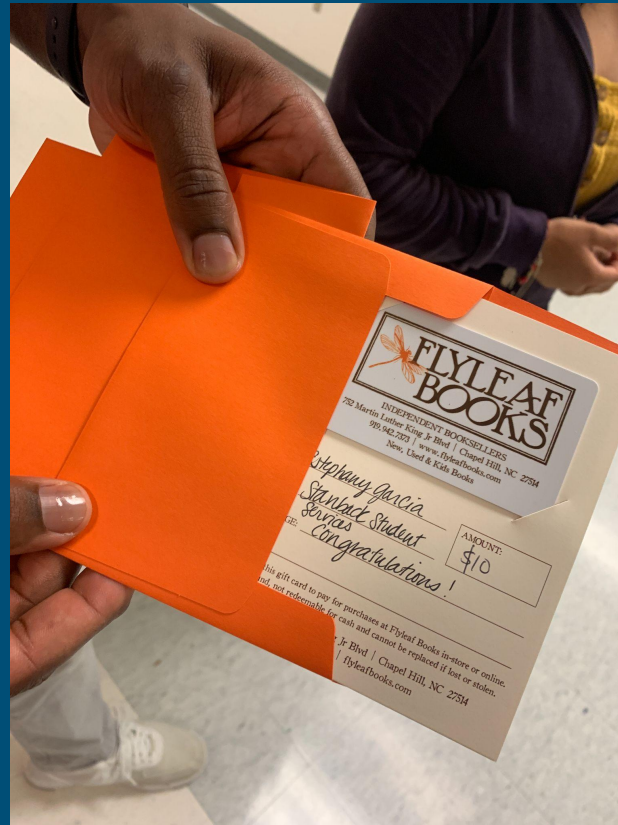




# Attendance Awareness Month



# Attendance Awareness Month



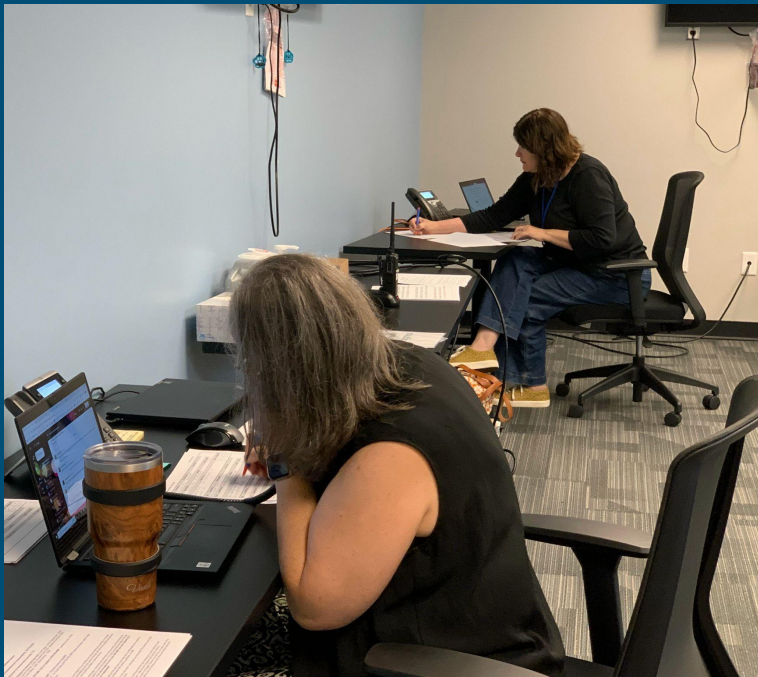


# Thank you for your support!





# Transportation Call Center



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# Agenda Adoption





# Agenda

**III. A. Child Nutrition Services Commercial Pizza Bids** Discussion/Action Item

**III. B. River Park Elementary School Mechanical & Facility Renovations Phase II Change Order Approval** Discussion/Action Item

**III. C. Teacher Additional Duty Stipend when providing instructional support during a planning period** Discussion/Action Item

**IV. A. Strategic Plan Update** Work Session/Information Item

**IV. B. Summer Scholars Update** Work Session/Information Item

**IV. C. Student Assignment/Reassignment & Planning Processes Update**  
Work Session/Information Item

**V. Closed Session** (If Necessary)

**VI. Adjournment**

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# Public Comments



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# Consent Agenda



# Consent Agenda

- 01 Minutes
- 02 Personnel Report and Recommendations
- 03 Newsela Contract Update
- 04 Budd Group Contract Extension for Custodial Services (90) days
- 05 Capital Needs Workgroup Report
- 06 Masters Pay Support Letter to General Assembly to support Senate Bill 28
- 07 2021-2022 Budget Amendments
- 08 Orange County Schools - Dispute Settlement Center Contract for Restorative Practices 22-23
- 09 Contract for Window Replacements 400 Building Hillsborough Elementary School

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# Discussion/ Action Items





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# Child Nutrition Services Commercial Pizza Bid

September 26, 2022

Patrick Abele, Deputy Superintendent

Sara Pitts, Director of Child Nutrition

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# Child Nutrition Services

- Previously in SY 2019-2020, Orange County Schools had a contract for commercial/branded pizza, compliant with USDA nutritional guidelines for reimbursable meals, to be provided to all Orange County Schools' on a weekly basis. This contract was not renewed in SY 2020-2021 due to safety protocols in place due to the COVID pandemic and meals being provided to students in a grab and go form.
- Orange County Schools would like to offer branded pizza on a weekly basis at the middle and high school locations for the current school year.
- The Invitation for Bid for branded pizza was publicly posted and held on September 14, 2022. The branded pizza contract is being requested for approval on September 26, 2022: Tasty Pizza Hut LLC.

# DISCUSSION/ACTION



The Superintendent recommends the Board of Education enter into a contract with Tasty Pizza Hut LLC in the amount of \$37,545.58 with the option of four (4) additional annual renewals.



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# River Park Elementary School Mechanical & Facility Renovations Phase II: Change Order Approval

September 26, 2022

Patrick Abele, Deputy Superintendent

Nick Mincey, Director of Maintenance

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# River Park Elementary Facility Upgrades

- The Board of Education approved the River Park Elementary School Phase II project on February 7, 2022. A contract in the amount of \$1,946,008.79 was awarded to Harrod and Associates Constructors Inc for completion of the work at River Park Elementary School scheduled for the summer of 2022. In addition to the initial contract, the Board authorized a contract contingency of \$97,300. The reserved budget for the project from the Supplemental Deferred Maintenance PRC is \$2,100,000.
- The administration is bringing before the Board for approval of the change orders needed to complete the project.



# River Park Elementary Facility Upgrades

Original Contract Amount \$1,946,008.79

Change Order #1	3,266.06
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Change Order #2	101,573.21
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Change Order #3	15,000.00
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Total Contract Amended: \$2,065,848.06

Total adjusted contract change orders: \$119,389.27

Total change order contingency previously approved by the Board: \$97,300

Requested Additional Change Order Amount for Approval: \$22,539.27

# DISCUSSION/ACTION



**The Superintendent recommends the Board approve an additional change order contingency in the amount of \$22,539.27 to Harrod and Associates Constructors. The contract is hereby amended in the amount not to exceed \$2,065,848.06.**



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# Teacher Additional Duty Stipend

September 26, 2022

Rhonda Rath, Chief Finance Officer

Joyce Hatcher, Chief Human Capital Officer

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# Work Session/ Information Items



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# Strategic Plan Update

September 26, 2022

Dr. Monique Felder, Superintendent

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# Strategic Plan Roadmap

## LISTENING TOUR

Gathering OCS input, including:

- Listen & Learns
- Staff & board surveys
- Community feedback

## BOARD APPROVAL

Present Mission, Vision, Goals & Belief statements for feedback & approval

## SHARE REVISED PLAN

Revised plan based on feedback and in response to data.

## MISSION & GOALS

Drafting our initial:

- Mission
- Vision
- Goals
- Belief statements

## WORKING GROUPS

A diverse team of OCS staff together defined how to accomplish the goals

## IMPLEMENT & MONITOR PLAN

- Ongoing PD
- Fidelity checks
- Progress monitoring
- Messaging & support

Continuous feedback gathering from staff, teachers, leaders, students, parents and the broader community

### Mission

Our mission is to educate students in a safe, inclusive environment where we engage, challenge, and inspire them to reach their maximum potential.

### Vision

Preparing every learner for lifelong service and success

### Belief Statements

1. Value Diversity
2. Put Students First
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UNCHANGED

# Four Strategic Plan Outcome Goals:

**Outcome Goal 1:** Teaching Tomorrow's  
Leaders

**Outcome Goal 2:** Excellence & Efficiency

**Outcome Goal 3:** Exemplary Staff

**Outcome Goal 4:** Empowering Culture





# Outcome Goal 3: Exemplary Staff

EQUITY PLAN: Goals 3 and 4

## STRATEGIC PLAN

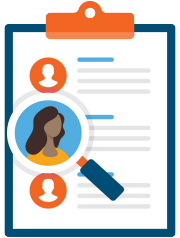


### WHAT DOES THIS OUTCOME GOAL MEAN?

OCS will recruit, hire, support and retain culturally proficient and high-quality staff committed to providing all students with an excellent education in a welcoming environment.

### HOW WILL OCS EMPHASIZE EQUITY THROUGH THIS OUTCOME GOAL?

OCS will hire and retain staff that reflects the diversity of the district, mirrors the demographics of the OCS student population and who are committed to becoming culturally proficient.



### HOW DOES THIS OUTCOME GOAL ALIGN TO THE OCS EQUITY PLAN?

**This Outcome Goal is aligned to OCS Equity Plan Goal 3 and Goal 4.**

**GOAL 3:** Build the equity leadership capacity of district leaders, administrators, teachers, staff and the OCS School Board by developing equity-oriented leadership skills, mindsets, and knowledge.

**GOAL 4:** Recruit, hire, support and retain teacher and staff that reflect the racial and language diversity of the student population.



### WHAT PROBLEM IS THIS OUTCOME GOAL TRYING TO SOLVE?

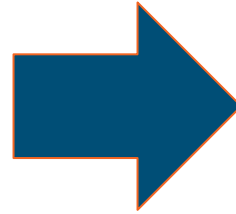
- OCS teachers currently do not mirror the demographic and linguistic makeup of OCS student population.
- Ensure students receive high-quality instruction from teachers who are culturally proficient and feel supported and valued in OCS.



### WHY IS THIS OUTCOME GOAL IMPORTANT?

- “A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will” (Hattie, 2018).
- “Models of student achievement indicate that assignment to an own-race teacher significantly increased math and reading achievement of both Black and White students” (Dee, 2002).

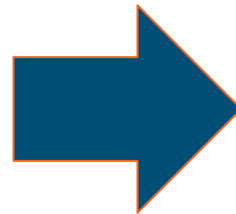
# Clarifying Language



When we do these things...

*"Leading" Indicators*  
**Key Performance Indicators**

**KPIs**



We expect to see these results...

*"Lagging" Indicators*  
**Goals**

**Goals**

# Review of OCS Strategic Plan Goals and KPIs

Akisha Osei Sarfo, PhD

# Identifying and Setting Strategic Goals

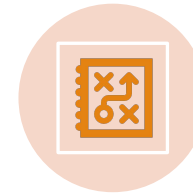
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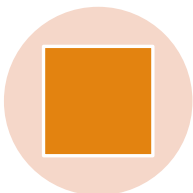
Strategic goals should be quantifiable metrics that align to the vision of the district and community for student success.



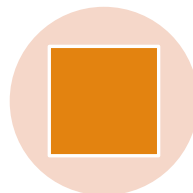
Ideally each strategic vision should have 1-3 associated strategic goals; Each goal should have 3-4 KPIs.



These goals should be measurable, with the ability to track outcomes over time.



Setting strategic goal and KPI targets require deep analysis of system and school data.



Align instructional and curricular investments to drive improvements in KPI and strategic goal performance.



Goals are designed to address gaps in district programs and outcomes and drive overall improvements across the district.

# Setting Targets for Strategic Goals and KPIs

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## Identify your Baseline

- Where are your students currently at on each measure?

## Set Overall Goal Target

- Overall targets should be set based on comparable and/or benchmarked data as well information on average annual growth.
  - How does student performance/growth compare to other students in comparable jurisdictions?
  - What is the average annual growth of the group on each measure (using 3-5-year trends)?

## Set Annual Targets

- Set annual targets based on average annual growth of the group on each measure, while considering average annual growth of comparable districts to stretch your targets.

## Example Formats for Strategic Goals

Example 1: Increase/decrease [measure] for [group/area] from [starting point] to [ending point] by [end year].

Example 2: Percentage of [measure] for [group/area] will increase from [starting point] to [ending point] by [end year].

Each example includes:

- a quantitative measure that can be tracked over time,
- a group or area of focus,
- a baseline or starting point,
- a target or ending point,
- and an end time or year.

# KPIs and Progress Monitoring

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- KPIs are a set of targets that track outputs of program efforts and are aligned to strategic outcomes and goals
- Ideally, demonstrated progress on KPIs will drive change and progress towards meeting strategic goals
- Adjust or changes to goals or KPIs when metrics change, terms expire, or the goal is met.
- KPIs are generally used in conversations with your Board and other community stakeholders in goal monitoring
  - Communicate progress on strategic goals and KPIs in regularly scheduled monitoring reports to the Board
  - Establish a reporting calendar



# Addressing Inequities

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Focus goals and/or KPIs on specific groups of students to drive focus on improving their performance and experiences and reduce gaps.

- Where do gaps exist between student groups?
- Which student groups have the most room for improvement?
- Which student groups are not moving?



# Focus of My Review

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MEASUREMENT



ALIGNMENT



LANGUAGE/  
PRESENTATION

# So Far So Good

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- Generally good alignment of KPIs to goals and goals to strategic vision.
- Established some measurable goals and KPIs
- In some cases, you have considered and estimated interim goals and targets.
- Alignment to the district's equity plan
- There's a focus on inequities in student performance
- There's a plan to communicate progress to stakeholders

# Measurement Improvements

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Made recommendations to:

- Focus in on the most critical levers of change and have the KPIs drive the work towards the goals.
- Ensure that instructional, curricular and programmatic investments are in place to drive improvements in KPI and strategic goal performance.
- Write goals in the correct format
- Include measures that are quantifiable and can be tracked over time
- Not combine multiple or unrelated measures into one goal or KPI; Simplify goals to include only one measure within each goal
- Ensure interim goals are incremental and based on average annual growth on each measure

# Alignment Improvements

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Made recommendations to:

- Review the alignment of KPIs to strategic goals
- Remove KPIs in some cases where there was little to no alignment or in places where other KPIs were more aligned
- Add KPIs to include more specificity on targeting inequities in order to drive overall change and reduce gaps

# Language and Presentation Improvements

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Made recommendations to:

- Use clear, succinct, and simple language when communicating about goals, targets, and KPIs.
  - Remove language around leading and lagging goals, not easily understandable among lay audiences.



# Outcome Goal 1: Teaching Tomorrow's Leaders

EQUITY PLAN: Goals 1, 2 and 3

## STRATEGIC PLAN



### WHAT DOES THIS OUTCOME GOAL MEAN?

OCS will use a Multi-Tiered System of Support (MTSS) to enable all each and every learner to excel by

- having access to and benefiting from rigorous, culturally responsive curriculum and instruction that is research/evidence based
- in classrooms where they are valued, having a sense of belonging and
- are expected to achieve at high levels in order to prepare them for college, career and civic engagement.

### HOW WILL OCS EMPHASIZE EQUITY THROUGH THIS OUTCOME GOAL?

OCS will

- identify and address inequities in curriculum and instruction;
- provide access to high-quality and rigorous curricula and programs;
- ensure high expectations are held for each and every student in culturally responsive learning environments in order to close the achievement, access and opportunity gaps and
- ensure each and every student has what they need to be successful.

### HOW DOES THIS OUTCOME GOAL ALIGN TO THE OCS EQUITY PLAN?

**This Outcome Goal is aligned to OCS Equity Plan Goal 1, Goal 2 and Goal 3.**

**GOAL 1:** Identify and eliminate academic disparities and inequities in access to and success in programs and opportunities.

**GOAL 2:** Create safe, inclusive, racially culturally and linguistically affirming, relevant and sustaining spaces and experiences.

**GOAL 3:** Build the equity leadership capacity of district leaders, administrators, teachers, staff, and the OCS School Board by developing equity-oriented leadership skills, mindsets, and knowledge.



# Outcome Goal 1: Teaching Tomorrow's Leaders

EQUITY PLAN: Goals 1, 2 and 3



## WHAT PROBLEM IS THIS OUTCOME GOAL TRYING TO SOLVE?

- Increase student achievement for each and every student,
- decrease achievement gaps,
- increase access and opportunities to more rigorous courses and programs (enrichment, AP and IB),
- increase enrollment,
- increase graduation rates and
- build staff capacity through high quality, research-based, differentiated and ongoing professional development.

## WHY IS THIS OUTCOME GOAL IMPORTANT?

- “Through a Multi-Tiered System of Support (MTSS) all learners will excel by having access to and benefiting from rigorous curriculum and instruction that is research/evidence based to prepare them for college, career, and civic engagement” (Clements & Kratochill, 2008; NCDPI, n.d.).
- “Educators who focus on results must also stop limiting improvement goals to factors outside the classroom, such as student discipline and staff morale, and shift their attention to goals that focus on student learning” (Dufour, 2004).
- An inclusive curriculum helps teachers and students understand different perspectives appreciate others’ strengths, and build empathy...Culturally relevant teaching is proposed as a powerful method for increasing student achievement & engagement and for reducing achievement gaps (Byrd, 2016).
- Students whose lives and cultures are not treated as important are less likely to invest in the overall learning process, whereas those who are empowered and feel valued will be more ready to learn.



# Outcome Goal 1: Teaching Tomorrow's Leaders

## Strategic Goals

<b>Goal I.1</b>	<b>Increase the percentage of OCS students demonstrating Grade Level Proficiency (GLP)</b> <ul style="list-style-type: none"><li>a. on reading End of Grade (EOGs) (Grades 3-8) from 42.9% to 80%, and</li><li>b. and math EOGs (Grades 3-8) from 45.9% to 80%, and</li><li>c. GLP proficiency among students on English II EOCs from 60.3% to 80%, and</li><li>d. GLP proficiency among students on Math I EOCs from 31.7% to 80%, and</li><li>e. GLP proficiency among students on Math III EOCs from 60.3% to 80%.</li></ul>
<b>Goal I.2</b>	<b>Increase the percentage of schools meeting or exceeding growth</b> from 83% to 100% by 2026.
<b>Goal I.3</b>	<b>Increase the graduation rate from 90.2% to a minimum of 92% by 2026.</b>

# Outcome Goal 1: Teaching Tomorrow's Leaders

## KPIs for Strategic Goals I.1, I.2

<b>Goals I.1, I.2</b>	<b>Increase the percentage of OCS students demonstrating Grade Level Proficiency (GLP) and the percentage of schools meeting or exceeding growth.</b>
<b>KPI 1.1a</b>	<b>Increase reading GLP proficiency among students in Grades 3-8.</b> <ul style="list-style-type: none"><li>i. Increase reading GLP proficiency among Black students in Grades 3-8.</li><li>ii. Increase reading GLP proficiency among Hispanic students in Grades 3-8.</li><li>iii. Increase reading GLP proficiency among EDS students in Grades 3-8.</li><li>iv. Increase reading GLP proficiency among EL students in Grades 3-8.</li><li>v. Increase reading GLP proficiency among SWD students in Grades 3-8.</li></ul>
<b>KPI 1.1b</b>	<b>Increase math GLP proficiency among students in Grades 3-8.</b> <ul style="list-style-type: none"><li>i. Increase math GLP proficiency among Black students in Grades 3-8.</li><li>ii. Increase math GLP proficiency among Hispanic students in Grades 3-8.</li><li>iii. Increase math GLP proficiency among EDS students in Grades 3-8.</li><li>iv. Increase math GLP proficiency among EL students in Grades 3-8.</li><li>v. Increase math GLP proficiency among SWD students in Grades 3-8.</li></ul>

# Outcome Goal 1: Teaching Tomorrow's Leaders

## KPIs for Strategic Goals I.1, I.2

<b>Goals I.1, I.2</b>	<b>Increase the percentage of OCS students demonstrating Grade Level Proficiency (GLP) and the percentage of schools meeting or exceeding growth.</b>
<b>KPI 1.1c</b>	<b>Increase GLP proficiency among students in English II EOC.</b> <ul style="list-style-type: none"><li>i. Increase GLP proficiency among Black students in English II EOC.</li><li>ii. Increase GLP proficiency among Hispanic students in English II EOC.</li><li>iii. Increase GLP proficiency among EDS students in English II EOC.</li><li>iv. Increase GLP proficiency among EL students in English II EOC.</li><li>v. Increase GLP proficiency among SWD students in English II EOC.</li></ul>
<b>KPI 1.1d</b>	<b>Increase GLP proficiency among students in Math I EOCs.</b> <ul style="list-style-type: none"><li>i. Increase GLP proficiency among Black students in Math I EOCs.</li><li>ii. Increase GLP proficiency among Hispanic students in Math I EOCs.</li><li>iii. Increase GLP proficiency among EDS students in Math I EOCs.</li><li>iv. Increase GLP proficiency among EL students in Math I EOCs.</li><li>v. Increase GLP proficiency among SWD students in Math I EOCs.</li></ul>



# Outcome Goal 1: Teaching Tomorrow's Leaders

## KPIs for Strategic Goals I.1, I.2

<b>Goals I.1, I.2</b>	<b>Increase the percentage of OCS students demonstrating Grade Level Proficiency (GLP) and the percentage of schools meeting or exceeding growth.</b>
<b>KPI 1.1e</b>	<b>Increase GLP proficiency among students in Math III EOCs</b> <ul style="list-style-type: none"><li>i. Increase GLP proficiency among Black students in Math III EOCs..</li><li>ii. Increase GLP proficiency among Hispanic students in Math III EOCs.</li><li>iii. Increase GLP proficiency among EDS students in Math III EOCs.</li><li>iv. Increase GLP proficiency among EL students in Math III EOCs.</li><li>v. Increase GLP proficiency among SWD students in Math III EOCs.</li></ul>

# Outcome Goal 1: Teaching Tomorrow's Leaders

## KPIs for Strategic Goal I.3

<b>Goal I.3</b>	<b>Increase graduation rate from 90.2% to a minimum of 92% by 2026.</b>
<b>KPI 1.3a</b>	Increase Pre-ACT passing rates among students in grade 10.
<b>KPI 1.3b</b>	Increase ACT passing rates among students in grade 11.
<b>KPI 1.3c</b>	Increase AVID enrollment among underserved students.
<b>KPI 1.3c</b>	Increase FAFSA completion rates.

# Outcome Goal 2: Excellence & Efficiency

EQUITY PLAN: Goal 5

## STRATEGIC PLAN



### WHAT DOES THIS OUTCOME GOAL MEAN?

OCS will ensure safe schools and provide exemplary operational support to schools, staff and community to ensure a focus on student learning.

### HOW WILL OCS EMPHASIZE EQUITY THROUGH THIS OUTCOME GOAL?

OCS will ensure equitable distribution of human, fiscal and capital resources across OCS.

### HOW DOES THIS OUTCOME GOAL ALIGN TO THE OCS EQUITY PLAN?

This Outcome Goal is aligned to OCS Equity Plan Goal 5.

**GOAL 5:** Make decisions, draft policies and allocate and utilize resources that are aligned to Policy 1030 Equity In Education. Assess the racial and equity impact of decisions, policies and resource allocation and identify strategies to address inequities

### WHAT PROBLEM IS THIS OUTCOME GOAL TRYING TO SOLVE?

- To ensure all individuals are physically and emotionally safe, productive and able to learn and work in environments without fear or harm.
- To ensure transparency in operational accountability to meet all stakeholder expectations focused on student success.

### WHY IS THIS OUTCOME GOAL IMPORTANT?

“Leading with transparency through open communication of clear and accurate information inspires the organization to make transformational changes...and creates an organizational environment that is safe, trusting, and cooperative” (NIST, 2022).

# Outcome Goal 2: Excellence & Efficiency

## Strategic Goals

<b>Goal II.1</b>	<b>Increase teacher satisfaction ratings of “school safety”</b> on the bi-annual North Carolina Teacher Working Conditions survey from 79% to 90% by 2026.
<b>Goal II.2</b>	<b>Increase school leader professional development contact hours on “school safety”</b> to 18 hours annually by 2026.
<b>Goal II.3</b>	<b>Increase student satisfaction on “school safety”</b> on the Panorama survey from 56% to 80% by 2026.

# Outcome Goal 2: Excellence & Efficiency

## KPIs for Strategic Goal II.1

<b>Goal II.1</b>	<b>Increase school leader satisfaction ratings of “school safety”</b> on the bi-annual North Carolina Teacher Working Conditions survey from 79% to 90% by 2026.
<b>KPI 2.1a</b>	Increase staff satisfaction “school safety” and “facilities and resources” on the annual OCS Teacher Working Conditions Survey.
<b>KPI 2.1b</b>	Increase staff attendance in annual training on lockdowns, emergency communications and emergency procedures.
<b>KPI 2.1c</b>	Increase the percentage of all scheduled monthly inspections completed for fire, safety and security checks at OCS schools and facilities.
<b>KPI 2.1d</b>	Increase the percentage of quarterly crisis team meetings conducted at all OCS schools and facilities.
<b>KPI 2.1e</b>	Implement a tracking and reporting system to document crisis and safety plans, drills, and safety.

# Outcome Goal 2: Excellence & Efficiency

## KPIs for Strategic Goal II.2

<b>Goal II.2</b>	<b>Increase school leader professional development contact hours on “school safety” to 18 hours annually by 2026.</b>
<b>KPI 2.2a</b>	Increase school leader attendance in annual training on lockdowns, emergency communications and emergency procedures.
<b>KPI 2.2b</b>	Increase the percentage of all scheduled monthly inspections completed for fire, safety and security checks at OCS schools and facilities.
<b>KPI 2.2c</b>	Increase the percentage of quarterly crisis team meetings conducted at all OCS schools and facilities.
<b>KPI 2.2d</b>	Implement a tracking and reporting system to document crisis and safety plans, drills, and safety.



# Outcome Goal 2: Excellence & Efficiency

## KPIs for Strategic Goal II.3

<b>Goal II.3</b>	<b>Increase student satisfaction on “school safety” on the Panorama survey from 58% to 80% by 2026.</b>
<b>KPI 3.3a</b>	Increase the percentage of OCS schools that conduct quarterly school safety drills.
<b>KPI 3.3b</b>	Implement a tracking and reporting system to document crisis and safety plans, drills, and safety.
<b>KPI 3.3c</b>	Increase the percentage of students in grades 3-12 who feel physically and emotionally safe in school on Panorama survey.

# Outcome Goal 3: Exemplary Staff

EQUITY PLAN: Goals 3 and 4

## STRATEGIC PLAN

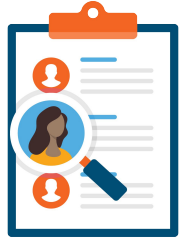


### WHAT DOES THIS OUTCOME GOAL MEAN?

OCS will recruit, hire, support and retain culturally proficient and high-quality staff committed to providing all students with an excellent education in a welcoming environment.

### HOW WILL OCS EMPHASIZE EQUITY THROUGH THIS OUTCOME GOAL?

OCS will hire and retain staff that reflects the diversity of the district, mirrors the demographics of the OCS student population and who are committed to becoming culturally proficient.



### HOW DOES THIS OUTCOME GOAL ALIGN TO THE OCS EQUITY PLAN?

**This Outcome Goal is aligned to OCS Equity Plan Goal 3 and Goal 4.**

**GOAL 3:** Build the equity leadership capacity of district leaders, administrators, teachers, staff and the OCS School Board by developing equity-oriented leadership skills, mindsets, and knowledge.

**GOAL 4:** Recruit, hire, support and retain teacher and staff that reflect the racial and language diversity of the student population.



### WHAT PROBLEM IS THIS OUTCOME GOAL TRYING TO SOLVE?

- OCS teachers currently do not mirror the demographic and linguistic makeup of OCS student population.
- Ensure students receive high-quality instruction from teachers who are culturally proficient and feel supported and valued in OCS.



### WHY IS THIS OUTCOME GOAL IMPORTANT?

- “A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will” (Hattie, 2018).
- “Models of student achievement indicate that assignment to an own-race teacher significantly increased math and reading achievement of both Black and White students” (Dee, 2002).

# Outcome Goal 3: Exemplary Staff

## Strategic Goals

<b>Goal III.1</b>	<b>Orange County Schools teacher retention rate* of 81.9% will increase</b> by 4 percentage points on average every two years, in order to be below the state's attrition rate (currently 11.1% in 2022).
<b>Goal III.2</b>	<b>Staff retention rate for teachers of color will increase</b> by 3% every two years to 94.8% by 2026.
<b>Goal III.3</b>	<b>Representation gap between staff and students, specifically between Hispanic students and teachers, will narrow</b> by 3% every two years to 17% by 2026.

*\*Turnover rate of 19.1% will decrease by 4% every two years to be below the state attrition rate to 11.1% by 2026.*

# Outcome Goal 3: Exemplary Staff

## KPIs for Strategic Goal III.1

<b>Goal III.1</b>	<b>Orange County Schools teacher retention rate* of 81.9% will increase by 4 percentage points on average every two years, in order to be below the state's attrition rate (currently 11.1% in 2022).</b>
<b>KPI 3.1a</b>	<ul style="list-style-type: none"><li>i. Increase the percent of agreement on "Time" in the OCS Teacher Working Conditions Survey.</li><li>ii. Increase the percent of agreement on "School Leadership" in the OCS Teacher Working Conditions Survey.</li><li>iii. Increase the percent of agreement on "Professional Learning" in the OCS Teacher Working Conditions Survey.</li></ul>
<b>KPI 3.1b</b>	Provide all new OCS employees with introductory equity/culturally responsive training as part of the district's comprehensive onboarding process.

*\*Turnover rate of 19.1% will decrease by 4% every two years to be below the state attrition rate to 11.1% by 2026.*

# Outcome Goal 3: Exemplary Staff

## KPIs for Strategic Goal III.2

<b>Goal III.2</b>	<b>Staff retention rate for teachers of color will increase</b> by 3% every two years to 94.8% by 2026.
<b>KPI 3.2a</b>	Create mentorship or affinity group opportunities for teachers and leaders of color.
<b>KPI 3.2b</b>	Increase participation in affinity groups established to support the building of community and safe spaces for all diverse staff.

# Outcome Goal 3: Exemplary Staff

## KPIs for Strategic Goal III.3

<b>Goal III.3</b>	<b>Representation gap between staff and students, specifically between Hispanic students and teachers, will narrow by 3% every two years to 17% by 2026.</b>
<b>KPI 3.3a</b>	Track and increase the number of recruitment efforts for Hispanic teachers.
<b>KPI 3.3b</b>	Create a baseline number of Hispanic teacher applicants districtwide during the 2022-2023 school year which will be utilized to inform and increase recruitment efforts.



# Outcome Goal 4: Empowering Culture

EQUITY PLAN: Goals 2 and 6

## STRATEGIC PLAN



### WHAT DOES THIS OUTCOME GOAL MEAN?

OCS will cultivate supportive partnerships among families, schools, and community stakeholders to support students' well-being, academic achievement, and to ensure all students have what they need to be successful.

### HOW WILL OCS EMPHASIZE EQUITY THROUGH THIS OUTCOME GOAL?

OCS will identify and remove barriers and engage in culturally responsive practices that strengthen connections and communication with all families and students and the community.

### HOW DOES THIS OUTCOME GOAL ALIGN TO THE OCS EQUITY PLAN?

This Outcome Goal is aligned to OCS Equity Plan Goal 2 and Goal 6.

**GOAL 2:** Create safe, inclusive, racially culturally and linguistically affirming, relevant and sustaining spaces and experiences.

**GOAL 6:** Engage staff, students, families, and the entire community in developing, cultivating and sustaining a culture of equity.

### WHAT PROBLEM IS THIS OUTCOME GOAL TRYING TO SOLVE?

Increase parent/family engagement especially among historically marginalized families.



# Outcome Goal 4: Empowering Culture

EQUITY PLAN: Goals 2 and 6

## WHY IS THIS OUTCOME GOAL IMPORTANT?

This Outcome Goal is mission critical to ensuring each child is successful in and beyond school.

- Families, schools and the community need to be active partners and collaborators in ensuring student success.
- “Cumulative evidence from several decades of research points to several benefits of family involvement for children’s learning, including
  - helping children get ready to enter school,
  - promoting their school success and
  - preparing youth for college and career” (Harvard University, 2006).
- If families are actively engaged in their student’s learning:
  - academic achievement and attendance increases;
  - discipline decreases; attitudes are more positive towards schools;
  - there’s an increased sense of belonging and
  - more willing collaboration between home and schools increases (Mapp, 2019).



# Outcome Goal 4: Empowering Culture

## Strategic Goals

<b>Goal IV.1</b>	<b>Increase the average daily attendance rate</b> of all students from 89% to 95% or greater by 2026.
<b>Goal IV.2</b>	<b>Reduce the suspension rate</b> of Black students from 9% to 3% by 2026. <b>Reduce the suspension rate</b> of multiracial students from 8% to 3% by 2026.
<b>Goal IV.3</b>	<b>Increase family partnership and engagement*</b> among Black and Hispanic families from XX% to XX% by 2026.  <i>*As measured by parent survey scale or items.</i>

# Outcome Goal 4: Empowering Culture

## KPIs for Strategic Goal IV.1

<b>Goal IV.1</b>	<b>Increase the average daily attendance rate</b> of all students from 89% to 95% or greater by 2026.
<b>KPI 4.1a</b>	<ul style="list-style-type: none"><li>i. Increase average daily attendance in the 3 lowest performing elementary schools.</li><li>ii. Increase average daily attendance in the 2 lowest performing middle schools.</li><li>iii. Increase average daily attendance in the lowest performing high school.</li></ul>
<b>KPI 4.1b</b>	Increase average daily attendance among Black and multiracial students.
<b>KPI 4.1c</b>	Increase the percentage of students who feel engaged in grades 3-12 who feel physically and emotionally safe in school on the Panorama survey.

# Outcome Goal 4: Empowering Culture

## KPIs for Strategic Goal IV.2

<b>Goal IV.2</b>	<b>Reduce the suspension rate</b> of Black and multiracial students.
<b>KPI 4.2a</b>	Increase the percentage of students in grades 3-5 and 6-12 who feel engaged in school on the Panorama survey.
<b>KPI 4.2b</b>	<ul style="list-style-type: none"><li>i. Reduce all student referrals in grade 3-5 and 6-12.</li><li>ii. Reduce referrals of Black students K-12.</li><li>iii. Reduce referrals of multiracial students K-12.</li></ul>
<b>KPI 4.2c</b>	Provide introductory equity/culturally responsive training as part of the district's comprehensive onboarding process to all new OCS employees.

# Outcome Goal 4: Empowering Culture

## KPIs for Strategic Goal IV.3

<b>Goal IV.3</b>	<p><b>Increase family partnership and engagement*</b> among Black and Latino families from XX% to XX% by 2026.</p> <p><i>*As measured by parent survey scale or items.</i></p>
<b>KPI 4.3a</b>	<ul style="list-style-type: none"><li>i. Increase the percentage of Black families logging into Parent Portal.</li><li>ii. Increase the percentage of Latino families logging into Parent Portal.</li></ul>
<b>KPI 4.3b</b>	<p>Increase the number of district-led parent engagement opportunities for families.</p>
<b>KPI 4.3c</b>	<ul style="list-style-type: none"><li>i. Increase Parent Academy attendance among Black families.</li><li>ii. Increase Parent Academy attendance among Hispanic families.</li></ul>



# How It All Works Together



WHEN everything we do is rooted in **EQUITY** to ensure **ALL** students receive what they need to succeed; and



WHEN we stay focused on our **Strategic Plan goals**; and



WHEN we use strong **Core Instruction** that includes:

- culturally relevant and responsive teaching and
- research-based curricula that enables **authentic engagement** among students and teachers; and



WHEN teachers have the data to **personalize** support for students (through tiered intervention and instruction); and



WHEN we keep in mind the **social and emotional well-being** of our students and staff so as to develop the whole person...



THEN, and only then, will we impact learning and accelerate growth for **EVERY** child

**Preparing every learner for lifelong service and success**

# Questions



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# SY 2022-2023 Plans to Support All Schools

September 26, 2022

Laurie J. Carr, Chief of Schools and Achievement

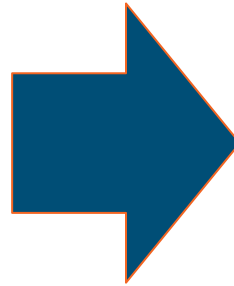
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# School Improvement Planning

## Orange County Schools' Strategic Plan

- Cabinet + Executive Cabinet
- Cross-Collaborative Goal Teams
- Monthly Meetings
- Board of Education Monitoring



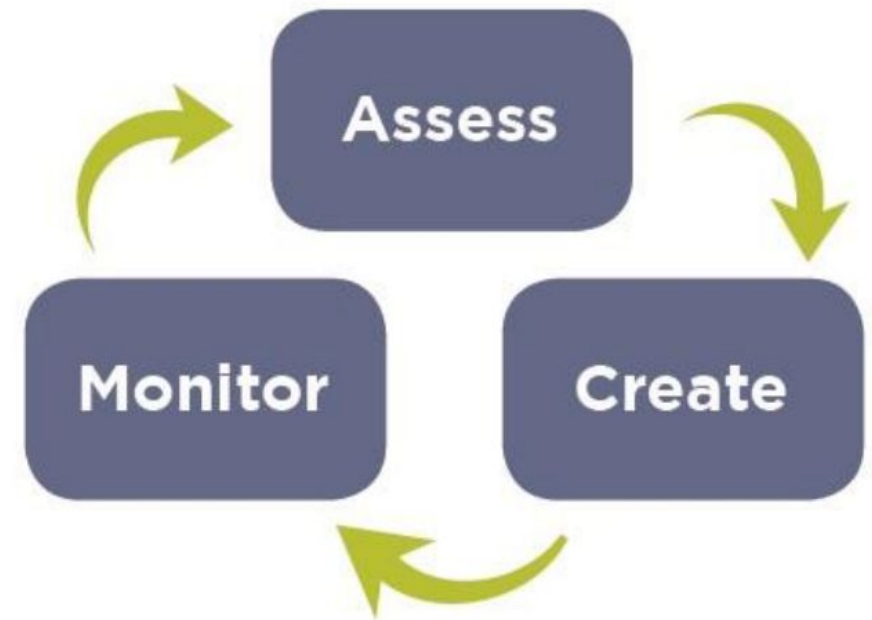
## 13 School Improvement Plans (SIPs)

- Teachers, Staff, Administrators, Parents
- SIP Teams
- Twice Monthly, minimum
- District Support & Monitoring

# School Improvement Plan Creation

**Allows school improvement teams to:**

- Have crucial conversations needed to evaluate the current state of the school (**ASSESS**)
- Create and implement plans based on data analysis (**CREATE**), and to
- Make adjustments based upon the outcomes and the impact of each plan objective (**MONITOR**).



# What Is NCStar & How Will It Help?

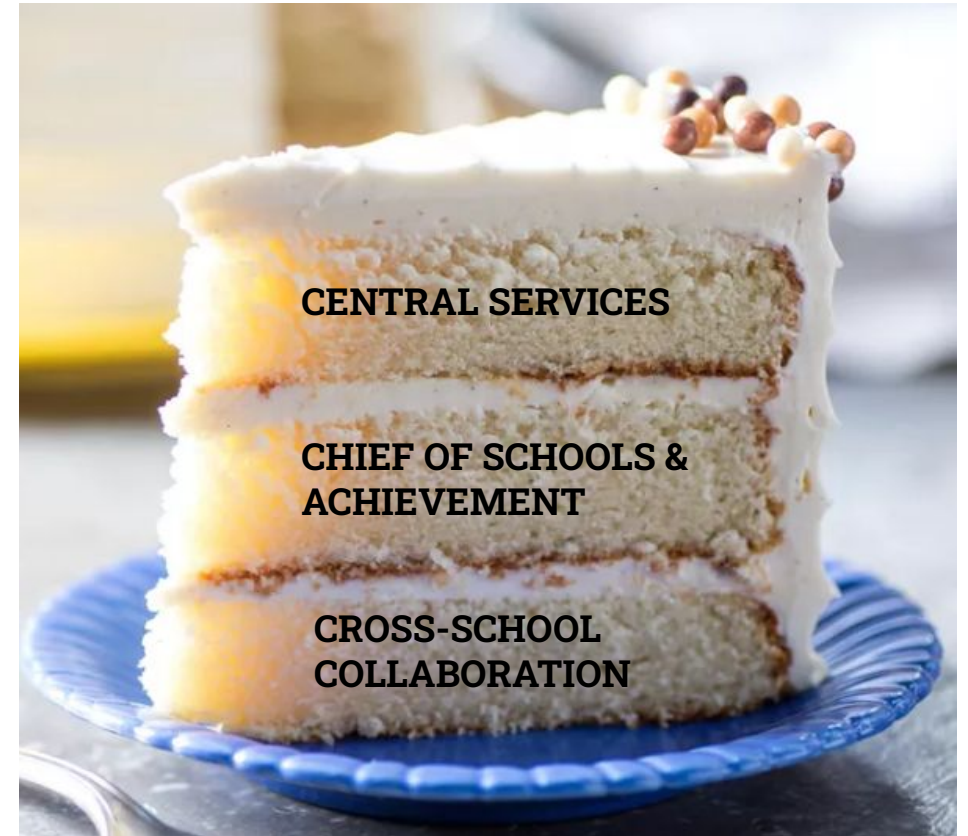
**School Improvement Planning is more than a plan,  
it is *a framework for change*.**

- A web-based tool that guides a school team in charting its improvement and managing the continuous improvement process.
- Requires a "culture of candor" in which district and school personnel talk openly and honestly about their professional practices that contribute to student learning.
- Access to 100+ research-based effective practices (indicators), including 12 key indicators, which allows flexibility to personalize SIP to meet school needs.
- Brings all stakeholders into the continuous improvement process
- Allows "view-only" capability and "real-time" transparency to all stakeholders.



# Layers of Support

- **Central Services:**
  - Curriculum & Instruction Department
  - Equity Department
  - Student Engagement & Student Services Department
  - Operations Department
- **Chief of Schools & Achievement:**
  - 1:1 Coaching Conversations, Thought-Partnership & Feedback
  - Professional Learning Communities (PLCs)
  - School Improvement Teams (SITs)
  - Learning Walks
  - Facilitation of District Support & Monitoring
- **Cross-School Collaboration:**
  - Learning Walks
  - Problems of Practice
  - PLCs





A faint, light blue graphic of a school building with a central tower and multiple windows is positioned in the background on the right side of the slide.

# Questions?

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# Summer Scholars Read to Achieve

## Summer Camp Update, 2022-23

**September 26, 2022**

**Dr. Denise C. Greene, Chief Academic Officer**

**Ambra Wilson, Executive Director of Literacy**

**Connie Crimmins, Executive Director of Exceptional Children and PK Services**

**Mariah Morris, Director of Literacy**

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# Summer Scholars Purpose and Programs

## **Programs:**

- Read to Achieve (grades 1-3)
- Credit Recovery (High School)
- Grades 4-8 Camp
- Extended School year/Compensatory Education (Students with IEPs who qualify)

## **Overarching Purpose:**

- Close learning gaps/accelerate into the next school year
- Build and foster relationships
- Keep students motivated to learn

# OCS Summer Scholars Staff

<b>Site Coordinators</b>	<p>Eight highly qualified site coordinators who serve as instructional leaders in our district as literacy coaches or EC facilitators</p> <p>Brought a high level of instructional leadership to the program by ensuring that student safety and student learning were paramount in each and every classroom.</p>
<b>Teachers/Teacher Assistants</b>	<p>Certified teachers and teacher assistants in each classroom to ensure high-quality literacy instruction for all students.</p> <p>Teachers provided curriculum resources to use with students including Letterland, Heggerty, From Phonics to Reading, and Achieve the Core Read Aloud Project., STEM activities, Math 180 plus focused small group instruction</p>
<b>Support Staff</b>	<p>Counselors, Digital Learning Coaches, Front Office support, CTE Interns</p>
<b>Assessors (RtA camp only)</b>	<p>Literacy coaches and reading interventionists provided reliable and consistent testing of all students using mCLASS Dibels 8th Edition.</p>



# RtA Summer Reading Camp Overview

Senate Bill 387 specifies that RtA Summer Reading Camp-

- shall be offered to any third-grade student who does not demonstrate reading proficiency,
- any second-grade student who demonstrates difficulty with reading development,
- must offer at least 72 hours of reading instruction outside of the instructional calendar.

# OCS Summer Reading Camp Facts & Figures

**4** RtA Sites: HES, PES, GAB, & NHES

**4** Site Administrators

**33** Grade 1, 2, or 3 Classrooms

**42** Total Teachers/DLCs/Media Specialists

**104** Hours of Camp

**318** Eligible Students attended

**Countless** Smiles, High Fives, Aha Moments, and Books Read!





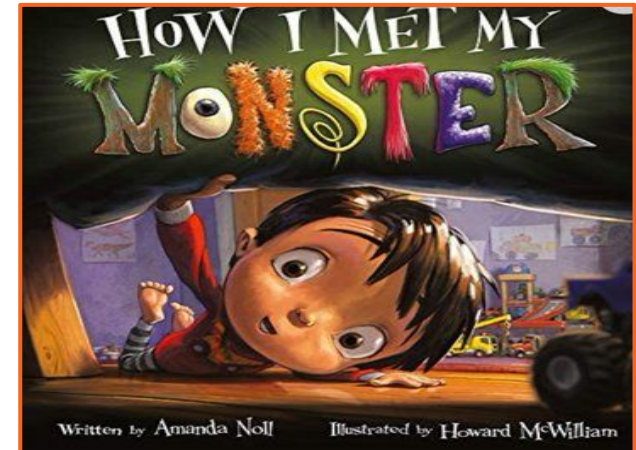
# Curriculum

**Teachers used consistent, research-based curriculum to ensure that students were provided with systematic, explicit, cumulative instruction.**

- **Phonemic Awareness:** Heggerty Instruction
- **Phonics:** Letterland and From Phonics to Reading
- **Fluency:** Fluency passages and Reader's Theaters
- **Vocabulary, background knowledge, and comprehension:** Achieve the Core Read Aloud Project



Teachers ensured highly engaging student connections to reading by integrating STEM, reader's theaters, and multisensory application into the lessons.







# RtA Reading Camp Data

**Attendance:** 318 total students attended

**97 (63%)** first-grade students eligible for enrollment attended RtA Reading Camp.

**117 (55.2%)** second-grade students eligible for enrollment attended RtA Reading Camp.

**104 (48.4%)** third-grade students eligible for enrollment attended RtA Reading Camp.

**Proficiency:** 32 total students reached grade-level proficiency

**10** first grade students reached proficiency

**14** second grade students reached proficiency

**8** third grade students



# Grades 4-8 by the numbers

- 6 hours of camp each day, Monday to Friday from July 10 to August 4
- 160 students served
- 2 sites: Gravelly Hill MS and AL Stanback MS
- 3 subjects covered: Math, Literacy and Science
- 1 session of Physical Education per day
- 96 staff members: Teachers, Teacher Assistants, EC Staff, DLCs, Counselors, Front Office staff



# Grades 4-8 Camp Data

**Oral Reading Fluency Measure:**

**70% of students demonstrated an increase in their Oral Reading Fluency**

**Aimsweb:** (EOY SY 21/22 compared to BOY SY 22/23)

**Math:** 46% of students demonstrated growth

**Reading:** 57% of students demonstrated growth

# High School Credit Recovery

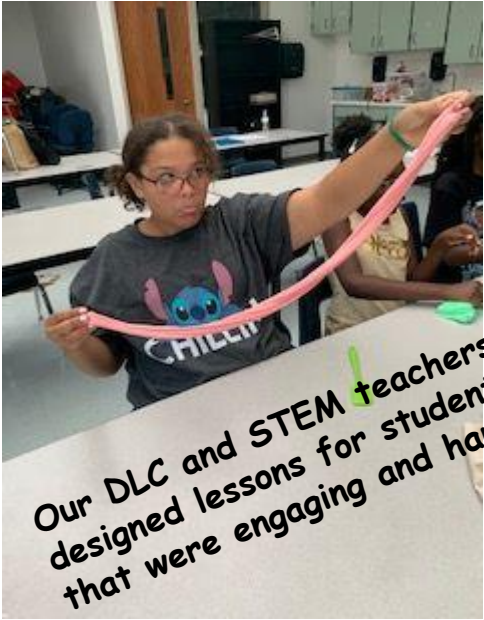
- Available at all 3 High Schools
- 187 students
- 26 staff members
- More than 100 credits “recovered”
- Online platform utilized with onsite teacher support
- Transportation and nutrition were provided

# Additional Details

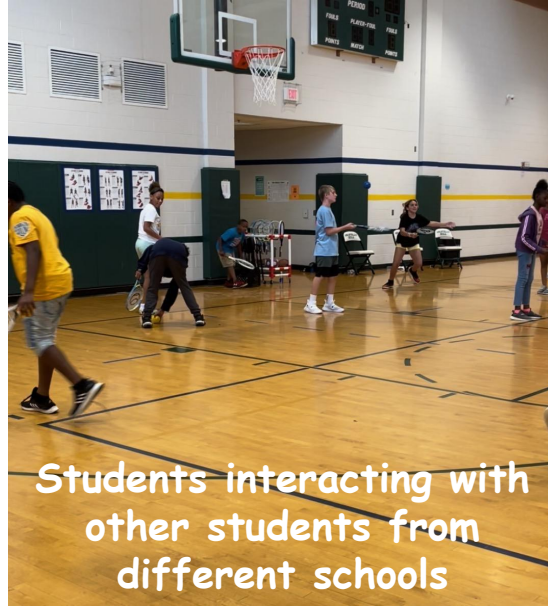
## Services:

- Transportation
- After Camp Care and Friday Care
- Breakfast, Lunch and Snack
- Compensatory Education for students with disabilities who qualified
- Extended School Year for students with disabilities who qualified

# Photos and Feedback



Our DLC and STEM teachers designed lessons for students that were engaging and hands on.



Students interacting with other students from different schools



Parents commenting on how their student enjoyed coming to Summer Scholars

The teachers and staff were amazing. They worked so hard to make learning fun for the students.



Teachers followed up with students and guardians when students began to fall behind.

Seeing the students smile, while learning that reading can be fun!!

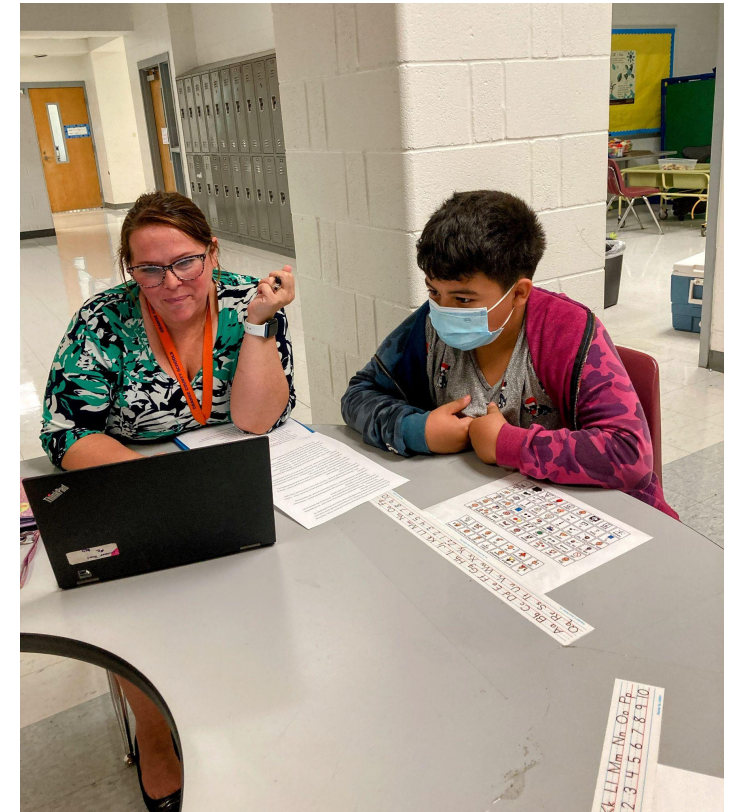
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# Next Steps

- Complete “Start, Stop, Continue” debrief with all departments involved with supporting Summer Scholars
- Begin to plan for next summer starting in October
- Further examination of data to assess the impact of the summer programming



# Questions?