



ONSLOW COUNTY
SCHOOLS
UNLOCKING STUDENT POTENTIAL

OCS DISTRICT STRATEGIC PLAN

2026-2030



Superintendent's Message

Dear OCS Stakeholders,

The 2026-2030 District Strategic Plan represents the vision, goals, and priorities for the system as a whole and serves as an umbrella of expectation for each of our schools. The plan is the result of months of work involving students, parents, teachers, staff, administrators, and other community stakeholders. As the superintendent of Onslow County Schools, I truly appreciate the collaborative work between school and community that created a strategic plan to guide our work through 2030.

A strategic plan is like a compass. It is the instrument that keeps us aligned with our true north, which is our vision of achieving Excellence in Education. Our strategic plan will inform new initiatives, resource allocations, teaching and learning strategies, school safety plans, approaches to increased parent and community involvement, customer-friendly services, teacher recruitment, district-wide efficiency efforts, and more. As the compass, the plan will ensure that we stay on the course that our educators and community have designed – a course that will lead us towards Excellence in Education.

Essential concepts that will be emphasized throughout this plan include a focus on high quality instruction, innovative initiatives, human capacity building and partnerships across all stakeholder groups. These are designed to improve student outcomes across the district. Measures are built into the overall plan, with implementation evidence monitored throughout the year of our progress and commitment to continuous improvement efforts.

Finally, the Strategic Plan was created with the belief that the education of children is the concern of the entire community and that there is a role for every member of our community to play in supporting student success. I encourage you to review this plan and determine how you may use your talents and time to support Onslow County students. Please feel free to contact district personnel if you have questions or additional input to share.

I am privileged to work with a supportive community, a strategic Board of Education, and talented employees. I am honored to lead the Onslow County School System and once again, I appreciate your interest in our district. Thank you for allowing me to be your superintendent.

Respectfully,

Dr. Chris Barnes, OCS Superintendent

OCS BOARD OF EDUCATION

Elbert Garvey, Board Chairman

Bradley Williams, Board Vice Chair

Michele Halley

Bill Lanier

Susanne Long

Angie Todd

Phillip Williams



EXECUTIVE STAFF

Dr. Chris Barnes, Superintendent

Dr. Kathy Spencer, Interim Chief Academic Officer

Dr. C.J. Korenek, Chief of Human Resources & Student Services

Jeff Pittman, Chief Technology Officer

Brent Anderson, Chief Communications Officer

Dr. Brendan Gartner, Chief of Operations

Jeffrey Hollamon, Chief Financial Officer



OCS Vision, Mission, Purpose & Priorities



VISION

Excellence in Education

MISSION

OCS will empower students to be responsible and productive citizens ready for enrollment, enlistment, employment, and/or entrepreneurship.

PURPOSE

Unlocking Student Potential

PRIORITIES



Prioritize Effective Instruction



Uphold a Culture of Continuous Improvement



Build Internal Capacity



Leverage Parent and Community Support



Inspire Innovation and Opportunities



Create Safe and Secure Learning Environments

CORE VALUES

Commitment to Excellence
Student-Centered Learning
Staff, Family, and Community Partnerships
Collective Responsibility
Visionary Leadership
Continuous Improvement
Innovation and Adaptability
Safe and Collaborative Environments

History of the Strategic Planning Process

In 2006, as the Southern Association of Colleges and Schools merged with other accrediting organizations to form AdvancED (now Cognia), Onslow County Schools became the first system in North Carolina to achieve district-wide accreditation status. Accreditation remains an integral part of the strategic planning and continuous improvement process within the Onslow County School System.

The first foundational basis for the district strategic plan is captured by the AdvancED's five "Standards for Quality Systems."

The Baldrige criteria were embedded in the plans to build a more aligned management system for decision-making and goal setting. A greater emphasis was placed upon this research-based set of criteria through the district adoption of the core values beginning in 2005.

In the Fall of 2013, the Onslow County School System added a third research base to the strategic planning and continuous improvement process through the training and usage of Stephen Covey's Seven Habits of Highly Effective People, 5 Choices to Extraordinary Productivity and Great Leaders, Great Teams and Great Results. District processes now include an action research model aligned with Cognia's Continuous Improvement Cycle that includes goal setting, theories of action, ongoing monitoring and evaluation to inform and revise improvement strategies and actions.

In 2019, AdvancED and Measured Progress merged to become Cognia. In 2022, Cognia adopted one set of standards applicable to all K-12 and postsecondary institutions. Cognia's thirty standards categorized by the four key characteristics represent the most recent addition to the school district's research-based approach to continuous improvement and strategic planning. These are the elements that guide Onslow County Schools to ensure high-quality teaching and learning and overall organizational effectiveness. The performance standards define the practices of a good education institution and provide the criteria for improvement efforts.

Standards for Quality Systems

AdvancED

Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement.

Governance and Leadership

The system operates under governance and leadership that promote and supports student performance and school effectiveness.

Teaching and Assessing for Learning

The system's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.



Strategic Plan Introduction

The Onslow County School System's strategic plan for 2026-2030 has been for 2026-2030: Unlocking Student Potential is being developed to ensure that the school system retains its focus on the improvement of student achievement and learning opportunities for all students. To create an effective plan, it is essential to assess current practices and outcomes using a district planning process that first began in the mid-1980s. Aligned at the time with the Effective Schools research, Total Quality Education (TQE) the standards of the Southern Association of Colleges and Schools (SACS) and later the Baldrige criteria. This district plan is also consistent with the "Characteristics of Quality Schools" outlined by the district's current accrediting agency, Cognia.

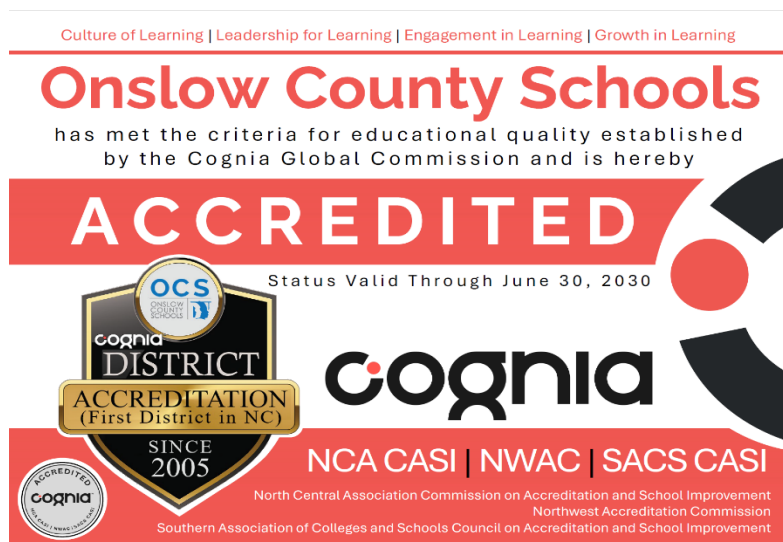


The District Strategic Plan 2026-30: Unlocking Student Potential was developed in the Spring of 2026 and coincides with the timing of individual school improvement plans (SIP) that are required by NCGS 115C-105.27 and OCS BOE Policy 3430.



With the Superintendent and the Board of Education's ongoing commitment to continuous improvement, the parents, students, community, and staff members that form the System Involvement Team worked in conjunction with the District Strategic Planning team and school-leaders to create the framework of the district's plan and the associated priorities. Through the planning and review process, it was determined that the vision, mission, purpose statement and goals of OCS are now relevant and worthy of being the basis for the district's plan and the school plans that will follow.

Continuous Improvement and Accreditation



Continuous Improvement and Strategic Plans at the school and district levels outline continuous improvement efforts across the district. The current district strategic plan establishes four-year strategic improvement goals, while school improvement plans focus on two-year goals. Past district plans have spanned different lengths of time. The current effort is to synchronize the planning phases at the school and district levels with the framework of the Cognia Continuous Improvement Cycle. The district plan is being developed slightly ahead of schools in order to allow school planning teams to address the priorities, mission measures and implementation plans of the district's plan, as appropriate. While each two-year plan is "new," the continuous improvement cycle is an iterative process that results in an evolving district and school plans that are an action-oriented approach to addressing the instructional and other needs of students with school plans reflecting a system of work, rather than a series of stand-alone, disconnected plans.



Community Engagement Council/ System Involvement Team

Onslow County Schools has more than forty active community councils and planning teams at school and program locations. Operating at each school and at the district level, these groups are comprised of varying configurations of parents, educators, students, and community partners based on each team's given purpose. The Community Engagement Council and the System Involvement Team (SIT) are two of the district-level advisory councils supporting a shared vision for the public schools of Onslow County, *Excellence in Education*.



PURPOSE:

1. To serve as a working group that advocates and shares the components of the Onslow County Schools Strategic Plan throughout community organizations in support of continuous improvement.
2. To work cooperatively and collaboratively with key stakeholder groups within the district and the community in support of the plan.
3. To provide input for district strategic planning and accreditation.
4. To identify strengths and challenges expressed throughout the community in order to make appropriate recommendations to district leaders.

The Community Engagement Council (CEC) serves in an advocacy role, including feedback on and monitoring of the District Strategic Plan.

com·mu·ni·ty

noun /kə'myoʊnədē/

1. a group of people living in unity with a common purpose, common values, and common interests.
2. a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.

originating from
Common + Unity

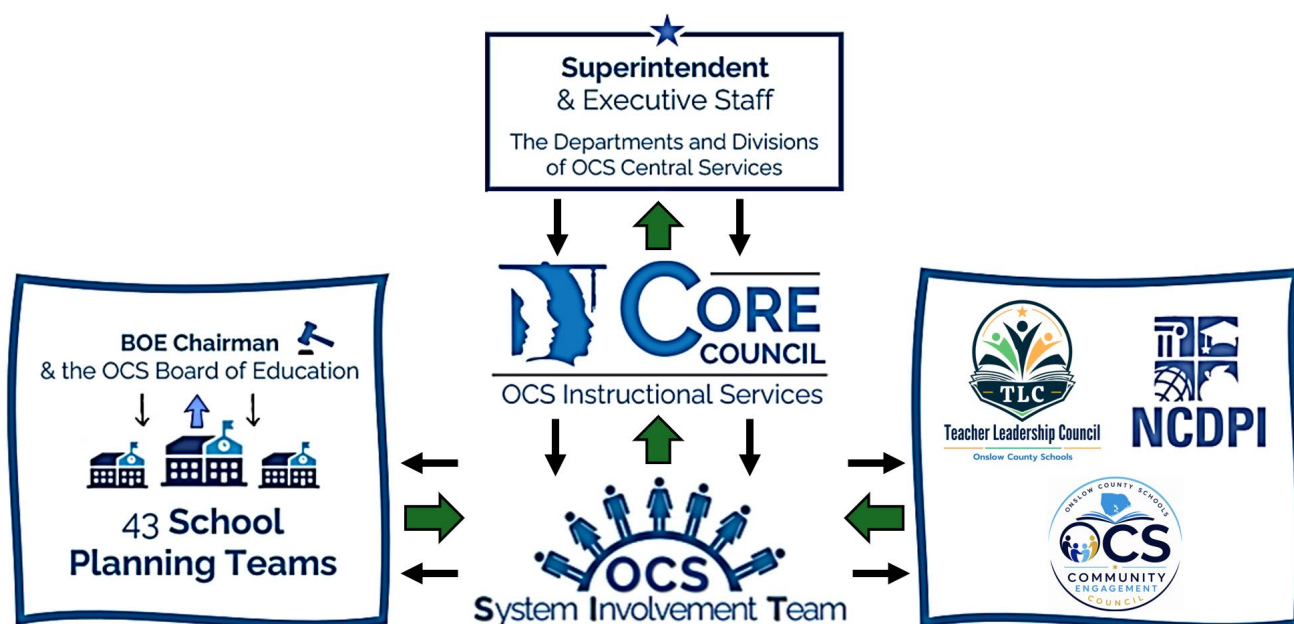


PURPOSE:

1. To provide input to the Superintendent, the Executive Staff or the BOE as needed.
2. To disseminate information to and share information from their constituency groups.
3. To provide support for the system's mission, vision, and purpose through effective stakeholder collaboration.
4. To conduct studies as assigned by the Superintendent or the BOE Chair using ad hoc task forces or standing committees comprised of current SIT members.

The System Involvement Team (SIT) focuses on communication between internal and external stakeholders, while serving as a liaison for the represented constituency groups.

District Strategic Planning Flowchart



The **Board of Education, stakeholder groups, and District Strategic Planning team** engage in the framework of the district's strategic plan. In the initial planning process and later in assessing implementation, the various groups consider:

- Policy and legislative requirements from local, state, and national levels.
- Input from stakeholders (i.e. *System Involvement Team, Teacher Leadership Council, and targeted advisory councils such as Head Start, Title 1, AIG, Exceptional Children, etc.*).
- Feedback from surveys (i.e. *Teacher Working Conditions Survey, annual local/Cognia surveys*).
- Connections to school improvement plans (which are approved by the Board of Education).

The **Instructional Services Core Council** receives the initial framework created by the stakeholder inputs, district data profiles, school leadership feedback, with the priorities and performance measures determined after considering input from all departments across OCS Central Services.

The **Superintendent** and Executive Staff consider the alignment of the recommended plan with the Superintendent's priorities and departmental priorities for the upcoming years. The Superintendent has the final authority over the district strategic plan.

*The **feedback loop** among internal and external groups ensures continuous input, evaluation, and adjustment of the strategic plan.*

Evaluation Process



Evaluating the plan's effectiveness is accomplished by assessing the Mission Measures and targets identified in the District Strategic Plan. These indicators are aligned with implementation plans and action steps, based on identified data sources. Reviewing progress is crucial for monitoring achievement and for making changes in the plan as needed to accomplish the stated goals. Each department at the central office and each school have assigned responsibilities and are held accountable for

execution of the action steps listed in the implementation plans. Emphasis is placed on using trend data and evidence of positive impacts from action steps to drive modifications in order to improve student achievement and the total educational experience. Assessing the effectiveness of the plan includes academic assessments, evaluating central level support services to individual schools, gathering feedback through surveys and questionnaires, and/or external review by professionals through the accreditation process. All functions and operations with the system must be evaluated and compared to Cognia's Performance Standards and characteristics related to a continuous improvement model.

Progress monitoring allows for the implementation and action steps identified for each district priority to be evaluated for impact during the implementation work. The effectiveness of the initiative and collective work is considered regularly and hence adjustments may be documented as part of the continuous improvement process. This logic model process provides the system with an intentional and focused method of determining positive impacts throughout the implementation process.

Long term outcomes are defined in the Mission Measures resulting from the successful implementation plan and action steps. The Theory of Action statements drive the initiatives from an action-research mindset and will provide for the continuous improvement process to move the district forward in areas of need identified by the accreditation process, trend data, and stakeholder input.

A school district that is data driven, results-oriented, and responsive to stakeholders (internal and external) at every level of the system, that requires all personnel to become increasingly more knowledgeable in the implementation of high-quality practices improves the efficiency and effectiveness of the operations in every department, division, school and classroom is a model for Excellence in Education. On-going, focused monitoring and evaluation assure that decisions for improvement are based on accurate data and experiences of those engaged in the district's priorities.



District Strategic Planning Leadership

District Strategic Planning Team (DSPT): Cross Department Leaders

Dr. Chris Barnes, Superintendent

Dr. Spencer and Dr. Bulris: Co-Leaders

Priority 1: Dr. Kathy Spencer/ISCC

Priority 2: Dr. Mark Bulris, Fran Hall

Priority 3: Dr. C.J. Korenek, Jeff Hollamon, Candace Finch

Priority 4: Dee Owens, Morgan Starling

Priority 5: Will Laine, Jason Laurence

Priority 6: Dr. Brendan Gartner, Lisa Thompson

Both of these groups are engaged in the planning, development, monitoring and evaluation of our Continuous Improvement Process and Implementation Plans.

ISCC: Instructional Services Core Council

Priority 1: Stacy Horne, Colleen Larkin, Amity Geddes and Dr. Natalie Ostrander

Priority 2: Lisa Thompson, Vickie Brown, Dr. Lisa Peele and Michelle Chadwick

Priority 3: Will Laine, Courtney Morgan, Dr. Susan Graziano, and Dwayne Snowden

Priority 4: Dr. Mark Bulris, Dee Owens, Dr. Michael Elder, and Kelly Dillman

Priority 5: Stephen Taylor, Jason Laurence, and Brandon Dillman

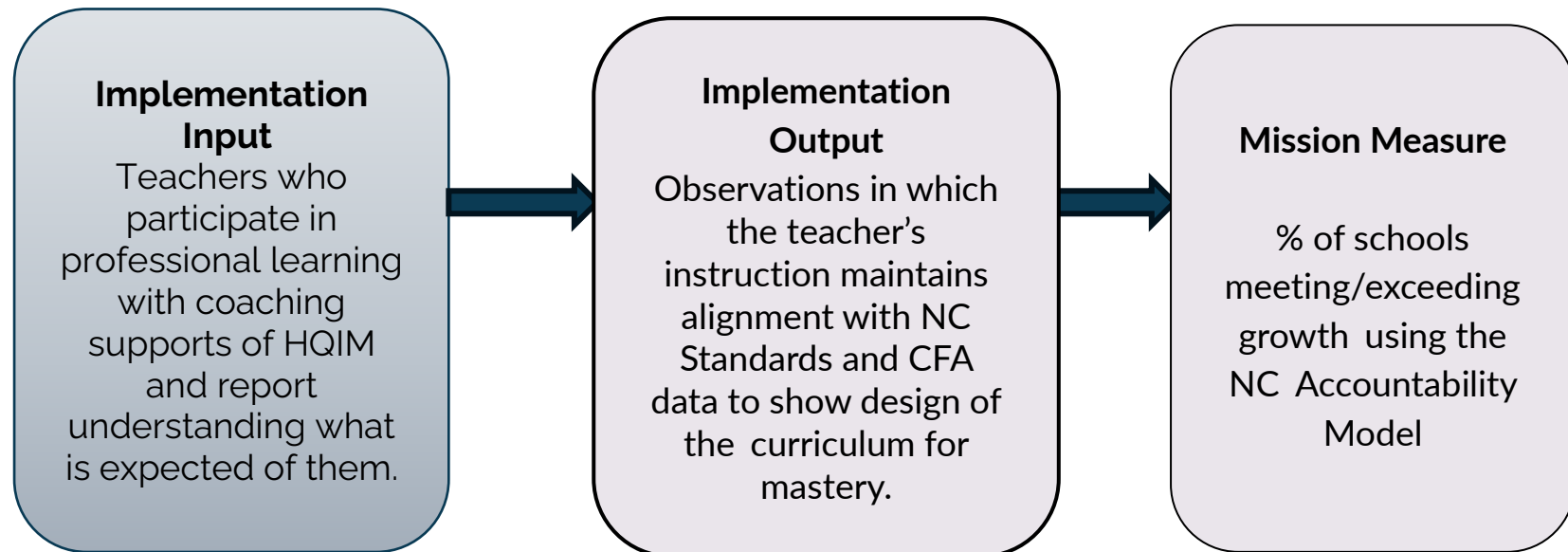
Priority 6: Misty Williams, Dr. Kathy Spencer, Tim Foster and Luisa Davis

District Strategic Plan: Mission Measures

MISSION 1: P					MISSION 2: P					MISSION 3: U									
STUDENT GROWTH					NC ACADEMIC RANKING					COGNIA ACCREDITATION									
2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET	2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET	2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET					
MEET / EXCEED GROWTH					ANNUAL RESULTS					ANNUAL RESULTS									
37.5%	53.1%	68.8%	84.4%	100.0%	47.8%	44.1%	40.4%	36.7%	33.0%	323.0	332.3	341.5	350.8	360.0					
37.5%	—	—	—	—	47.8%	—	—	—	—	323.0	—	—	—	—					
LOW-PERFORMING SITES																			
10	8	5	3	0															
10	—	—	—	—															
MISSION 4: B					MISSION 5: L					MISSION 6: L									
LEADERSHIP & PROFESSIONAL DEVELOPMENT					COMMUNITY INTERNSHIPS & PARTNERSHIPS					PARENT ENGAGEMENT									
2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET	2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET	2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET					
102	105	108	111	113	72	74	76	78	80	3246	3328	3410	3492	3571					
ANNUAL RESULTS: PD OFFERINGS					ANNUAL RESULTS: STUDENT EXPERIENCES					ANNUAL RESULTS: PARENT SURVEY PARTICIPATION									
102	—	—	—	—	72	—	—	—	—	3246	—	—	—	—					
2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET	2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET	2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET					
2448	2509	2570	2632	2693	69	78	80	82	84	110	113	116	118	121					
ANNUAL RESULTS: PD PARTICIPATION					ANNUAL RESULTS: COMMUNITY INTERNSHIPS					ANNUAL RESULTS: COMMUNITY ENGAGEMENT DISTRICT/SCHOOL									
2448	—	—	—	—	69	—	—	—	—	110	—	—	—	—					
2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET	2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET	2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET					
208	213	218	223	229	177	182	186	191	195	25330	25963	26597	27230	27863					
ANNUAL RESULTS: LEADERSHIP EXPERIENCES ATTENDEES					ANNUAL RESULTS: EXTERNAL PARTNERSHIPS					ANNUAL RESULTS: PARENT CONFERENCES									
208	—	—	—	—	177	—	—	—	—	25330	—	—	—	—					
MISSION 7: I					MISSION 8: I					MISSION 9: C									
STUDENT OPPORTUNITY SUCCESS					SPECIALIZED LEARNING OPPORTUNITIES					SAFE & SECURE LEARNING ENVIRONMENT									
2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET	2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET	2026 BASELINE	2027 BENCHMARK	2028 BENCHMARK	2029 BENCHMARK	2030 TARGET					
98.8%	95.0%	95.0%	95.0%	>95%	7	9.5	12	14.5	17	4960	4836	4712	4588	4464					
ANNUAL RESULTS					ANNUAL RESULTS					ANNUAL RESULTS: STUDENT AGGRESSIVE INCIDENTS									
0.0%	—	—	—	—	7	—	—	—	—	4960	—	—	—	—					
										68.5					70.19	71.9	73.6	75.3	
										ANNUAL RESULTS: SAFE ENVIRONMENT									
										68.5%					—	—	—	—	
P	Prioritize Effective Instruction				 ONSLOW COUNTY SCHOOLS UNLOCKING STUDENT POTENTIAL					L	Leverage Parent and Community Support								
U	Uphold a Culture of Continuous Improvement									I	Inspire Innovation and Opportunities								
B	Build Internal Capacity									C	Create Safe and Secure Learning Environments								

IMPLEMENTATION DRIVES PROGRESS TOWARDS MISSION OUTCOMES

Implementation Plan and Action Steps Lead to Mission Measures



Implementation Plan and Action Steps

Essential Priority 1: Prioritize Effective Instruction and Initiatives

Department(s):	Instructional Services
Priority 1.1 TOA	<i>IF OC schools provide data driven, priority standard-based instruction, utilizing High Quality Instructional Materials (HQIM), THEN teaching and learning will be focused on the overall growth and proficiency of students, so that growth and proficiency progress in the NC Accountability model and will result in no low performing schools and student achievement in the top third of the state.</i>
Initiative A	Collaborative Teams identify and review High-Quality Instructional Material (HQIM) that will develop teachers' instructional access to and capacity to deliver content across all grade bands, K-12.
Initiative B	District and school leaders implement/ strengthen implementation of HQIM in conjunction with High Yield Instructional Practices (HYIP) for effective lessons with all content across all grade bands K-12.
Initiative C	District and school leaders train and coach school staff to use the OCS Instructional Framework, HQIM, HYIP, and classroom feedback for exceptional instructional learning environments.
Priority 1.2 TOA	<i>If professional development is grounded in evidence based High Yield Instructional Practices (HYIP), then teachers will be able to apply new strategies consistently and with fidelity, so that students will be exposed to high quality practices in all classrooms.</i>
Initiative A	Collaborative Instructional Support Teams participate in professional learning sessions to identify and utilize Priority Standards, Curriculum Pacing, HQIM, and HYIP to support teachers in their classroom planning and instructional delivery.
Initiative B	School Instructional Support Team (IST) leaders implement data driven planning sessions with teacher teams that include instructional reviews, including student work analysis, to develop teachers' capacity to respond effectively to evidence of student mastery.
Initiative C	School leaders and teachers develop skills mastery documents to increase the consistency/understanding of students' progress, grades, skill gaps, intervention needs, and clear information for use with parents understanding and support.
Priority 1.3 TOA	<i>If feedback on instruction is specific, frequent, and tied to student outcomes, then teachers will grow and experience support in making instructional shifts, so that instruction will provide for individual student success across all levels.</i>
Initiative A	School IST leaders will utilize collaborative walks and feedback cycles focused on HYIP that allow teachers to engage in peer engagement and learning that supports teaching practices for students at varied academic levels.
Initiative B	District and school IST leaders will identify and support instructional coaching practices that allow for professional learning to be experienced by all educators in the implementation of HYIM, HYIP, innovative practices (AI), and specialized student programs.

Implementation Plan and Action Steps

Essential Priority 2: Uphold the Culture of Continuous Improvement	
Department(s):	Instructional Services
Priority 2.1 TOA	<i>If the system institutionalizes continuous improvement data cycles, including growth mindsets, collaborative action planning, and clear feedback systems, then the district will create a culture of sustainable improvement, so that students experience new opportunities and embrace learning as a continuous process that benefits all.</i>
Initiative A	District and school leaders establish a common continuous improvement framework, including data cycles, root cause analysis, collaborative action planning, and progress-monitoring protocols, to guide decision-making and support a culture of continuous learning.
Initiative B	District and school leaders implement feedback and coaching systems that foster reflective practice, growth mindsets, and shared accountability for continuous improvement and student success.
Initiative C	District and instructional support teams collaborate with teacher teams to engage in ongoing cycles of inquiry that analyze academic, instructional, and organizational data, address improvement strategies, monitor impacts, and note adjustments for improved outcomes.
Priority 2.2 TOA	<i>If leaders foster a culture of continuous improvement through collaborative teams, with the effective use of data by teachers to inform instruction, then students will experience responsive instruction based on needs and interests to enhance engagement and deeper learning, so that they exhibit improved academic achievement.</i>
Initiative A	District and school leaders develop and implement a collaborative team framework that establishes expectations, protocols, and structures for data-informed instructional planning.
Initiative B	School leaders and instructional support staff provide coaching and feedback that strengthens collaborative team effectiveness and builds teacher capacity to use data for continuous instructional improvement.
Initiative C	Collaborative teams regularly analyze formative, benchmark, and summative data to identify student strengths and needs, design responsive learning experiences, and monitor student growth.

Implementation Plan and Action Steps

Essential Priority 3: Build Internal Capacity	
Department(s):	Instructional Services
Priority 3.1 TOA	<i>If Onslow County Schools invests in building the internal capacity of classroom, school, and district leaders, through focused and evidence-based leadership practices aligned with data and student needs, then the school culture, learning environments and opportunities for individual potential will be enhanced across all levels of the system, so that staff and students will experience a high-quality educational experience.</i>
Initiative A	Build internal capacity using collaborative teams of classroom, school, and district leaders through focused, evidence-based leadership practices aligned with data and student needs across all levels of the system.
Initiative B	Develop implementation and integration protocols that are supported by district leadership for school staff to experience enhanced instructional roles within their current assignments in support of improved student achievement.
Initiative C	Provide multiple opportunities for members at all levels of the organization to participate in experiences to enhance their current roles or extend their impacts in new roles.
Priority 3.2 TOA	<i>If Onslow County Schools is building the internal capacity of K-12 educators and instructional support staff through intentionally designed, standards-aligned professional development anchored in high-quality instructional materials, adult learning principles, and collaborative inquiry, then educators will demonstrate increased and more consistent implementation of evidence-based practices, so that students experience rigorous, coherent, high-quality instruction.</i>
Initiative A	Identify and/or develop ongoing professional development and support protocol for novice educators at the school level, from the classroom to the administrative teams, that support student academic success.
Initiative B	Utilize internal and external programs to expand /enhance leadership skills and opportunities in the internal and external communities.
Initiative C	Create and implement fully a sustainable OCS Leadership Program that is data-driven and internally implemented based on the Vision, Mission, and Priorities of the district.
Priority 3.3 TOA	<i>If Onslow County Schools intentionally develops coherent cultural and instructional systems through feeder pattern alignment and collaborative learning structures, then schools and communities will build collective efficacy and strengthen organizational capacity, so that every student experiences a seamless and rigorous educational journey from kindergarten through graduation.</i>
Initiative A	Develop a coherent district framework for teacher clarity, collaborative learning communities, and instructional improvement that establishes common expectations and implementation structures across all schools.
Initiative B	Implement coaching, monitoring, and feedback systems that strengthen instructional practice, build collective efficacy, and sustain continuous improvement through collaborative inquiry.
Initiative C	Support school and district teams through ongoing professional learning, collaborative leadership structures, implementation monitoring, and refinement based on evidence of impact.

Implementation Plan and Action Steps

Essential Priority 4: Leverage Parent and Community Support	
Department(s):	Community Affairs, Instructional Services
Priority 4.1 TOA	<i>IF OCS successfully communicates with parents and community stakeholders, THEN families and community partners will have the necessary information and tools to become partners and advocates, so that they are engaged with the district in support of positive student outcomes.</i>
Initiative A	Establish a district working group to conduct a SWOT analysis to determine Strengths, Weaknesses, Opportunities, and Threats relative to current district and school communication efforts.
Initiative B	Establish and implement prioritized expectations for communication with parents and community partners. Evaluate current surveys to ensure alignment with measuring communication expectations.
Initiative C	Implement and monitor communication efforts to ensure alignment with established expectations.
Priority 4.2 TOA	<i>IF OCS transforms community partnerships through meaningful opportunities and community-connected learning experiences, THEN we will increase parent satisfaction and strengthen home, school, and community collaboration so that community partners are actively engaged to support improved student outcomes.</i>
Initiative A	Establish a district working group to conduct a SWOT analysis to determine Strengths, Weaknesses, Opportunities, and Threats relative to current district and school partnership and engagement opportunities for parents and community stakeholders.
Initiative B	Establish a clearinghouse of community partners, along with partnership opportunities and services they are willing to support.
Initiative C	Monitor effectiveness of community partnerships and expand the number of community partners available to support student engagement and improved outcomes.

Implementation Plan and Action Steps

Essential Priority 5: Inspire Innovation and Opportunities	
Department(s):	Instructional Services, Instructional Technology
Priority 5.1 TOA	<i>If OCS works to inspire innovation and expand opportunities for students and staff, then students will have access to creative learning experiences and a culture of curiosity that allows them to engage in meaningful pathways that prepare them for their future, so that individual student interests and potential can be achieved.</i>
Initiative A	District instructional leads engage in professional learning on real-world, place-based/immersive, and inquiry/problem-based learning strategies, then develop classroom-ready units, projects, and field experiences aligned to these approaches for use across OCS.
Initiative B	Instructional leads use their training and developed resources to design a cohesive professional development series for teachers, building PD modules, implementation guides, and support tools grounded in these innovative instructional strategies.
Initiative C	District instructional leads deliver constructed professional development to teachers across OCS, equipping them with the strategies, resources, and support needed to bring real-world, place-based, and inquiry-based learning into their classrooms.
Priority 5.2 TOA	<i>If OCS invests in professional learning that equips staff with creative problem-solving, design-thinking skills, and the newest opportunities for the future, then students will experience more innovative learning opportunities, so that they are better prepared for enrollment, enlistment, employment, and/or entrepreneurship.</i>
Initiative A	Work with school leaders/teachers to share instructional designs regarding responsible student use of various tools (i.e. AI). Help teachers develop the integration of responsible use into student learning, with an initial focus on high school.
Initiative B	Present opportunities for staff/student use of newly developed techniques in middle schools.
Initiative C	Teachers design lessons to provide opportunities for students to utilize new tools/technology ethically, responsibly, and effectively.

Implementation Plan and Action Steps

Essential Priority 6: Create Safe and Secure Learning Environments	
Department(s)	Instructional Services, Human Resources and Student Services, Operations
Priority 6.1 TOA	<i>If school leaders and staff establish clear expectations, build positive rapport with students and colleagues, and implement proactive systems, then schools will foster a safe and secure learning environment, so that individuals feel valued, respected, and empowered to engage fully in teaching and learning.</i>
Initiative A	Review and revise behavioral expectations (as necessary) to ensure clear expectations and support consistent implementation.
Initiative B	Build positive rapport and relational capacity among students and staff through intentional, ongoing relationship-building practices.
Initiative C	Implement proactive systems that strengthen safety, provide timely support, and promote consistent responses to emerging student and staff needs.
Priority 6.2 TOA	<i>If we integrate positive expectations across face to face and virtual learning environments at every grade level, then students will develop the critical thinking skills needed to navigate all learning spaces responsibly and recognize potential dangers, so that high-quality teaching and learning are experienced by all.</i>
Initiative A	Develop, and define official OCS expectations for responsible behavior in face-to-face and virtual learning environments.
Initiative B	Train staff at each grade level and school to teach, model, and reinforce the district expectations before and during implementation with students.
Initiative C – Y2	Implement the expectations with students through explicit instruction, authentic practice, and consistent application across face-to-face and virtual learning environments.