

**ORANGE COUNTY  
BOARD OF EDUCATION**

**AGENDA ITEM ABSTRACT**

**Meeting Date:** January 3, 2012

**AGENDA  
ITEM No.** 12-01-12

**ACTION: (Y/N)** N

**SUBJECT:** Raising Achievement and Closing the Gap (RACG) Report

**INFO. CONTACT:** Dr. Denise Morton **PHONE:** 919-732-8126

**ATTACHMENTS:**

1. RACG Goal Status Report
2. EOG/EOC Gap Analysis
3. Goal 2 Status Report
4. Middle/High School Strategies
5. Minority Staff Report
6. School-Based Minority Summit Activities 2011-2012

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**PURPOSE:** To provide the Board of Education a report on the strategic plan that was written during the 2006-2007 school year that addresses how to raise achievement and close academic gaps among student subgroups in the Orange County Schools.

**BACKGROUND:** During the summer of 2007, a group of Orange County educators and community members presented to the Board of Education a strategic plan crafted to address the achievement gaps between student subgroups in the district. The plan included seven goals.

- Goal 1* Hire a new superintendent with extensive experience in improving the achievement of African-American and Latino students.
- Goal 2* Raise the achievement of all students while closing the achievement gap and eliminating the racial predictability of achievement.
- Goal 3* Increase the number of minority students taking advanced level classes.
- Goal 4* Reduce the disproportionate number of minority students assigned to Exceptional Children classes and increase the number of students who have opportunities for acceleration.
- Goal 5* Increase the percentage of students of color who are graduating and enrolling in post-secondary education. Decrease the number of students of color who are failing courses and dropping out.
- Goal 6* Recruit and retain more educators of color.
- Goal 7* Develop professional development opportunities on culturally competent methods for educating students of color.

During the 2007/2008 school year, district staff established a framework for implementing the RACG strategic plan. Committee chairpersons for each goal were selected and tasked with forming a committee and developing a working plan to address their specific goal. A district level RACG oversight committee was formed and chaired by the Chief Academic Officer. The oversight committee meets quarterly to provide updates to the educators, parents, and community members that serve on this committee.

Note: during the 2010-2011 school year, the goals were reviewed and slightly revised to reflect current and future initiatives. This report to the Board of Education provides an update on the revised goals.

**FINANCIAL IMPACT:** None.

**RECOMMENDATION:** The Superintendent recommends that the Board of Education receive for information the report on the RACG strategic plan.

# Raising Achievement and Closing the Gap Goal Status Report

Goal Description	Chairperson	Status																													
<b>GOAL 1</b> To provide an annual report to the district staff, the Board of Education and community members on student achievement by subgroup.	Dr. Mary Calhoun	The Director of Testing and Accountability conducts annual presentations of disaggregated student data to principals, Leadership Team, Board of Education and RACG Oversight Committee. (See attached Goal 1 Handout)																													
<b>GOAL 2</b> Increase the number of minority students taking advanced level classes.	Steven Weber Jen Benkovitz	<ul style="list-style-type: none"> <li>Board of Education report on high school minority enrollment in advanced courses Spring 2011 to establish baseline data</li> <li>A committee to develop strategies to encourage minority students to take advanced coursework has been expanded from 6-12 to K-12</li> <li>Two elementary "SOCRATES" programs have been formed</li> <li>Both high schools have National Achievers Society annual inductions and SOCRATES chapters</li> <li>District will partner with College Board and implement "Own the Turf" College and Career Readiness Counseling to improve advising on coursework and post-secondary planning</li> <li>In-house training was conducted by the College Board on how to increase minority participation in advanced courses</li> <li>Partnership with Northern Orange Education Task Force to host the annual SANKOTA program to recognize high school minority students with 3.0 GPA (See attached Goal 2 handout)</li> </ul>																													
<b>GOAL 3</b> Reduce the disproportionate number of minority students assigned to Exceptional Children classes and increase the number of students who have opportunities for acceleration.	Milinda Martina	<ul style="list-style-type: none"> <li>Orange County Schools was removed from the state watch list in 2006-2007 as having a disproportionate number of minority students assigned to special education programs. This portion of the goal is completed, but annual reports and data are monitored</li> <li>Opportunities for acceleration have been provided through the following free programs:               <ul style="list-style-type: none"> <li>➢ Preschool programming</li> <li>➢ Middle School AVID</li> <li>➢ After school programs provided at the elementary, middle and high school levels</li> <li>➢ Free elementary and high school summer programming</li> <li>➢ 5/6 and 8/9 transition programs</li> </ul> </li> </ul>																													
<b>GOAL 4</b> Increase the percentage of students of color who are graduating and enrolling in post-secondary education. Decrease the number of students of color who are failing courses and dropping out of school.	Patricia Harris	<ul style="list-style-type: none"> <li>Graduation Rates (based on 4-year cohort rates)</li> </ul> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">DISTRICT</th> <th colspan="2">STATE</th> </tr> <tr> <th>2009-10</th> <th>2010-11</th> <th>2009-10</th> <th>2010-11</th> </tr> </thead> <tbody> <tr> <td>Blacks</td> <td>74.1</td> <td>81.1</td> <td>66.9</td> <td>71.3</td> </tr> <tr> <td>Hispanics</td> <td>70.0</td> <td>68.3</td> <td>61.4</td> <td>68.7</td> </tr> <tr> <td>Whites</td> <td>83.7</td> <td>85.4</td> <td>79.6</td> <td>82.4</td> </tr> <tr> <td>Overall</td> <td>83.1</td> <td>82.8</td> <td>74.2</td> <td>77.7</td> </tr> </tbody> </table>		DISTRICT		STATE		2009-10	2010-11	2009-10	2010-11	Blacks	74.1	81.1	66.9	71.3	Hispanics	70.0	68.3	61.4	68.7	Whites	83.7	85.4	79.6	82.4	Overall	83.1	82.8	74.2	77.7
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# Raising Achievement and Closing the Gap Goal Status Report

			<ul style="list-style-type: none"> <li>Dropout Data           <table border="1" data-bbox="256 695 513 1150"> <thead> <tr> <th colspan="2"></th> <th colspan="2">DISTRICT</th> </tr> <tr> <th>Grades 7-12</th> <th>2010</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Blacks</td> <td>21</td> <td>13</td> <td>13</td> </tr> <tr> <td>Hispanics</td> <td>5</td> <td>6</td> <td>6</td> </tr> <tr> <td>Multi-racial</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Whites</td> <td>39</td> <td>35</td> <td>35</td> </tr> <tr> <td>TOTAL</td> <td>65</td> <td>55</td> <td>55</td> </tr> </tbody> </table> <p><i>*Numbers represent actual number of students</i></p> <p>Initiatives to help improve graduation rates</p> <ul style="list-style-type: none"> <li>Expansion of Partnership Academy</li> <li>Summer Dropout Retrieval efforts</li> <li>Credit Recovery through the ACE program</li> <li>General Diploma option</li> </ul> </li> </ul>			DISTRICT		Grades 7-12	2010	2010	2011	Blacks	21	13	13	Hispanics	5	6	6	Multi-racial	0	1	1	Whites	39	35	35	TOTAL	65	55	55
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<b>GOAL 5</b>	To provide academic support and acceleration opportunities beyond the school day and during the summer months to at-risk students.	Vickie Smith	<p>The district offers the following free after school and summer programs</p> <ul style="list-style-type: none"> <li>Elementary Schools           <ul style="list-style-type: none"> <li>➢ 3 after school community learning centers</li> <li>➢ 2 week summer enrichment program for selected Title I students</li> </ul> </li> <li>Middle Schools           <ul style="list-style-type: none"> <li>➢ CIS-After 3</li> <li>➢ Middle School After School</li> </ul> </li> <li>High Schools           <ul style="list-style-type: none"> <li>➢ 21st Century Crossroad Program</li> <li>➢ High School Summer School</li> </ul> </li> </ul>																												
<b>GOAL 6</b>	Recruit and retain more educators of color	Marcie Holland	<ul style="list-style-type: none"> <li>Compile annual reports on disaggregated data on staff/employees</li> <li>Annual recruiting at HBCU job fairs</li> <li>Attendance for 3 years at the NASBE National Conference to recruit minority educators</li> <li>Participation in the National Minority Careers in Education online expo</li> <li>Advertisements in the Latino Voice and the Minority Reporter (See Attached Goal 6 Handout)</li> </ul>																												
<b>GOAL 7</b>	Develop professional development opportunities on culturally competent methods for educating	Ann Wilkerson	<p>Staff training:</p> <ul style="list-style-type: none"> <li>Cultural Responsiveness</li> <li>How to Teach Students Who Don't Look Like You</li> </ul>																												

# Raising Achievement and Closing the Gap Goal Status Report

	students of color.		<ul style="list-style-type: none"><li>• Engaged in book studies on cultural diversity</li><li>• Understanding Latino Culture</li></ul> <p>Parent Training:</p> <ul style="list-style-type: none"><li>• Annual school level minority summits</li><li>• Annual District Parent (PACE) Summits</li><li>• Hispanic parent programs "JUNTOS" through NC State on how to prepare Hispanic Youth for College</li></ul> <p>(See Attached Goal 7 Handout)</p>
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**GAP ANALYSIS**  
READING GRADES 3-8 DISTRICT

BLACK			Growth	
2007-08	2010-11			
White	70.5	White	83.1	12.6%
Black	36.5	Black	51.0	14.5%
Gap	34.0	Gap	32.1	-1.9%

HISPANIC			Growth	STATUS
2007-08	2010-11			
White	70.5	White	83.1	Gap decreased in both subgroups
Hispanic	36.3	Hispanic	53.1	
Gap	34.2	Gap	30.0	

**MATHEMATICS GRADES 3-8 DISTRICT**

BLACK			4-Year Growth	
2007-08	2010-11			
White	82.3	White	89.8	7.5%
Black	53.0	Black	68.9	15.9%
Gap	29.3	Gap	20.9	-8.4%

HISPANIC			4-Year Growth	STATUS
2007-08	2010-11			
White	82.3	White	89.8	Gap decreased in both subgroups
Hispanic	60.5	Hispanic	76.2	
Gap	21.8	Gap	13.6	

**ALGEBRA I**

BLACK			4-Year Growth	
2007	2011			
White	71.0	White	87.4	16.4%
Black	38.5	Black	62.7	24.2%
Gap	32.5	Gap	24.7	-7.8%

HISPANIC			4-Year Growth	STATUS
2007	2011			
White	71.0	White	87.4	Gap decreased in both subgroups
Hispanic	33.3	Hispanic	77.0	
Gap	37.7	Gap	10.4	

**BIOLOGY**

BLACK			4-Year Growth	
2007	2011			
White	81.2	White	91.1	9.9%
Black	46.0	Black	52.6	6.6%
Gap	35.2	Gap	38.5	+3.3%

HISPANIC			4-Year Growth	STATUS
2007	2011			
White	81.2	White	91.1	Gap decreased in one subgroup
Hispanic	44.4	Hispanic	76.8	
Gap	36.8	Gap	14.3	

**ENGLISH I**

BLACK			4-Year Growth	
2007	2011			
White	86.1	White	92.0	5.9%
Black	47.9	Black	76.3	28.4%
Gap	38.2	Gap	15.7	-22.5%

HISPANIC			4-Year Growth	STATUS
2007	2011			
White	86.1	White	92	Gap decreased in both subgroups
Hispanic	55.0	Hispanic	79.7	
Gap	31.1	Gap	12.3	

GAP ANALYSIS

GRADES 3-8

READING GRADES 3-5 DISTRICT

BLACK			
2007-08	2010-11		4 Year Growth
White	69.9	82.1	12.2%
Black	32.2	52.7	20.5%
Gap	37.7	29.4	-8.3%

HISPANIC			
2007-08	2010-11		4 Year Growth %
White	69.9	82.1	12.2%
Hispanic	32.9	50.0	17.1%
Gap	37.0	32.1	-4.9%

MATHEMATICS GRADES 3-5 DISTRICT

BLACK			
2007-08	2010-11		4 Year Growth
White	85.2	90.3	5.1%
Black	53.2	72.8	19.6%
Gap	32.0	17.5	-14.5%

HISPANIC			
2007-08	2010-11		4 Year Growth %
White	85.2	90.3	5.1%
Hispanic	59.7	78.3	18.6%
Gap	25.5	12.0	-13.5%

READING GRADES 6-8 DISTRICT

BLACK			
2007-08	2010-11		4 Year Growth
White	71.0	84.1	13.1%
Black	40.2	49.7	9.5%
Gap	30.8	34.4	+3.6%

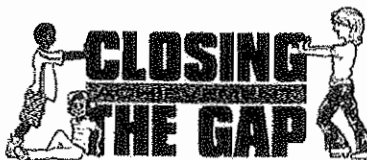
HISPANIC			
2007-08	2010-11		4 Year Growth %
White	71.0	84.1	13.1%
Hispanic	40.0	57.0	17.0%
Gap	31	27.1	+1.6%

MATHEMATICS GRADES 6-8 DISTRICT

BLACK			
2007-08	2010-11		4 Year Growth
White	79.6	89.3	9.7%
Black	52.8	65.7	12.9%
Gap	26.8	23.6	-3.2%

HISPANIC			
2007-08	2010-11		4 Year Growth
White	79.6	89.3	9.7%
Hispanic	61.4	73.6	12.2%
Gap	18.2	15.7	-2.5%

## Raising Achievement and Closing the Gap



## Raising Achievement and Closing the Gap Orange County Schools December 6, 2011

### 1. RACG Goal 2

[http://www.orange.k12.nc.us/academic\\_dept\\_pages/racg\\_links/racg\\_docs/RACG\\_Report.pdf](http://www.orange.k12.nc.us/academic_dept_pages/racg_links/racg_docs/RACG_Report.pdf)

November 2007 A Call to Action

2007-2008 Focus Groups with Students and Families

2008-2009 A Focus on High Schools

2009-2010 A Focus on Middle Schools and High Schools

2010-2011 A Focus on Elementary Schools, Middle Schools, and High Schools

### 2. College and Career Readiness (h)

### 3. How Can Elementary and Middle Schools Work Together to Support RACG Goal 2?

#### A. Data Analysis Protocol (h)

Recently, the RACG Goal 2 Committee reviewed district data which highlighted the number of students enrolled in advanced courses. This activity allowed each member of the committee to see the district's current enrollment numbers. Dr. Jen Benkovitz led the committee members through a data analysis activity. At the conclusion of the meeting, committee members had a deeper understanding of how each grade span (elementary, middle, and high school) could support RACG Goal 2.

#### B. 2011-2012 District Update - Elementary & Secondary Combined Meetings

- 5 meetings each year
- During the 2011-2012 school year, Dr. Jen Benkovitz and Steven Weber have expanded the RACG Goal 2 Committee to include teachers, administrators, and counselors from elementary through high school. Prior to this year, the committee only included 6-12 grade educators. The committee has

representatives from all of the district's schools. In addition to sharing school-level strategies for supporting the district goal, members of the committee are focusing on district data and seeking ways to reach more students and families through partnering with their feeder schools (middle and high schools).

- Recently, Hillsborough Elementary Schools students who are members of the Junior SOCRATES program, participated in the SOCRATES Induction ceremony at Orange High School. The elementary students gave speeches and assisted in presenting the certificates to the new inductees.
- Orange County Schools has also partnered with the College Board to offer professional development to high school teachers and staff. Larry Brown, a representative from the College Board, met with high school educators to share strategies used by school district's around the nation to increase the number of underrepresented students in advanced courses. The College Board has a new initiative titled, "Own the Turf: College and Career Readiness Counseling." The resources are available at no cost and Orange County Schools will participate in "Own the Turf" beginning in 2012. More information on "Own the Turf" is available online at <http://nosca.collegeboard.org/about/own-the-turf>.

### **C. Highlights: K-12 Schools**

- Orange County Schools' teachers and administrators have purposefully planned college awareness days, family nights, field trips to college campuses, guest speakers, college and career days, student clubs, honor societies, and new programs designed to prepare students for advanced courses. When the RACG Goal 2 Committee meets, school representatives share strategies, highlight programs that are having a positive impact on students, and brainstorm how staff and students can support students at other schools across the district.



### ❖ **Elementary Schools**

- Bulletin board in the cafeteria displaying locations that staff attended college
- College and Career Readiness Week
- Equity Team
- Guest Speakers
- Jr. SOCRATES (Students of Color Reaching Achievement Through Enhanced Support)
- STARS (Striving Together And Realizing Success)

### ❖ **Middle Schools**

- AVID
- Awareness Sessions Inform Students About Advanced High School Course Opportunities
- Beyond Expectations
- Boys to Men
- College Day
- College Banners in the Hallways
- Friday Nights At Fairview Park on the Court
- Guest Speakers from High Schools and Colleges/Universities
- MOSAIC (Multicultural Opportunities for Student Achievement In our Communities)
- Visits/Field Trips to Colleges and Universities

### ❖ **High Schools**

- College Fair
- CFNC activities (Announcements and Advisory)
- Emerging Achievers Program
- Family Nights with an emphasis on College and Career Readiness
- SOCRATES
- National Achievers Honor Society
- The 21st CCLC Crossroads Program, a grant project of Orange Cross Road Missionary Baptist Church

## Next Steps:

1. Greater publicity of current successes (Media, School and District Website(s), etc.)
2. Analyze processes used to identify students for AIG, Honors, Advanced Placement (AP) courses, and the International Baccalaureate (IB) program.
3. Analyze how educators are supporting families in “navigating the system” (College/Career Readiness, Course Enrollment, College Application process, etc.)
4. Follow “cohorts” of students - STARS, Jr. SOCRATES, etc.  
This will open up the door for sharing systems and processes that are making a difference in our elementary schools.
5. Look at transition procedures/processes in place at 5<sup>th</sup> and 8<sup>th</sup> grades.
6. Continue to discuss and remove the barriers to RACG Goal 2 at the school and district levels.
7. Study success stories outside of Orange County Schools. What can we learn?
8. Continue to monitor the number of students enrolled in advanced courses and provide an annual update to the Board of Education.

## **RACG Goal 2 MEMBERS**

### **Orange County Schools**

**RACG Goal 2: Increase the number of minority students enrolled in advanced courses**

#### **ELEMENTARY MEMBERS:**

Jen Benkovitz, Co-Chair, Principal, Hillsborough Elementary School

Kristin Bedell, AIG Teacher, Efland Cheeks Elementary School

Michelle Beloin, ESL Teacher, New Hope Elementary School

Fran Hall, Assistant Principal, Cameron Park Elementary School

Freda Hicks, Assistant Principal, Grady Brown Elementary School

Lisa Napp, Director of Elementary Education

Lois Pipkin, AIG Teacher, Hillsborough Elementary School

Victoria Mattison, Kindergarten Teacher, Pathways Elementary School

#### **SECONDARY MEMBERS:**

Danielle Ford, Assistant Principal, Cedar Ridge High School

Jason Burt, Assistant Principal, Orange High School

Racquel Harris, Assistant Principal, Gravelly Hill Middle School

Jonte Hill, Principal Intern, Cedar Ridge High School

Craig Paul, Assistant Principal, A.L. Stanback Middle School

Quanda Turner, Assistant Principal, C.W. Stanford Middle School

Steven Weber, Co-Chair, Director of Secondary Instruction

# Middle/High School Strategies to Increase Minority Student Participation in Advanced Courses

## Middle School

- All three middle schools offer Advancement via Individual Determination (AVID). AVID sponsors *Family Nights* in which students are formally recognized and inducted into the AVID program, and recognized for academic achievement. The AVID program sponsors college visits which emphasize the benefits of enrolling in advanced placement courses.
- Middle and high school counselors visit elementary and middle schools to discuss coursework.
- EVAAS Data is utilized for placement of underrepresented students in advanced courses such as Algebra 1 and English 1 particularly at the middle grades level.
- “Juntos” Family Night- “Juntos” is a North Carolina State University sponsored program that meets with Hispanic families monthly and provides high school and college related information. Information includes high school and advanced course selection, college readiness, how to support students’ education, improving communication at school, accessing college information, and information on how to apply for financial aid.
- Minority Summits are held at each school across the system. The district also hosts a system-wide Minority Summit with various breakout sessions. School and system staff discussed home study skills, self-esteem, student achievement, etc.
- After School Programs located at all three middle schools are:
  - Communities In Schools of Orange County After 3 Program - Minority students are actively recruited for participation in this program. In addition to tutoring, they discuss the importance of education and representing themselves well in school and the community.
  - Grape Arbor 21<sup>st</sup> Century Learning Center
  - Orange County Schools’ Middle School After School Program supported by local funding
- Professional Learning Communities- 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade teachers meet to plan instruction and discuss student needs. In addition to planning instruction, teachers discuss implementation of strategies that will assist with increasing student achievement, and more specifically, minority student achievement, and ways to differentiate instruction to prepare students for higher level courses.
- College Awareness and Readiness – College awareness and readiness is promoted throughout the school. AVID students at all three middle schools wrote to over 130 colleges and universities requesting literature and paraphernalia to begin a college library and display college awareness items throughout the building.
- Culturally Proficient Teaching Practices – A training program to assist in identifying under-represented students .
- At C. W. Stanford Middle School, a group of parents (representing a group called “Beyond Expectations”) meet with at-risk students on Saturday mornings at least twice a month to mentor students. They meet in the gym and occasionally use the cooking lab for cooking activities. This activity is funded by parent donations.
- C. W. Stanford has a 7<sup>th</sup> grade team that has begun a project called “*Breaking the Cycle*”. The main objective is a focus on student achievement and overall student improvement.
- One to One Parent Contact about enrollment in advanced courses. Parents are contacted by school personnel to discuss advanced course placement. Parents are made aware of class expectations and testing related to high school. Parents are offered advice on their child’s academic career.
- AVID recruitment nights – sessions are held in the elementary schools to communicate to rising 5<sup>th</sup> graders and current middle grades students about enrollment in the AVID program.
- UNC middle grades prospective teachers are required to tutor in the district’s three middle school programs.

Minority Staff Report  
2006 - 2011

	2006	%	2007	%	2008	%	2009	%	2010	%	2011	%
<b>Central Office Administrators</b> (Supr., A. Supr., CAO, COO, Directors, Math/Ed. Coord, etc)	9	34.62%	6	24.00%	9	33.33%	8	28.57%	9	33.33%	5	26.32%
<b>Total Minority Staff</b>	9		6		9		8		9		5	
<b>Principals</b>	4	30.77%	4	30.77%	4	30.77%	4	30.77%	4	30.77%	4	30.77%
<b>Total Minority Staff</b>	4		4		4		4		4		4	
<b>Assistant Principals</b>	8	50.00%	7	43.75%	8	50.00%	7	50.00%	10	62.50%	9	60.00%
<b>Total Minority Staff</b>	8		7		8		7		10		9	
<b>Classroom Teachers</b> (Elementary, Secondary, Other, Art, PE, CTE, Misc, etc)	63	12.96%	66	12.82%	61	11.80%	62	12.04%	70	13.36%	69	13.09%
<b>Total Minority Staff</b>	63		66		61		62		70		69	
<b>Instructional Support</b> (Guidance, Psychological, Librarians, OT, PT, SLP, Social Workers, Nurses, Audiovisual, etc)	13	15.48%	13	17.11%	11	15.07%	11	15.71%	12	16.44%	14	17.95%
<b>Total Minority Staff</b>	13		13		11		11		12		14	
<b>Teacher Assistants</b>	56	42.04%	59	39.07%	47	33.81%	47	37.60%	48	38.10%	45	38.14%
<b>Total Minority Staff</b>	56		59		47		47		48		45	
<b>Classified</b> (Technicians, Clerical, Secretarial, Service Workers, Skilled Crafts, Laboratories, Unskilled)	88	42.31%	89	42.79%	87	43.28%	87	43.72%	82	42.95%	85	43.81%
<b>Total Minority Staff</b>	88		89		87		87		82		85	
<b>Grand Totals</b>	990		1004		986		964		970		964	
<b>Total Staff</b>	990		1004		986		964		970		964	
<b>Total Minority Staff</b>	251	25.35%	244	24.30%	227	23.02%	226	23.44%	235	24.23%	231	23.96%

GOAL #6

## SCHOOL-BASED MINORITY SUMMIT ACTIVITIES 2011-2012

SCHOOL	PROPOSED DATE/TIME	DESCRIPTION OF ACTIVITY	TARGET AUDIENCE	PERSON(S) RESPONSIBLE
Cameron Park Elementary	November 4, 2011	Fall Festival/ A Family Affair (A festive evening for staff and families to come together to learn about support systems and resources that are available within and outside of the school community.)	All families with a specific focus on our Hispanic and Black population	Fran Hall/ Craig Tucker
Central Elementary	January 2012 March 2012 April/May 2012	<p>Keys to Educational Success: We will host 3 open forum-style, school-wide programs. Each program will include the following sessions:</p> <ul style="list-style-type: none"> <li>• Classroom snapshot: get a first-hand look at what a typical day in class is like for your child</li> <li>• Q&amp;A/Get-to-Know-You: ask questions and get to know school personnel</li> <li>• Student Support: How to Help your Child. This session will be broken into two groups:               <ul style="list-style-type: none"> <li>• General support strategies</li> <li>• Differentiated sessions on instructional language/educational vocabulary</li> </ul> </li> </ul>	All families with specific outreach efforts targeted at our minority subgroups	Staff
Effland-Cheeks Elementary	September 9, 2011	Literacy in the Home Pasta Dinner Night: Families are provided with information on Title I programs and the current status of the school as a Title I program. The Literacy Coach and Spanish teacher co-present information on the importance of a language rich environment in the home to include story telling and oral histories.	All families with an emphasis on creating a friend environment and increased participation by providing the dual language presentation for our Spanish speaking families.	

**GOAL #7**

## SCHOOL-BASED MINORITY SUMMIT ACTIVITIES 2011-2012

SCHOOL	PROPOSED DATE/TIME	DESCRIPTION OF ACTIVITY	TARGET AUDIENCE	PERSON(S) RESPONSIBLE
Efland-Cheeks Elementary	September, 2011	STARS (Striving Together and Realizing Success) Eagle STARS is a new program this year aimed at students from diverse ethnic backgrounds who show exceptional academic and leadership potential. The goal of STARS is to provide participants with increased rigor, challenge, and support in order to prepare them for advanced coursework in middle school, high school, and beyond.	Under-represented minority groups	Kristin Bedell, AIG Teacher
Efland-Cheeks Elementary	September, 2011 - April, 2012 (Monday & Wednesday evening classes)	Adult ESL Classes - Through a partnership with Orange Literacy Council, ECE hosts adult ESL courses for our families and community members. There are ongoing courses each semester that address multiple levels of English fluency.	Non-English speaking family members	Sandra Blefko, Spanish Teacher
Grady A Brown	October 13, 2011	Fall Festival/ A Family Affair (A festive evening for staff and families to come together to learn about support systems and resources that are available within and outside of the school community.)	Hispanic Families and Community	Margaret Noble, ESL Teacher
Grady A Brown	December 7, 2011	Professional Development about Cultural Diversity	All Staff	Ann Winer, AIG/AVID/ESL Coordinator
Grady A Brown	February 2012	Snapshots of American History	African American Families and Community	Freda Hicks
Grady A Brown	TBA	SOCRATES Presentation	All Students	Staff and Jason Burt, Orange High School Assistant Principal

## SCHOOL-BASED MINORITY SUMMIT ACTIVITIES 2011-2012

SCHOOL	PROPOSED DATE/TIME	DESCRIPTION OF ACTIVITY	TARGET AUDIENCE	PERSON(S) RESPONSIBLE
Hillsborough Elementary	Once per month	Equity Meetings. This group convenes once a month to discuss/address issues of equity within the school. The team worked together last year to set goals and meets monthly to monitor strategy implementation. This is an ongoing process. Outcomes have included: higher minority participating in PTA and SIT. During the spring we worked together to edit and revise a Parent Inventory that was implemented this fall. The team also worked with students, parents and staff to develop a school contract that was implemented this year.	Minority Parents	Dr. Jen Benkovitz, Principal
New Hope Elementary	3rd Monday of every month	Latino Parent Night to discuss goals for the school, hear concerns from families, and increase the participation of our Latino families on campus	Spanish speaking families	Rosemary Deane
Pathways Elementary	October 2011	Education: Staff will examine research on African American boys and literacy in order to develop strategies to encourage reading.	All Staff	
Pathways Elementary	January 2012	Book Club: A book club will be sponsored for our African American and Hispanic male to encourage the love of reading. Mentors will be recruited to work with students weekly. Literary materials will be culturally diverse.	African American and Hispanic male students	Governance Members



## SCHOOL-BASED MINORITY SUMMIT ACTIVITIES 2011-2012

SCHOOL	PROPOSED DATE/TIME	DESCRIPTION OF ACTIVITY	TARGET AUDIENCE	PERSON(S) RESPONSIBLE
Pathways Elementary	Spring 2012	College and Career Readiness Week: Activities will be planned daily to expose children to North Carolina colleges and community colleges. Each class will research one NC college or community college and design a visual display for others. We are hoping to collaborate with the NC College Foundation to provide a parent education night.	Parents	All Staff Members
A. L. Stanback Middle	September 19, 2011	Staff Development on Cultural Diversity: Focus on cultural diversity awareness in order to meet the needs of English Language Learners.	All Staff	Joy McLaughlin
A. L. Stanback Middle	October 17-21, 2011	AVID College Week: Students and staff participate in a week-long event focusing on AVID (best practices) strategies, such as writing summaries and reflections, developing higher level questions, and using graphic organizers. In addition, students and staff were encouraged to wear college and/or professional attire during the week in order to increase AVID awareness.	All students and families	Melissa Ronches

## SCHOOL-BASED MINORITY SUMMIT ACTIVITIES 2011-2012

SCHOOL	PROPOSED DATE/TIME	DESCRIPTION OF ACTIVITY	TARGET AUDIENCE	PERSON(S) RESPONSIBLE
A. L. Stanback Middle	October 25, 2011	Hispanic Parent Night: Discuss the types of ESL programs we offer to our students, the importance of attending school, tips to get homework done, and conferences with families whose children had an ELL Plan.	Latino Families	Mary Dunson
A. L. Stanback Middle	February 7, 2012	MOSAIC Night: Cultural awareness and celebration for minority groups with emphasis on student achievement; includes performances, food, and presentations.	All students and staff, with focus on minority families	Sweet Flake and Elizabeth Vallerio
A. L. Stanback Middle	March 2012	Career Day: Various NC Career Clusters represented.	All students	Elizabeth Vallerio and Sweet Flake
C.W. Stanford Middle	September 2011	Community Outreach in Fairview Park Food & Games Social	Students, Parents, CWS Staff and Families and Community Residents	C.W. Stanford Administration & Staff
C.W. Stanford Middle	Spring 2012	SOCRATES Summit	C.W. Stanford Families	Socrates Task Force Committee
C. W. Stanford Middle	8/28/11, 10/5/11, 12/10/11, 2/25/12	Professional Development about Cultural Diversity	All Staff	Assistant Principal
C.W. Stanford Middle	11/4/11, 11/10/11	College Visits - Elon University and UNC Asheville	AVID & CTE Students	Debbie Faulk & Shannon Dixon
C.W. Stanford Middle	October 1, 2011	Community Outreach in Fairview Park - Hot Dogs, Ice Cream and Game Social	Students, Parents, CWS Staff and Families and Community Residents	Anne Purcell

## SCHOOL-BASED MINORITY SUMMIT ACTIVITIES 2011-2012

SCHOOL	PROPOSED DATE/TIME	DESCRIPTION OF ACTIVITY	TARGET AUDIENCE	PERSON(S) RESPONSIBLE
C.W. Stanford Middle	September 2011-June 2012	Girls Hold This World Up - This program is designed to inspire young women to reach the highest goals through a series of activities, field trips, guest speakers, and communication sessions. We encourage our young women to grow socially, morally, and academically. Our goal is to build self esteem and promote a positive self image. www.beyondexpectations.org	Grades 6-12 Orange County Schools	Charlene Campbell, Jeff Campbell, Michael Horton, Phyllis Horton
C.W. Stanford Middle	September 2011-June 2012	Boys to Men - Building Futures for our Young Men - This program is designed to offer positive influence and guidance to young men to guide them throughout their adolescent years. We want to encourage young men to grow socially, morally, emotionally, and academically. www.beyondexpectations.org	Grades 6-12 Orange County Schools	Charlene Campbell, Jeff Campbell, Michael Horton, Phyllis Horton
C.W. Stanford Middle	Fall 2011 Spring 2012 5:15-6:15 p.m.	Friday Nights at Fairview Park on the Court	CWS Students, CWS Staff and Community Residents	Manuel Moreno Steven Wright
C.W. Stanford Middle	November 12, 2011 9:15 - 11:45 a. m.	Beyond Expectations - Get ready for a dynamic presentation by Dr. James Osler, North Carolina Central University Associate Professor, Department of Education - "A Family Meeting for African American Families: Education in the 21st Century"	Public Beyond Expectations' participants and parents	Charlene Campbell, Jeff Campbell, Michael Horton, Phyllis Horton

## SCHOOL-BASED MINORITY SUMMIT ACTIVITIES 2011-2012

SCHOOL	PROPOSED DATE/TIME	DESCRIPTION OF ACTIVITY	TARGET AUDIENCE	PERSON(S) RESPONSIBLE
Gravelly Hill Middle	<u>Juntos</u> - starting January 2012 / <u>Parent Academy</u> - August 2011- April 2012/ <u>GHMS Book Club</u> - August 2011- June 2012/ <u>College Trips</u> - Will be determined	Juntos-navigates Latino student education through middle school and college. This is a six week program that tapers to monthly. This program is in collaboration with NC State University and Cedar Ridge High School./ Parent Academy- GHMS will host 7 academies for parents. Academies will address topics such as challenges of middle school, cyber bullying, middle school math, conflict resolution, test anxiety, etc. / GHMS Book Club- Teachers read books related to literacy. Books are targeted to various populations. We hope that books will encourage discussion and the implementation of strategies related to teaching literacy. College Fair and Trips- Students will go to various colleges in order to be exposed to college life.	General population Minority Subgroups Latino	Racquel Harris- Main Contact
Cedar Ridge High	November 3, 2011	Opportunity Fair: Open to all, targeting students and parents of color. The goal is to expose students to various opportunities (colleges, scholarships, community organizations, military, etc.) that are available to them.	Parents and Students of Color	Danielle Boyd. Sponsored by the CRHS PTO, National Achievers Society, International Society, and RACG Committee
Cedar Ridge High	Spring 2012	National Achievers Society induction: CRHS will be hosting this event which will involve Carboro High, Chapel Hill High, East Chapel Hill High, and Orange High.	NAS Inductees and Parents- Students of Color	NAS Advisors at each school- Danielle Boyd and Keshetta Henderson (CRHS)
Orange High School	10/11/2011	SOCRATES Parent night	All Families with a specific focus on Black and Hispanic population	Jason Burt, Assistant Principal Evelyn DeLoatch, Career Counselor

## SCHOOL-BASED MINORITY SUMMIT ACTIVITIES 2011-2012

SCHOOL	PROPOSED DATE/TIME	DESCRIPTION OF ACTIVITY	TARGET AUDIENCE	PERSON(S) RESPONSIBLE
Orange High School	November, 2011	SOCRATES Induction Ceremony	All Families with a specific focus on Black and Hispanic population	Jason Burt, Assistant Principal
Orange High School and Partnership Academy	3rd week of Feb., 2012 6-8 P.M.	An International or Multicultural week - focuses on cultural awareness - Parents invited for evening presentations, performances, and speeches.	All Families with a specific focus on Black and Hispanic population	Jason Burt, Assistant Principal Evelyn DeLoatch, Career Counselor