

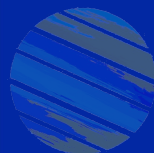
Board of Education Meeting

December 13, 2021

Dr. Monique Felder, Superintendent



Orange County Schools
Hillsborough, NC

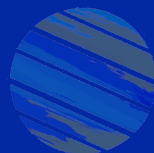


Board Reorganization - Policy 2200



Orange County Schools

Hillsborough, NC



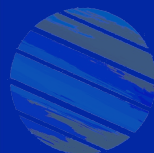
Public Comments





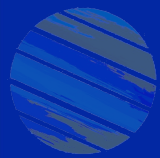
OHS Theatre Recognitions





Teacher of Excellence

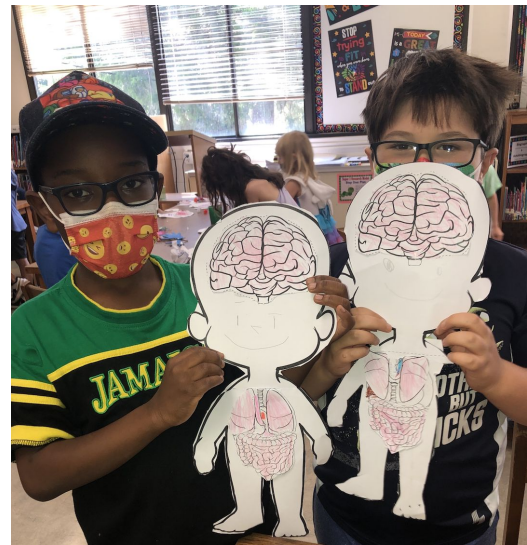




Mission Critical Moment

North Carolina Child Care Stabilization Grant

- Orange County Schools Afterschool Office was awarded more than \$2 million to support our Elementary 5-Star Licensed Afterschool Programs
- Funding will run through 2023
- Funding will be used for:
 - Staff Retention
 - Professional Development
 - Support students' academic achievement
 - Program Supplies - Licensing Supplies
 - Literacy & Math Enrichment
 - Staff Recruitment - Offer Full-Time Employment to Site Manager/Coordinator





Mission Critical Moment

[Link to Video of Performance](#)



OCS Bands
Prism Concert



Saturday, December 11
1:00 PM
AL Stanback MS
\$5 at the Door





Approval of Consent Agenda

Consent Agenda Items

- DTCC Career Coach Contract Extension
- Encore Technology e-Rate Contract
- Spectrum Contract Extension - Bandwidth Extension
- Town of Hillsborough Easement Request at River Park Elementary
- CAPS Development Requests for December
- Forthright Advising Contract
- Addition of New Project Lead the Way Course
- Curriculum & Instruction Benchmark Education Decodable Text Contract
- Monthly Mask/Face Coverings per SB 654 Requirements



Meeting Outcomes

By the end of the meeting, Board members will have:

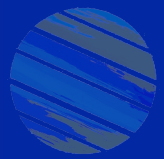
Taken action on:

- Board Reorganization
- COVID-19 Health & Safety Updates and Recommendations
- Report on 2022 Open/Limited/Closed Schools for Student Transfers and School Choice to include Transportation to Choice Schools
- New Hope Position Request (Student Support Coach)
- Request for Educational Diagnosticians and the Primary Support Person

Received information/an update on:

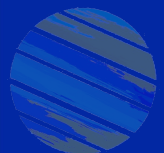
- School Safety Updates
- Communications: Updated Logo & Electronic Upgrades
- Science of Reading (LETRS & ThinkCERCA)





COVID-19 Health & Safety Updates/Recommendations

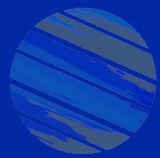
***Each month** the administration reviews **COVID-19 Health & Safety** updates with the Board of Education following recommendations from the NC DHHS Strong Schools Toolkit, Orange County Health Department, ABC Science Collaborative and Centers for Disease Control in order to keep schools **open for in-person learning**.*



COVID-19 Health & Safety Updates/Recommendations

Covid-19 Tracking Cases November 27 - December 7

| School | STUDENT CASES | | | | | STAFF CASES | | | |
|---------------------------|---------------|----------------|------------|----------------------|--|--------------|----------------|------------|----------------------|
| | Primary Case | Secondary Case | Quarantine | Presumptive Positive | | Primary Case | Secondary Case | Quarantine | Presumptive Positive |
| Central | 3 | 0 | 8 | 26 | | 0 | 0 | 0 | 0 |
| Grady A Brown | 1 | 0 | 4 | 25 | | 0 | 0 | 0 | 3 |
| Efland-Cheeks | 0 | 0 | 5 | 28 | | 0 | 0 | 0 | 2 |
| Hillsborough | 6 | 0 | 6 | 1 | | 0 | 0 | 0 | 0 |
| New Hope | 1 | 0 | 4 | 34 | | 0 | 0 | 0 | 0 |
| Pathways | 0 | 0 | 2 | 26 | | 0 | 0 | 0 | 1 |
| River Park | 1 | 0 | 7 | 43 | | 0 | 0 | 0 | 1 |
| Elementary Totals: | 12 | 0 | 36 | 183 | | 0 | 0 | 0 | 7 |
| A.L. Stanback | 4 | 0 | 1 | 22 | | 0 | 0 | 0 | 2 |
| Gravelly Hill | 0 | 1 | 1 | 14 | | 0 | 0 | 0 | 2 |
| Orange Middle | 3 | 0 | 7 | 15 | | 0 | 0 | 0 | 3 |
| Middle Totals: | 7 | 1 | 9 | 51 | | 0 | 0 | 0 | 7 |
| Cedar Ridge | 5 | 0 | 7 | 28 | | 0 | 0 | 0 | 0 |
| Orange | 4 | 0 | 6 | 12 | | 0 | 0 | 1 | 2 |
| Partnership | 0 | 0 | 0 | 1 | | 0 | 0 | 0 | 0 |
| High Totals: | 9 | 0 | 13 | 41 | | 0 | 0 | 1 | 2 |

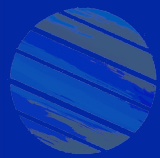


School Safety Updates

Recommendations for December 13

*The following recommendations are being aligned to provide the maximum ability to implement consistent guidelines for various areas and activities in schools in order to protect in-person learning. These recommendations are **based on cases of COVID-19, Community Transmission Rates and Vaccination Rates in Schools:***

1. Outdoor masking remains optional. Masks are required indoors and on school buses.
2. No physical distancing required for students outdoors except when students are eating. Recommend 3 ft to the extent possible.
3. Fans, visitors and individuals on a campus for events or activities, no physical distancing outdoors. Indoors individuals that are non-household members shall maintain at least 3 ft of physical distancing. Recommended 6 ft for individuals that are not fully vaccinated.

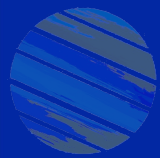


School Safety Updates

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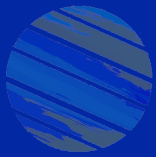
4. Students on a stage for band, concerts, plays or performances, no physical distancing required. Recommend 3ft as feasible.
5. Students in band, chorus and physical education classrooms utilize the same indoor physical distancing requirements of 3 ft due to the nature of physical exertion, singing, performing, etc.
6. Physical distancing requirements for students may be more restrictive or less restrictive by campus indoors based on student vaccination rates and/or cases of secondary in-school transmission of COVID-19.



School Safety Updates

The safety of students and staff is a top priority for OCS

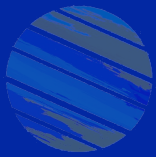
- The district works closely with the Orange County Sheriff Department and the Hillsborough Police Department along with members of the Orange County Emergency Management Services and the NC Department of Public Safety.
- Elements of a comprehensive safety programming includes fire prevention, environmental health, physical security, health and wellness, school threat assessments, inclement weather response and anonymous reporting systems.
- The district has previously utilized national consultants from Safe Havens International to conduct onsite campus reviews.



School Safety Updates

Safe School Plans, Training & Communication

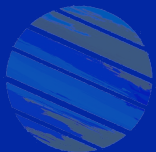
- The district utilizes school safety plans that are updated annually and reviewed with School Resource Officers assigned to each campus.
- The planning for school safety includes measures for **Prevention, Protection, Mitigation and Response.**
- Active shooter tabletop exercises are performed annually. Following students returning to schools from the pandemic, school lockdown drills will continue with a minimum of one lockdown drill taking place in the fall and a two lockdown drills (soft and hard) each spring.
- Following each drill parents will be notified. Anytime there is a situation on a campus the mass notification system will be utilized to keep parents informed.



School Safety Updates

Safe School Plans, Training & Communication

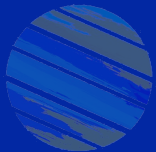
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School Safety Updates

Priority Safety Initiatives

- Door lock and hardware review to ensure all doors are able to be closed and secured during a lockdown. This work involves district staff and the use of outside vendors to ensure any backlog in facility work orders for door or lock issues is corrected. The district is reviewing additional barrier devices and push button lock mechanisms to enable a door to be locked without a key.
- New radio systems for emergency communications on each campus.
- Finalization of the new security camera systems on all campuses
- Installation of door access controls on additional doors on each campus with outdoor learning as a result of the pandemic



School Safety Updates

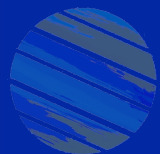
Priority Safety initiatives

- Communication to families on the availability of **gun locks free of charge** from the Orange County Sheriff Department
- Full utilization of the See Something Say Something anonymous reporting APP for direct reporting to the 24/7 call center and or 911.
- Threat assessments conducted by a comprehensive team including counselors, social workers, school administrators, staff and the school resource officer.
- Complete Stop the Bleed training for all staff. Secondary students may complete a virtual course with parent permission. Place kits in schools.

Questions & Feedback

ACTION: Approval of the COVID-19 Health & Safety Recommendations

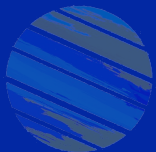




Report on Open/Limited/Closed Schools for Student Transfer

Student Assignment Policies

- [Policy 4120](#): Admission to the Orange County Schools
- [Policy 4125](#): Student Assignment and Transfers
- [Regulation 4125-R&P](#): Regulations & Procedures



Report on Open/Limited/Closed Schools for Student Transfer

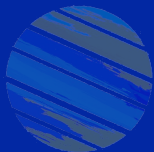
Definitions

- **Discretionary Transfers:**

Students who are domiciled *within* the boundaries of the Orange County Schools and have requested to attend a school other than the one assigned to their attendance zone.

- **Discretionary Admissions:**

Students who are domiciled *outside* the boundaries of the Orange County Schools and have requested to attend a school in the district. If accepted, tuition of \$4,367 is charged unless the student qualifies for an exemption as listed in policy.



Report on Open/Limited/Closed Schools for Student Transfer

Definitions

- **Open Schools:**

Schools without significant capacity concerns

- **Limited Capacity Schools:**

Schools that are approaching the specified capacity limit and are presumptively closed to transfers

- **Closed Schools:**

Schools that are projected to exceed the capacity limits during the next school year.

School Buildings and Capacity

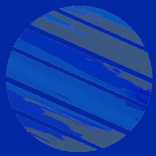
| | Year Built | Square Feet | SAPFO Capacity | Membership 11/15/2021 | Available Seats | Level of Service |
|---------------------------------|------------|-------------|----------------|--------------------------|-----------------|------------------|
| Central Elementary | 1952 | 52,492 | 428 | 299 | 129 | 0.70 |
| Efland-Cheeks Global Elementary | 1952 | 64,316 | 455 | 482 | -27 | 1.06 |
| Grady Brown Elementary | 1974 | 74,016 | 490 | 411 | 79 | 0.84 |
| Hillsborough Elementary | 1952 | 51,106 | 420 | 422 | -2 | 1.00 |
| New Hope Elementary | 1991 | 100,164 | 526 | 533 | -7 | 1.01 |
| Pathways Elementary | 2000 | 85,282 | 540 | 319 | 221 | 0.59 |
| River Park Elementary | 1956 | 70,812 | 502 | 557 | -55 | 1.11 |
| All Elementary | 53 years | 498,188 | 3,361 | 3,023 | 338 | 0.90 |
| A.L. Stanback Middle | 1995 | 136,000 | 740 | 654 | 86 | 0.88 |
| Gravelly Hill Middle | 2006 | 123,600 | 700 | 462 | 238 | 0.66 |
| Orange Middle | 1968 | 107,620 | 726 | 540 | 186 | 0.74 |
| All Middle | 31 years | 367,220 | 2,166 | 1,656 | 510 | 0.76 |
| Cedar Ridge High | 2002 | 256,900 | 1,500 | 1,065 | 435 | 0.71 |
| Orange High | 1962 | 213,509 | 1,399 | 1,373 | 26 | 0.98 |
| Partnership Academy | 2006 | 6,600 | 40 | 34 | 6 | 0.85 |
| All High | 31 years | 477,009 | 2,939 | 2,472 | 467 | 0.84 |
| All Schools | 43 years | 1,342,417 | 8,466 | 7,151 | 1,315 | 0.84 |

Students enrolled in the OCS Online Academy are counted in the school where they were originally assigned for the 2021-22 school year.

Student Membership

| As of November 15, 2021 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total | SAPFO Capacity | Avail. Seats |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|----------------|--------------|
| Central | 54 | 48 | 49 | 56 | 53 | 39 | | | | | | | | 299 | 428 | 129 |
| Efland-Cheeks Global | 77 | 76 | 91 | 81 | 80 | 77 | | | | | | | | 482 | 455 | -27 |
| Grady Brown | 62 | 66 | 61 | 78 | 67 | 77 | | | | | | | | 411 | 490 | 79 |
| Hillsborough | 73 | 74 | 74 | 70 | 67 | 64 | | | | | | | | 422 | 420 | -2 |
| New Hope | 92 | 79 | 90 | 94 | 86 | 92 | | | | | | | | 533 | 526 | -7 |
| Pathways | 43 | 46 | 50 | 59 | 68 | 53 | | | | | | | | 319 | 540 | 221 |
| River Park | 71 | 85 | 96 | 97 | 86 | 122 | | | | | | | | 557 | 502 | -55 |
| A.L. Stanback | | | | | | | 197 | 221 | 236 | | | | | 654 | 740 | 86 |
| Gravelly Hill | | | | | | | 167 | 133 | 162 | | | | | 462 | 700 | 238 |
| Orange Middle | | | | | | | 183 | 172 | 185 | | | | | 540 | 726 | 186 |
| Cedar Ridge | | | | | | | | | | 308 | 285 | 274 | 198 | 1,065 | 1,500 | 435 |
| Orange High | | | | | | | | | | 422 | 340 | 333 | 278 | 1,373 | 1,399 | 26 |
| Partnership | | | | | | | | | | 12 | 10 | 8 | 4 | 34 | 40 | 6 |
| Total | 472 | 474 | 511 | 535 | 507 | 524 | 547 | 526 | 583 | 742 | 635 | 615 | 480 | 7,151 | 8,466 | 1,315 |

Students enrolled in the OCS Online Academy are counted in the school where they were originally assigned for the 2021-22 school year.



Report on Open/Limited/Closed Schools for Student Transfer

Availability

Discretionary transfers and discretionary admissions are available only for schools designated “Open” and “Limited Capacity.” The administration does not have authority to grant any new requests for discretionary transfers or admissions to any closed school.

Exceptions:

- Students already assigned to the requested school as transfer students who are asking to remain at that school
- Siblings (including step and foster siblings) of a student who is already enrolled and will remain enrolled at the requested school during the school year requested
- Children of full-time employees of the Orange County Schools who are requesting reassignment to an appropriate grade-level school that is also the primary work site of the parent/employee.

Such requests may be denied at the discretion of the administration if granting the request would require a reallocation of additional staff or mobile additional classroom space to the requested school.

The transfer window for online discretionary transfer applications is February 1–28.

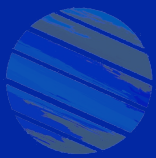


Report on Open/Limited/Closed Schools for Student Transfer

Approval Priorities for discretionary transfers to non-choice schools:

1. Students domiciled within district boundaries who are already attending the requested school and are renewing their previously-approved transfers.
2. Current students domiciled within district boundaries requesting reassignment to a school attended by a sibling, including step and foster siblings.
3. Other current students domiciled within district boundaries requesting reassignment.
4. Out-of-district students requesting admission to the Orange County Schools.

The administration will deny all transfer requests that would cause the school to exceed state or local class size requirements.



Report on Open/Limited/Closed Schools for Student Transfer

Policy 4125 Approval Guidelines

- Students domiciled within district boundaries will be allowed to attend school with a sibling approved to attend or return to the school for the 2022–23 school year.
- Students domiciled within district boundaries will be allowed to attend a designated Choice School if they are offered a seat in the lottery for their requested school through the lottery process.
- Students whose parents/guardians are district employees will be allowed to attend either the school where their parents are primarily assigned or the school for their appropriate grade level assigned to the location where their parents work.



Report on Open/Limited/Closed Schools for Student Transfer

School Capacity Designations

Open Schools (Capacity less than 85%):

- Central Elementary
- Grady Brown Elementary
- Pathways Elementary
- Gravelly Hill Middle
- Orange Middle

Closed Schools (Capacity at 95% or greater):

- Efland-Cheeks Global Elementary
- New Hope Elementary
- River Park Elementary
- Orange High

Limited Capacity Schools (Capacity at 85–94%):

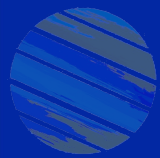
- A.L. Stanback Middle



Report on Open/Limited/Closed Schools for Student Transfer

Recommendations for 2022-2023

- A. Due to state class size mandates, the administration recommends not approving new K–3 transfer requests except for the following condition:
 - K–3 students domiciled within district boundaries will be allowed to attend designated open or limited capacity schools with up to 15% of seats available in the desired grade level.
- B. The Superintendent or designee may allow additional K–12 transfer requests outside of the transfer window in order to ease overcrowding at over-capacity schools or to eliminate class size exceptions.

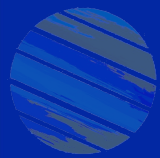


Report on Open/Limited/Closed Schools for Student Transfer

Choice Program Options: Enrollment Through Lottery Processes

On an annual basis, the Board will determine, based on recommendations from the administration, the number of seats in each designated choice program to be filled by application. Seats are determined at the time lotteries are held in order to ensure returning students have the opportunity to remain. (Policy 4125)

- Central Elementary School: Engineering is Elementary
No capacity restrictions at this time
- Hillsborough Elementary
Kindergarten (72 spaces)
Grades 1–5 (Limited depending on returning students)
- Efland Cheeks Global Elementary
Closed for new Choice students due to overcrowding
- Cedar Ridge High School
IB Program only (40 spaces per grade)



Report on Open/Limited/Closed Schools for Student Transfer

Important Dates

November, 2021

November 8: Tuition Rate for 2022–23 (\$4,367) set by Board of Education in accordance with student funding rates set by the Orange County Board of County Commissioners

November 15: SAPFO (Schools Adequate Public Facilities Ordinance) Membership Submission to Orange County Planning

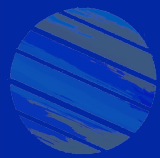
December, 2021

December 13: Recommendation to BOE for 2022–23 transfer options

January, 2022

January 1–31: School Choice Transfer and Admission application window opens/closes

January 21: Annual Notice of Student Assignment Letters sent home to students



Report on Open/Limited/Closed Schools for Student Transfer

Important Dates

February, 2022

February 1–14: School Choice application review and family notification

February 1–28: General discretionary transfer and admission application window opens/closes

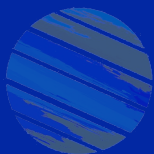
February 15: Kindergarten and new student registration begins

March, 2022

General discretionary transfer and admission applications are processed

April, 2022

April 4–8: Notifications to families regarding transfer applications are sent



Report on Open/Limited/Closed Schools for Student Transfer

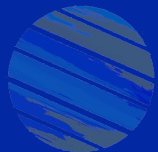
Administration Recommendations for 2022-2023

- A. That Central, Grady Brown, and Pathways Elementary Schools and Gravelly Hill and Orange Middle Schools are designated Open; A.L. Stanback Middle School is designated Limited Capacity; and Efland-Cheeks Global, New Hope, and River Park Elementary Schools and Orange High School are designated Closed; and,
- B. New K-3 transfer requests will not be approved unless there is more than 15% capacity available at the desired grade level; and
- C. The Superintendent or designee may allow K–12 transfer requests outside of the transfer window in order to ease overcrowding at over-capacity schools or eliminate class size exceptions, and
- D. The Superintendent is authorized to establish school bus transportation for students enrolled in Board approved Choice Schools/Programs to the extent feasible, along existing bus routes or by establishing new bus routes within the current school bus fleet.

Questions, Feedback & Action

ACTION: Approval of the Superintendent's Recommendation for Discretionary Transfer and Admission Options for the 2022-23 school year.





Request for New Position for New Hope Elementary School

Student Support Coach

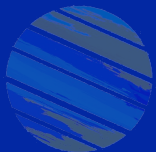
- Based on school data and in support of identified needs
- Will provide student support services to students
- Will use Title I funding



Questions, Feedback & Action

ACTION: Approval of the Superintendent's recommendation for a Behavior Interventionist Specialist for New Hope Elementary School using the school's Title 1 Funds





Request for Educational Diagnosticians and the Primary Support Person Position

Currently, there is a backlog of special education referrals and re-evaluations due to COVID-19 school closures and school psychologist vacancies.

The following positions will expedite the evaluation process as EC Assessments are due within 90 days or by the 3 year reevaluation date.

Educational Diagnosticians will help by:

- Completing the Educational Portion of the Assessment
- obtaining any needed rating scales and conducting the required classroom observations
- Entering information into the IEP documents
- Attending meetings to interpret the results

Primary Support Person will help by:

- Monitoring the student during the virtual evaluation process
- Managing the document exchange between the OCS school and the virtual psychologist

These 2 positions will allow the school psychologists to complete their portion of the assessment in a more timely fashion.

Questions, Feedback & Action

ACTION: Approval of the Superintendent's recommendation for Educational Diagnosticians and the Primary Support Person Position





ENGAGE. CHALLENGE. INSPIRE.

BRAND & STYLE GUIDE

Updated Logo

Updated Logo & Electronic Updates

As part of a communications review, both qualitative and quantitative, it was determined that OCS needed to establish a primary logo and brand guide.

- Due to a number of transitions at the district level, there were inconsistencies with the district logo and branding.
- Based on phone calls and emails received at the district level we are often confused with other Orange Counties (i.e. Florida, California).
- Human Capital has expressed the need for district branding for more effective recruitment.
- Included as part of the strategic planning process.



Google Image Search Screenshot



Orange County Schools, NC - Home | Facebook
facebook.com



Orange County School District / Homepage
orangecountyfirst.com



The Connectory
theconnectory.org



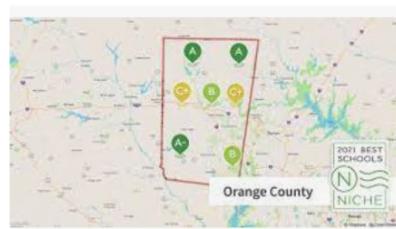
Orange County Schools to close until ...
newsfororange.com



Operations & Facilities / Transportation
orangecountyfirst.com



Orange County Schools will be online ...
abc11.com



2021 Niche Standout Schools in Orange ...
niche.com



Jobs with Orange County Schools
topschooljobs.org



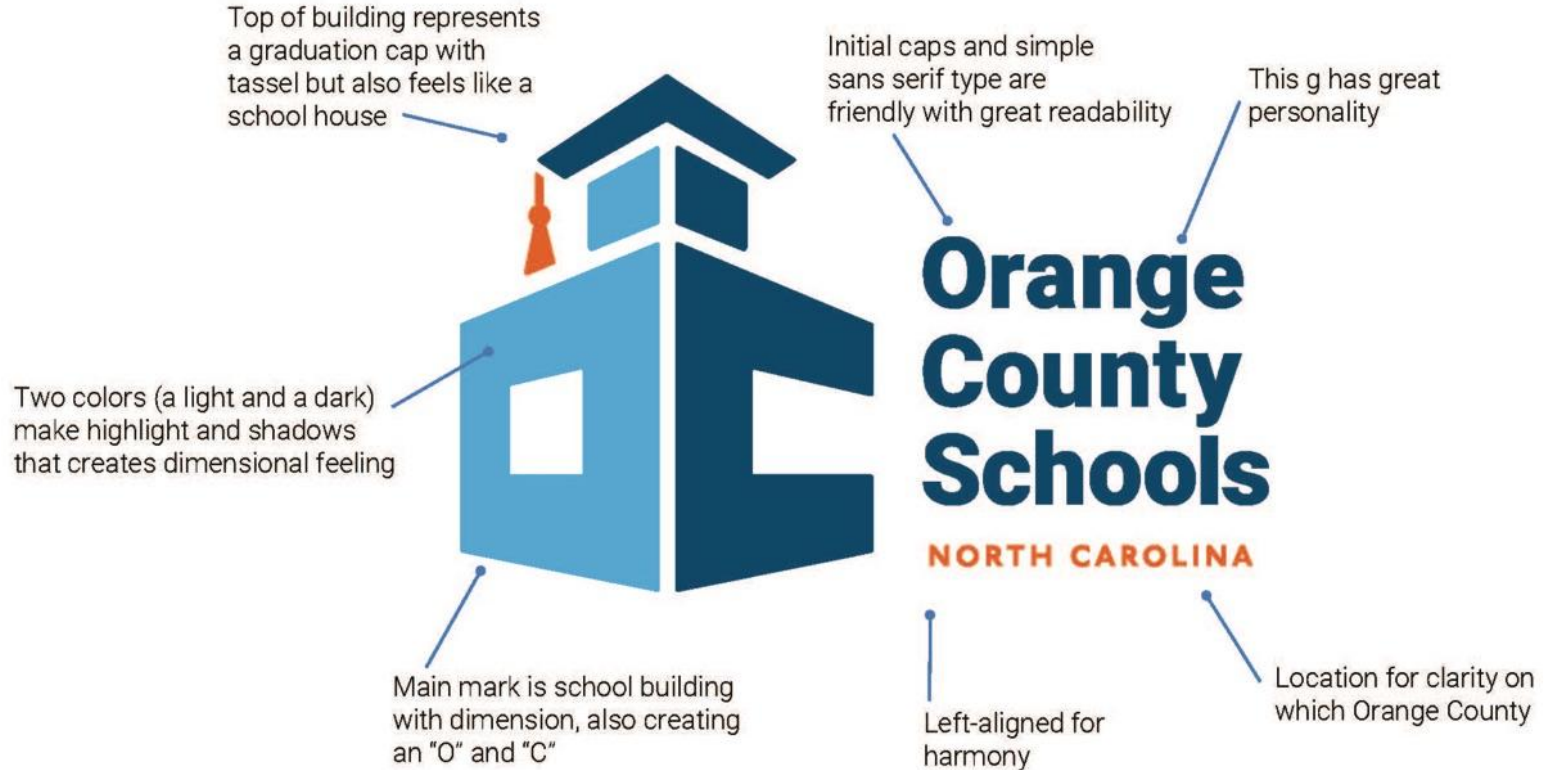
Orange County NC Gov ...
mobile.twitter.com



Updated Primary Logo



Updated Primary Logo



Updated Logo Variations



ENGAGE. CHALLENGE. **INSPIRE.**

TAGLINE



SECONDARY



SUBMARK



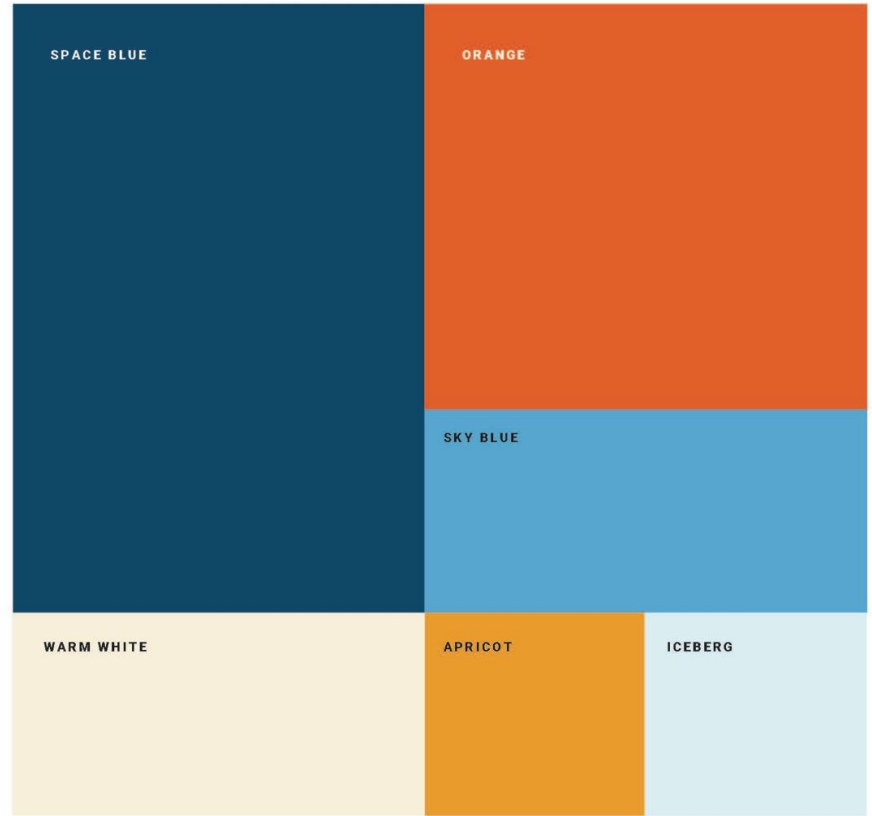
ENGAGE. CHALLENGE. INSPIRE.

BRANDING GUIDE

Colors & Fonts

Color Palette

Our primary color palette of space blue, sky blue, and orange are vibrant and saturated. Use these primary colors in combination with the lighter supporting hues in our palette (the bottom row) to create contrast.



Color Value Reference



CMYK (PRINT)
100/68/30/18

PANTONE (PRINT)
PMS 3025 C

RGB (DIGITAL)
0/78/118

HEX (DIGITAL)
004E76



CMYK (PRINT)
0/75/100/0

PANTONE (PRINT)
PMS 165 C

RGB (DIGITAL)
242/101/34

HEX (DIGITAL)
F26522



CMYK (PRINT)
62/16/0/0

PANTONE (PRINT)
PMS 2915 C

RGB (DIGITAL)
82/173/225

HEX (DIGITAL)
52ADE1



CMYK (PRINT)
16/0/2/0

PANTONE (PRINT)
PMS 642 C

RGB (DIGITAL)
210/237/246

HEX (DIGITAL)
D2EDF6



CMYK (PRINT)
0/40/100/0

PANTONE (PRINT)
PMS 2011

RGB (DIGITAL)
250/166/26

HEX (DIGITAL)
FAA61A



CMYK (PRINT)
3/5/14/0

PANTONE (PRINT)
PMS 2011 (14% TINT)

RGB (DIGITAL)
245/236/218

HEX (DIGITAL)
F5ECD A



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Typography

Roboto Black
All Caps
Widely Tracked
*for section headings
or subheads*

Roboto Slab Regular
*for large feature
type and headlines*

Roboto Regular
*Easy-to-read
sans serif set with
generous leading for
clean, modern feel in
body copy*

LOREM IPSUM DOLOR

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ENGAGE. CHALLENGE. INSPIRE.

Tagline

ENGAGE. CHALLENGE. INSPIRE.

Choose Space Blue or Orange type when on a white background.

ENGAGE. CHALLENGE. INSPIRE.

Roboto Black
All Caps
Character Tracking at 250
Period after each word

Choose a light, secondary color or white for the text when on a dark background.

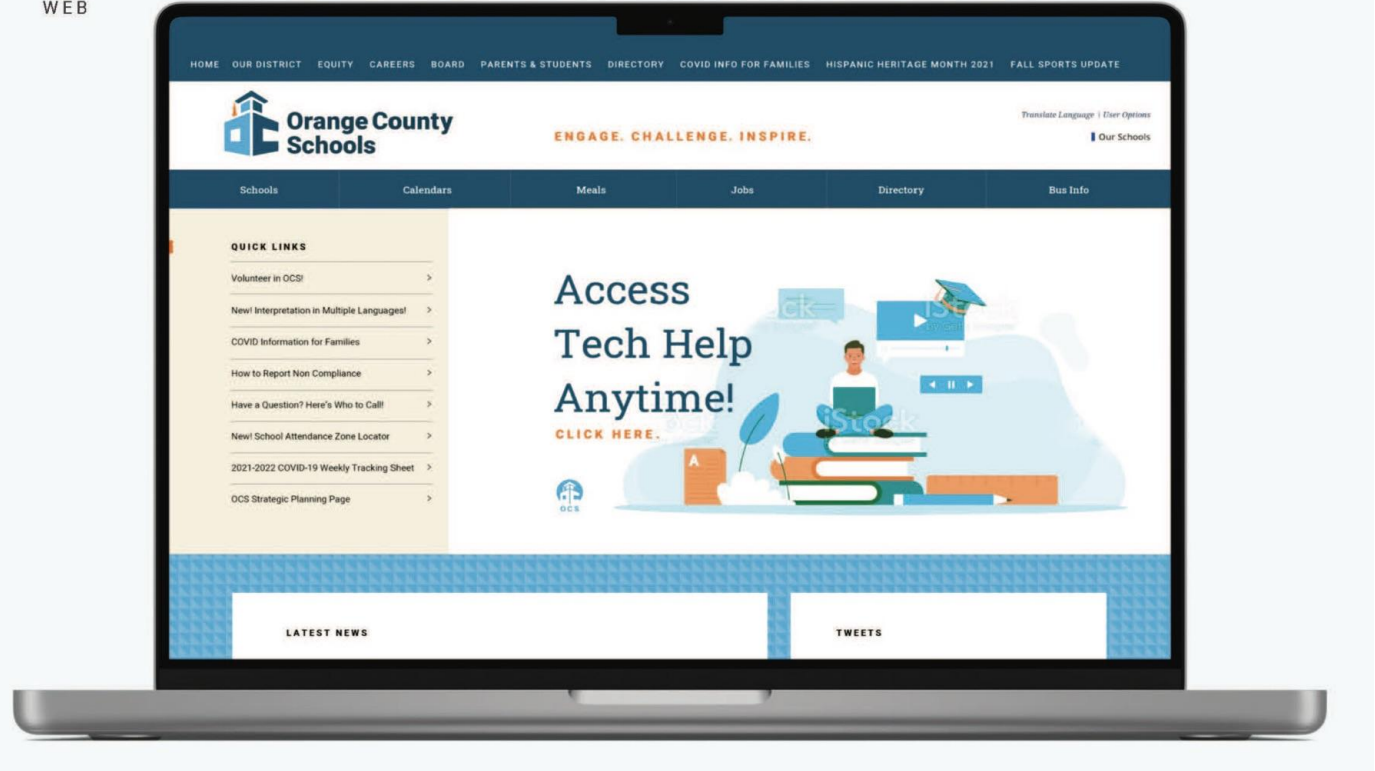
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Website Refresh

WEB



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Website & Electronic Banner Ads



OCS FAMILIES,
Please complete
the lunch
application

It helps us receive federal funds for
programs that impact ALL students.

[CLICK HERE →](#)

Spanish Translation Spanish Translation Spanish
Translation Spanish Translation Spanish Translation
Spanish Translation Spanish Translation Spanish
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**CONCISE
HEADLINE
HERE!**

[FIND OUT MORE →](#)



**OUR DISTRICT
IS NOW HIRING
BUS DRIVERS**

 [FIND OUT MORE →](#)

SCHOOL BUS




**Our district
needs you!**

App-Garden Volunteer Tracker makes
it easy to volunteer in our schools!

Spanish Translation Spanish Translation Spanish
Translation Spanish Translation Spanish Translation
Spanish Translation Spanish Translation Spanish
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[VOLUNTEER INFO →](#)



SUBHEAD HERE
**Concise headline
goes here**

[CLICK HERE →](#)

Spanish Translation Spanish Translation Spanish
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**Access Tech
Help Anytime!**

Spanish Translation Spanish Translation
Spanish Translation

[CLICK HERE →](#)



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Stationery



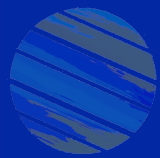
ENGAGE. CHALLENGE. INSPIRE.

Digital Letterhead



Questions & Feedback





2021-2026 Strategic Plan

GOAL 1: TEACHING TOMORROW'S LEADERS

TEACHING TOMORROW'S LEADERS: 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.

Equity Emphasis (Equity Plan Goals 1, 2 & 3): Identify and address inequities in curriculum and instruction, in order to close the achievement, access and opportunity gaps.

KEY STRATEGIES

1. OCS will develop, implement, monitor, and continuously improve a deployment plan for multi-tiered systems of support to provide all students access to rigorous and differentiated core instruction to increase academic growth for all students.
2. OCS will develop, implement, monitor and continuously improve a plan to ensure that all students can read on grade level at every grade.
3. OCS will reduce opportunity and achievement gaps by ensuring equity in curricula, instruction, environment, and culture.
4. OCS will reduce the number of students retained in 9th grade.

The Science of Reading Grades Pre-K-5

Orange County Schools

“Once you learn to read, you
will be forever free.”

~Frederick Douglass~

The Science of Reading: Our **Why**

Being a proficient reader has an impact on a student's future. Literacy impacts access to education, economic development, and life outcomes.

Literacy is a human right.

Children who are not reading at a proficient level by fourth grade are four times more likely to dropout of high school before graduating.

Students from low-income neighborhoods who cannot read with proficiency are six times more likely to leave high school without a degree.

70% OF ALL INCARCERATED ADULTS CANNOT READ AT A 4TH GRADE LEVEL.



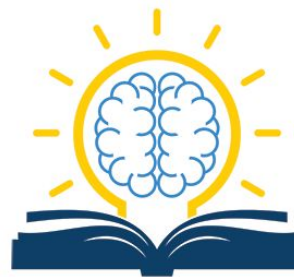
What is the Science of Reading?

The term “science of reading” refers to **the research that reading experts, especially cognitive scientists, have conducted on how we learn to read.**

It is a vast interdisciplinary body of scientifically-based research about reading, writing, and issues related to reading.

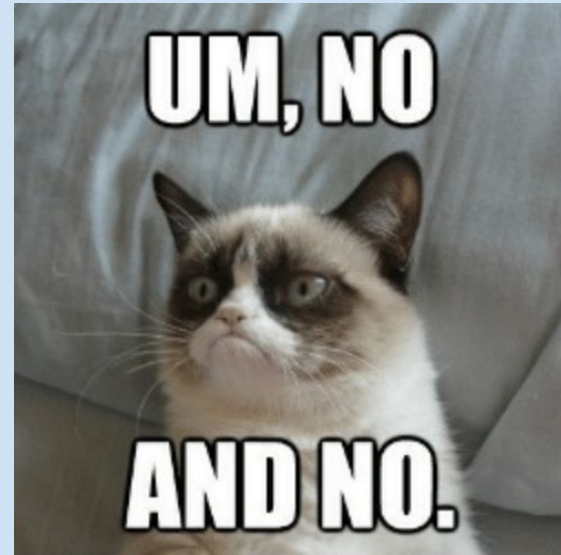
The research has been conducted *over decades across the world*, and is derived from thousands of studies in multiples languages.

The science of reading has culminated in evidence to inform how proficient reading and writing develop, why some people have difficulty, and how we can most effectively improve student outcomes in reading.



What the Science of Reading is NOT?

- an ideology or philosophy,
- a fad, trend, new idea, or pendulum swing,
- a political agenda,
- a one-size-fits-all approach,
- a program of instruction
- a single, specific component of instruction such as phonics



What Does the Science of Reading Tell Us?

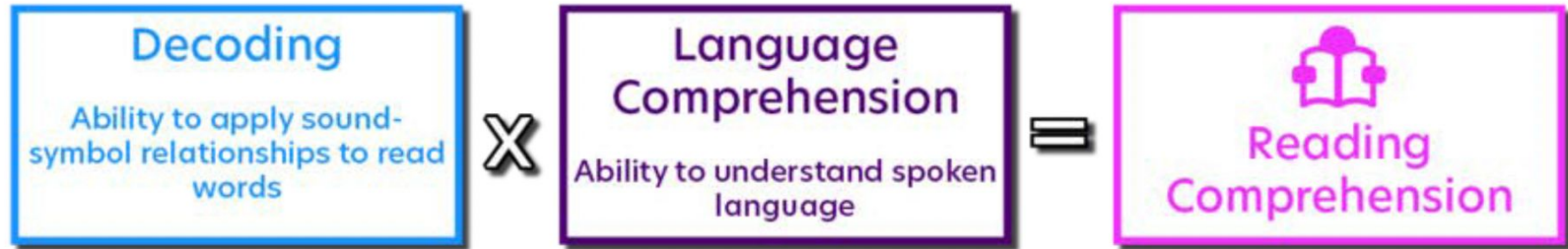
The Science of Reading shows us that all young students' brains learn to read proficiently in a very ***consistent*** way.

When reading instruction is aligned with cognitive science, **nearly 95% of students** can learn to read with **systematic, sequential, explicit, and cumulative** reading instruction that is aligned with the science of reading.



Gough & Tunmer, 1986; Hoover and Gough, 1990

The Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

Scarborough's Reading Rope

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

THE MANY
STRANDS
WOVEN INTO
SKILLED
READING

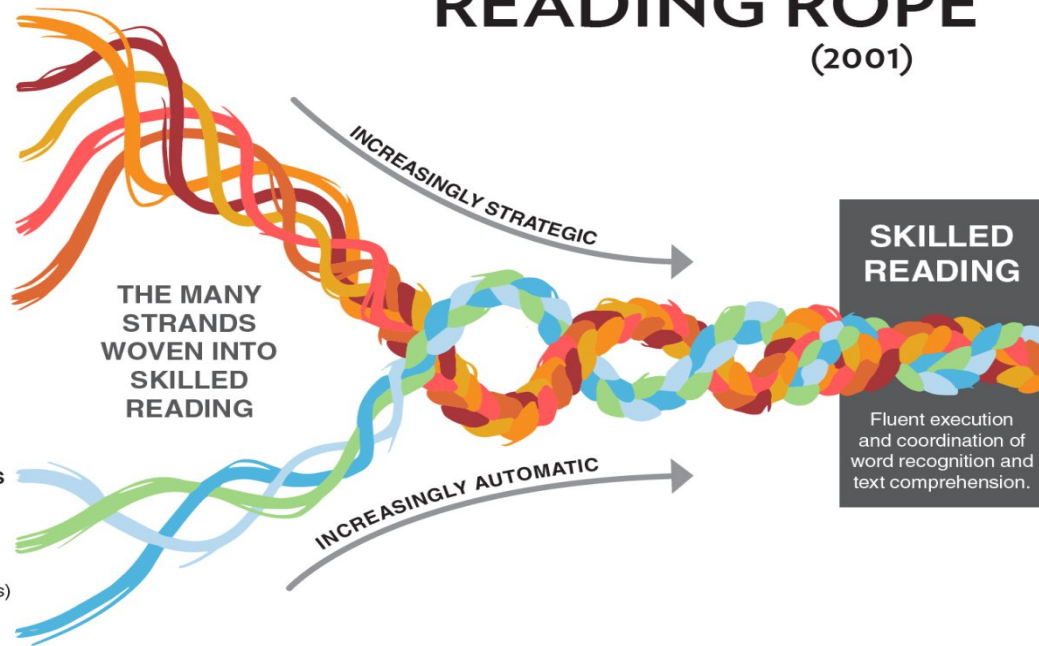
SCARBOROUGH'S READING ROPE (2001)

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

**SKILLED
READING**

Fluent execution
and coordination of
word recognition and
text comprehension.

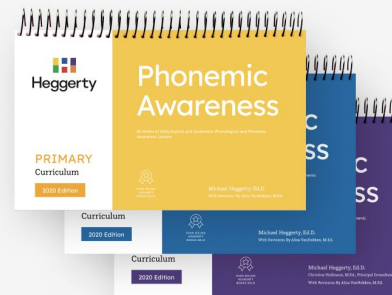
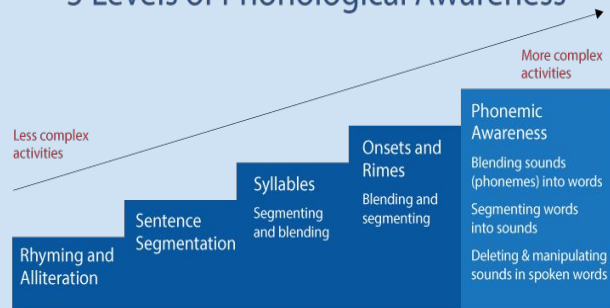


Phonological Awareness

Phonological awareness is the ability to recognize and manipulate the spoken parts of sentences and words.



5 Levels of Phonological Awareness



Phonological Awareness

Administration Look Fors and Data Points

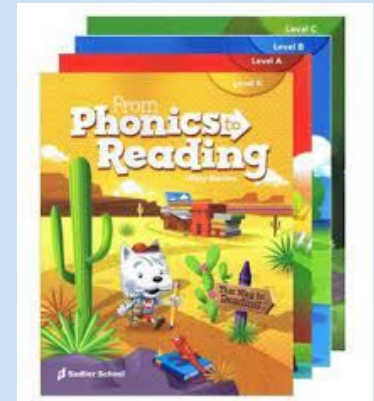


| K-2 | 3-5 | 6-12 |
|--|---|--|
| <p>Teacher-directed whole-group mini lesson (<i>Heggerty</i>)</p> <p>Consistent progression of skills through each lesson</p> <p>Lesson capped at 12 minutes</p> <p>Teacher modeling of hand motions</p> <p>Student engagement of hand motions</p> <p>Student errors do not prompt reteaching or stopping of the lesson</p> <p>Data Points: PSF, NWF, Heggerty Assessments</p> | <p>Tier II and Tier III intervention groups (<i>Bridge the Gap</i>)</p> <p>Intervention groups led by teacher, TA, or interventionist</p> <p>Intervention groups based on specific phonological skill</p> <p>Progress monitoring data by PA skill during MTSS conversations</p> <p>Data Points: PSF, NWF, Heggerty Assessments, aimsweb alternate assessments</p> | <p>Review historical data for specific students:</p> <ul style="list-style-type: none">• HillRAP reports• Corrective Reading reports• WIDA Speaking & Listening reports• Students who get flagged for ORF |

Decoding

Decoding, often called phonics, is the ability to translate letters into sounds. It refers to the reader's ability to understand the systems of relationships between letters and sounds in a language.

| | | | | | | | | |
|--------------|--------------|---|--|---------------|---------------|--|---------------------------------------|----------------|
| /s/ sat | /t/ tap | /p/ pan | /n/ nose | /m/ mat | /a/ ant | /e/ egg | /i/ ink | /o/ otter |
| /g/ goat | /d/ dog | /k/ cat | /r/ run | /h/ hat | /u/ up | /ai/ rain | /ee/ knee | /igh/ light |
| /b/ bus | /f/ farm | /l/ lolly | /j/ jam | /v/ van | /oa/ boat | /oo/ cook <small>(short)</small> | /oo/ boot <small>(long)</small> | /ar/ star |
| /w/ wish | /x/ fox | /y/ yell | /z/ zap | /qu/ quill | /or/ fork | /ur/ burn | /ow/ now | /oi/ boil |
| /ch/ chin | /sh/ ship | /th/ think <small>(voiceless)</small> | /th/ the <small>(voiced)</small> | /ng/ sing | /ear/ near | /air/ stair | /ure/ sure | /er/ writer |



Decoding Administration Look Fors and Data Points



| K-2 | 3-5 | 6-12 |
|---|--|---|
| <p>Teacher-directed whole-group mini lesson (<i>Letterland</i>)</p> <p>Consistent progression of skills</p> <p>Consistent opportunities for students to decode and encode new skills</p> <p>Independent practice</p> <p>Use of decodable readers</p> <p>Date Points: All DIBELS 8 assessments, Letterland Assessments, spelling inventories</p> | <p>Teacher-directed whole-group instruction or differentiated small group (<i>From Phonics to Reading</i>)</p> <p>Consistent opportunities for students to decode and encode new skills</p> <p>Independent practice</p> <p>Clear transfer of phonics skills to authentic texts</p> <p>Tier II and Tier III intervention groups by skill</p> <p>Decodable readers for students in Tier II and Tier III phonics groups</p> <p>Progress monitoring data by PA skill during MTSS conversations</p> <p>Date Points: All DIBELS 8 assessments, From Phonics to Reading Assessments, spelling inventories</p> | <p>Review historical data for specific students:</p> <ul style="list-style-type: none">• HillRAP reports• Corrective Reading reports• All WIDA Reports (Reading, Listening, Speaking, & Writing Reports)• Students who get flagged for ORF <p>Intervention groups created in response to AIMSweb ORF</p> |

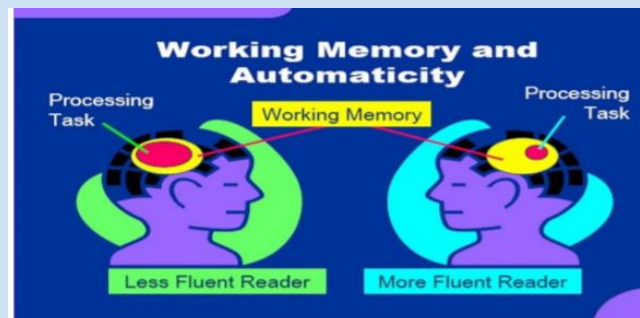
Sight Recognition

Sight recognition refers to all the words we can read **accurately** and **effortlessly**.

Did you know...

Starting in 3rd grade, it is estimated that “skilled orthographic mappers” anchor 10-15 new words a day into their sight word memories.

Literate adults have a sight word memory of 30,000 to 70,000 words.



Administration Look Fors and Data Points








| K-5 | 6-12 |
|--|--|
| <p>High frequency word practice</p> <p>Multisensory word practice</p> <p>Fluency activities that build automaticity and prosody</p> <p>Independent word work that practices decoding and encoding</p> <p>Data Points: All DIBELS 8 assessments, Letterland assessments, From Phonics to Reading assessments, AIMSweb ORF & SRF</p> | <p>Fluency activities that build automaticity and prosody</p> <p>Explicit vocabulary instruction</p> <p>Intervention groups created in response to AIMSweb ORF, Fluency, & Silent Reading Fluency data</p> <p>Word work that practices decoding and encoding</p> <p>Data Points: AIMSweb ORF & SRF</p> |

Working Memory and Automaticity



Language Comprehension

| | | |
|---|--|------------------------------------|
| Background Knowledge  | Facts, concepts, academic vocabulary, etc. | Ex: Knowledge-building read alouds |
| Vocabulary  | Breadth, precision, links, etc. | Ex: Vocabulary in context |
| Language Structure  | Syntax, semantics, etc. | Ex: Sentence types |
| Verbal Reasoning  | Inference, metaphor, etc. | Ex: Figurative language, poetry |
| Literacy Knowledge  | Print concepts, genres, etc. | Ex: Nonfiction text features |

Language Comprehension Administration Look Fors and Data Points



| K-5 | 6-12 |
|--|--|
| <p>Knowledge-Building Read Alouds</p> <p>Units of Study in Reading and Writing</p> <p>Newsela</p> <p>ThinkCERCA</p> <p>Scaffolding Up - All students have access to grade-level texts and standards</p> <p>Strategy Groups</p> <p>Frontloading content and vocabulary, especially for EL and EC students</p> | <p>Knowledge-Building Read Alouds</p> <p>Units of Study in Reading and Writing</p> <p>Newsela</p> <p>ThinkCERCA</p> <p>Scaffolding Up - All students have access to grade-levels text and standards</p> <p>Strategy Groups</p> <p>Frontloading content and vocabulary, especially for EL and EC students</p> <p>Intervention groups created in response to AIMSweb SRF, RC, & VOC data</p> |

Scarborough's Reading Rope

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

THE MANY
STRANDS
WOVEN INTO
SKILLED
READING

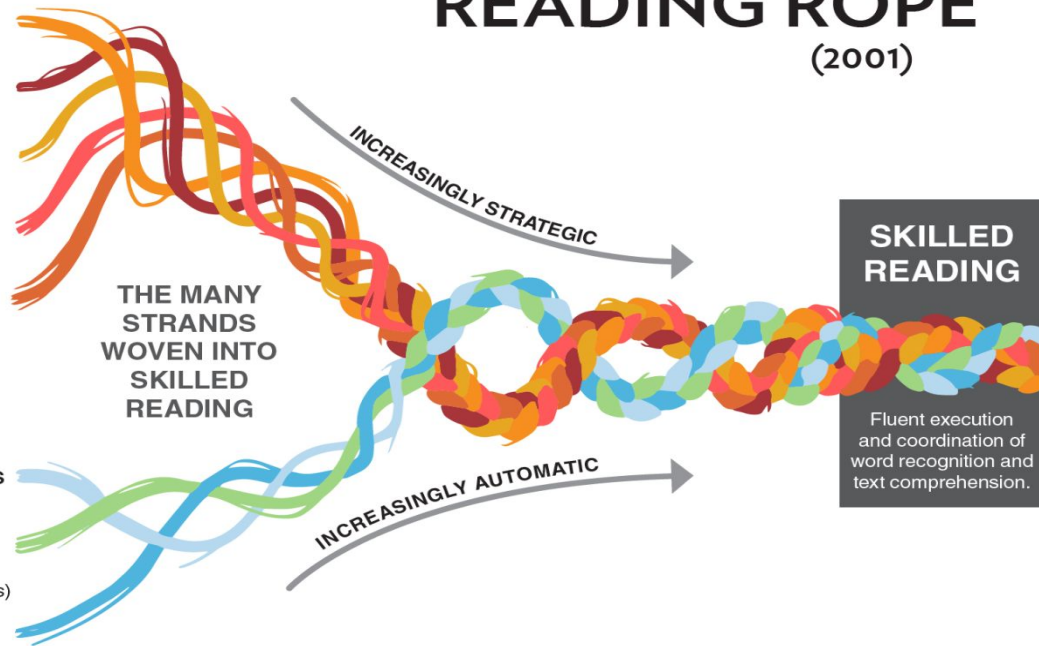
SCARBOROUGH'S READING ROPE (2001)

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

SKILLED READING

Fluent execution
and coordination of
word recognition and
text comprehension.



Orange County Schools Science of Reading Roadmap

Phonics

Continue *Letterland*
Decodable Texts

Phonemic Awareness

Heggerty
Bridge the Gap

Language Comprehension

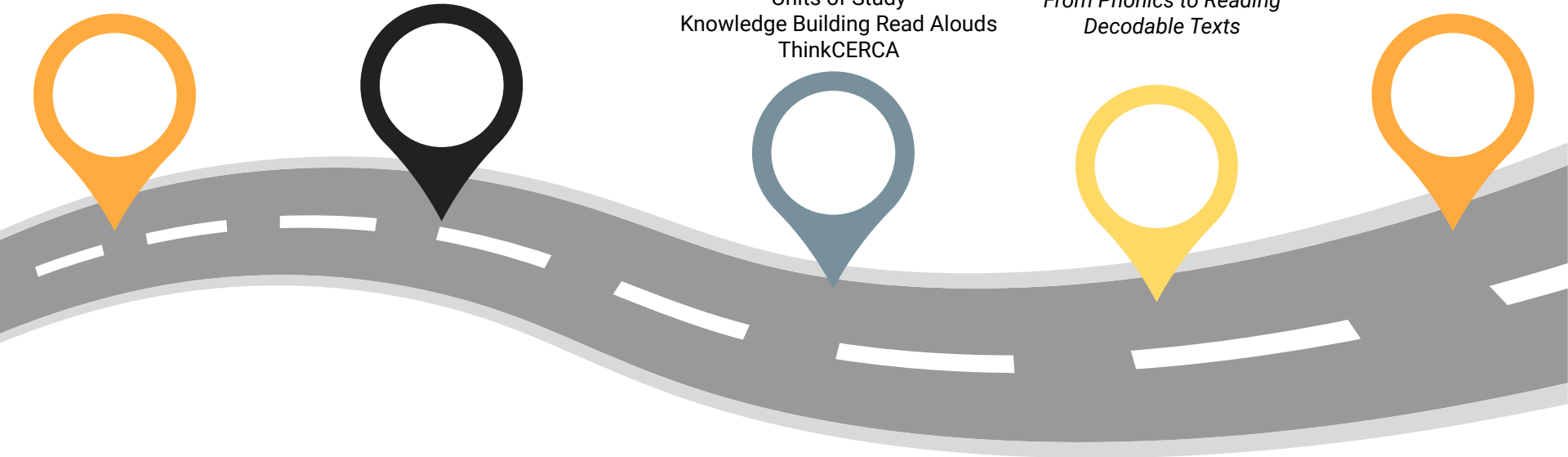
Units of Study
Knowledge Building Read Alouds
ThinkCERCA

Phonics

From Phonics to Reading
Decodable Texts

LETRS Training

Statewide
Professional
Development



Building Capacity: LETRS Training (NCDPI Required)

| Who | Requirements |
|---|---|
| <p>All K-5 teachers All EC resource teachers All ESL teachers One instructional coach</p> | <p>8 units over the course of two years</p> <p>168 hours of coursework (equates to two hours per week)</p> <p>Online coursework, synchronous sessions, required readings, and bridge to practice application in the classroom</p> <p>90 minute pre-assessment prior to beginning LETRS training.</p> <p>Unit Assessment at the end of each unit with 80% proficiency for certificate.</p> <p>*OCS would like to have PLC time to collaborate on coursework and application.</p> |
| <p>All pre-kindergarten teachers (countywide)</p> | <p>4 units over the course of one year</p> <p>Online coursework, synchronous sessions, required readings, and bridge to practice application in the classroom</p> <p>Pre-assessment and post-assessment on course content</p> <p>37 hours</p> |

Building Capacity: LETRS Training (NCDPI Required)

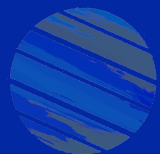
| Who | Requirements |
|--|--|
| <p>One administrator per site</p> <p>NC pre-kindergarten site administrators</p> | <p>4 units over the course of one year</p> <p>Self-paced online coursework, two days of synchronous learning, professional learning assignments, and bridge to practice application in the classroom</p> <p>Pre-assessment and post-assessment on course content</p> |

Building Capacity: LETRS Training OCS funded

| Who | Requirements |
|---|--|
| All ES Principals All ES Assistant Principals ES and MS Literacy Coaches ES Reading Interventionists MTSS leaders District support staff | 8 units over the course of two years 168 hours of coursework (equates to two hours per week) Online coursework, synchronous sessions, required readings, and bridge to practice application in the classroom 90 minute pre-assessment prior to beginning LETRS training. Unit Assessment at the end of each unit with 80% proficiency for certificate. |

What Does the Science of Reading Tell Us?

When reading instruction is aligned with the Science of Reading, **nearly 95% of students** can learn to read with **systematic, sequential, explicit, and cumulative** reading instruction.



ThinkCERCA In Action Grades 6-12

The CERCA Framework is a scaffolded approach to literacy that helps students develop their critical thinking skills. ThinkCERCA's expert-designed lessons walk students through the process of analyzing content-rich texts and multimedia to construct cohesive argumentative, informational, or narrative writings.

How it works: [CERCA--Daily Routine](#)

- Claim, Evidence, Reasoning, Counterargument, Audience

November - May

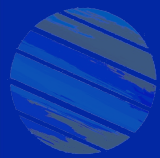
- ELA: At least 3 prompts
- Social Studies: At least 2 prompts

January - May

- Math: At least 1 prompt
- Science: At least 1 prompt

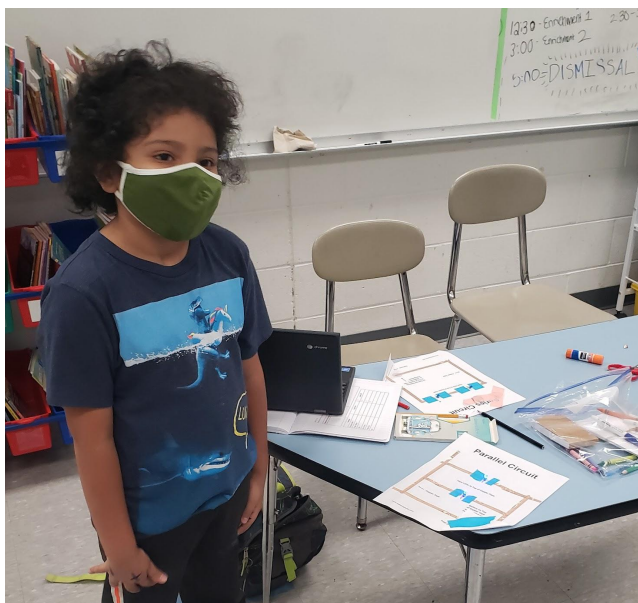
[CERCA Slides: Indigenous Actors and Agents of Change](#)

[CERCA Slides: Bullying](#)



ThinkCERCA Fidelity Measures (Look Fors)

- If you ask a student to identify their claim and why they selected their claim, what do they say?
- Can students give examples of each component of the CERCA Framework?
- Does the teacher have the CERCA Framework Poster on the walls?
- Is the CERCA Framework referred to during instructional time?



FOR THEM WE MUST!

Questions & Feedback

