

ORANGE COUNTY
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: December 6, 2010

AGENDA ITEM No. 10-12-11

ACTION ITEM: (Y/N) Y

SUBJECT: District Improvement Plan Revised – 2010-2011

INFO. CONTACT Dr. Denise Morton/Dr. Barbara Coatney PHONE: (919) 732-8126

- ATTACHMENTS:
1. NC DPI Title I District Improvement Plan Letter
 2. Parent Notification Letter
 3. Revised District Improvement Plan
 4. Plan Budget

PURPOSE: To request that the Board of Education review and approve the revisions of the 2010-11 revised District Improvement Plan.

BACKGROUND: The Orange County Schools District received a letter from June St. Clair Atkinson, State Superintendent, October 4, 2010, informing the district that OCS was in District Improvement. This letter stated that the district is in the corrective action phase of Title I District Improvement. The No Child Left Behind (NCLB) law (§1116(c)(7)(A); §200.52) requires that you 1) revise your district improvement plan; 2) reserve at least 10 percent of the district's Title I, Part A funds to provide for high-quality professional development for instructional staff in Title I and non-Title I schools; and 3) notify all parents, (those with students in Title I and non-Title I schools,) of your district's status. The state's corrective action will focus on professional development and a small portion of the district's 10 percent set aside for professional development must be allocated for the state's corrective action, according to (§1116(c)(10)(C)(i).

FINANCIAL IMPACT: The financial impact will be that the district must set aside at least 10% of its Title I funds for a total of (\$70,844.48) to improve instruction and academic performance of all students in the Orange County Schools.

RECOMMENDATION: The Superintendent recommends that the Board of Education approve the 2010-2011 revised District Improvement Plan.



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

October 4, 2010

TO Mr. Patrick Rhodes
Orange County Schools

FROM June St. Clair Atkinson *JS*

Our department looks forward to working with you in this school year to strengthen and improve student performance in your schools and in the state. Below are reminders about what you must do to remain in compliance with state and federal regulations pertaining to school and district performance.

Your school district is in the corrective action phase of Title I District Improvement. The No Child Left Behind (NCLB) law (§1116(c)(7)(A); §200.52) requires that you 1) revise your district improvement plan; 2) reserve at least 10 percent of the district's Title I, Part A funds to provide for high-quality professional development for instructional staff in Title I and non-Title I schools; and 3) notify all parents, those with students in Title I and non-Title I schools, of your district's status. The state's corrective action, according to (§1116(c)(10)(C)(i)), will focus on professional development. A small portion of your district's 10 percent set aside for professional development must be allocated for NCDPI-sponsored training. Details will be forthcoming.

District Improvement Plans

Your district must revise its existing district improvement plan. The plan must address the fundamental teaching and learning needs of all of the schools in the district, especially the academic problems of low-achieving students. Specific components that must be included in the plan are outlined on the template available on the Web at <http://www.ncpublicschools.org/nclb/district/improvement/>.

Please submit two copies of the plan with original signatures on the Statement of Assurances (See instructions on the improvement plan template.) to Richard Trantham, Program Assistant, Program Monitoring and Support, 6351 Mail Service Center, Raleigh, NC 27699-6351 by January 4, 2011. Plans will be reviewed by your Title I regional consultant who will respond regarding plan approval by March 4, 2011.

Parent Notifications

The attached letter, which meets requirements for compliance under NCLB (§1116(c)(6)), is for distribution to parents in your district regarding your status in Title I District Improvement. The letter must be sent to parents no later than October 22, 2010.

ACADEMIC SERVICES AND INSTRUCTIONAL SUPPORT

Rebecca Garland, Ed.D, *Chief Academic Officer* | rgarland@dpi.state.nc.us

6368 Mail Service Center, Raleigh, North Carolina 27699-6368 | (919) 807-3200 | Fax (919) 807-4065

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

As written, this letter meets specific NCLB legal requirements. Therefore, please do not change the content except to customize the letter by completing the highlighted areas with the correct information as it applies to your district and by adding your signature.

Reimbursement procedures for copying and mailing costs are outlined on the Web at <http://www.ncpublicschools.org/nclb/district/faqs/>. The letters do not have to be mailed via the US Postal Service, although that is the method preferred by the US Department of Education. Carefully document the parent letter distribution process and file so that documentation is available for future monitoring.

Planning for Non-Title I Schools Not Making AYP for Two Years in the Same Subject
Non-Title I schools that do not make Adequate Yearly Progress (AYP) in the same subject for two consecutive years must amend their school improvement plans to address their failure to make their targets in reading/language arts and/or math. The list of these non-Title I schools is available on the Web at <http://ayp.ncpublicschools.org/>. After school-level planning procedures are completed, the local superintendent and board chairperson must sign the attached form acknowledging awareness of the school improvement amendments and submit it to Susan Auton, NCDPI, 6368 Mail Service Center, Raleigh, NC 27699-6368 no later than January 4, 2011.

I hope that this letter has been helpful to your staff and you in complying with state and federal requirements. I appreciate all of your efforts in this regard. We look forward to meeting with you in the near future.

c: Local Board Chairperson
LEA Title I/Federal Program Director
Donna Brown
Charlotte Hughes
Pat Ashley
Rebecca Garland



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

OCTOBER 22, 2010

Dear Parent or Guardian:

You are receiving this letter because it is a requirement under the No Child Left Behind (NCLB) federal law to inform you when a school district enters into or continues in Title I District Improvement. No action is required on your part. Orange County Schools continues in Title I District Improvement because it missed achieving some AYP targets in reading in its elementary, middle and high schools for at least two years in a row. More information on Title I District Improvement is available on the Web at www.ncpublicschools.org/nclb/district/.

Orange County Schools will continue to identify steps to improve student achievement by revising its District Improvement plan. This plan describes what the school district will do to help low-achieving children meet challenging academic achievement standards. In revising the plan, Orange County Schools will consult with parents, school staff and others. If you would like to participate in the revision process, please contact Dr. Barbara Coatney, Director of Elementary Instruction and Title I at 919-245-4001 Extension 15501.

North Carolina's State Education Agency, the Department of Public Instruction, will assist the district in developing and implementing strategies to improve student achievement. Orange County Schools will be in District Improvement until it meets all target goals in reading in grades 3 through 5 OR 6 through 8 OR high school for two consecutive years.

If you have any questions about this letter, please call Dr. Barbara Coatney, Director of Elementary Instruction and Title I at 919-245-4001 Extension 15501 or go to the Web at <http://www.ncpublicschools.org/nclb/>.

Sincerely,

Rebecca Garland
Chief Academic Officer
North Carolina Department of Public Instruction

G. Patrick Rhodes
Superintendent
Orange County Schools

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

**REVISED
LOCAL EDUCATIONAL AGENCY PLAN
LEA IMPROVEMENT**

LEA NAME and MAILING ADDRESS	Orange County Schools 200 E. King Street Hillsborough, NC 27278	LEA CODE:	680
CONTACT PERSON, TITLE, TELEPHONE NUMBER, FAX NUMBER and E-MAIL ADDRESS	Denise Morton, Chief Academic Officer Barbara Coatney, Title I Director 402 N. Nash Hillsborough, NC Denise.Morton@orange.k12.nc.us or Barbara.Coatney@orange.k12.nc.us		

STATEMENT OF ASSURANCES

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will:

1. review and revise in consultation with parents, school staff, and others;
2. inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
3. provide technical assistance and support to schoolwide programs;
4. work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting State student academic achievement standards;
5. fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
6. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
7. take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
8. (if applicable) ensure that early childhood development services provided to low-income children below the age of compulsory attendance comply with the performance standards established under section 641A(a) of the Head Start Act;
9. work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
10. comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
11. inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under title IX and to obtain waivers under the Education Flexibility Partnership Act of 1999;
12. coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance in addressing major factors that have significantly affected student achievement at the school;
13. ensure, through incentives or voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
14. use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii);
15. ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
16. assist each school served and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
17. participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

Name of Superintendent

Signature of Superintendent

Date

LEA IMPROVEMENT COMPREHENSIVE NEEDS ASSESSMENT

If in LEA IMPROVEMENT: summarize results from the LEA comprehensive needs assessment, address why the prior plan failed to bring about student achievement, and describe how parents, school staff, and others are involved in the review and revision of the LEA plan. Include LEA and SEA responsibilities for the plan.

Orange County Schools conducted a comprehensive needs assessment survey for parents and teachers in the 2009 – 10 school year. The teacher’s survey was the North Carolina School Climate survey that is offered by the state to teachers and the parent survey was district designed. Below is the data from both surveys. Also included in this document will be AYP results from the 2009-10 school year.

School Climate Survey

1. Overall my school is a good place to work
Secondary 91.6 Middle 89.6 Elementary 85.5 and the State 84.4%
2. Community Support
 - a. District 93.0%
 - b. State 86.4%
3. Professional Development
 - a. District 86.1%
 - b. State 80.4 %
4. Leadership
 - a. District 89.7%
 - b. State 87.7%
5. Efforts and concerns by teachers addressed
 - a. District 85.8%
 - b. State 83.7%
6. Instructional Practices
 - a. District 85.6%
 - b. State 84.6%

Parent Survey Analysis Lacier Scale of 1-5

- | | |
|--|------|
| 1. Greater availability to visitors in the schools | 3.73 |
| 2. Students treated fairly High/Middle | 3.78 |
| 3. Elementary Report Card | 3.81 |
| 4. Discipline Fair | 3.73 |
| 5. Student learning communicated to parents | 3.66 |

AYP Results 2009-10

AYP Results of students for the 2009-10 showed that the district met the AYP requirement in reading for the 2009-10 school year at all grade levels but failed to meet AYP in math for the following sub groups:

School	Subject	Sub-group
A L Stanback Middle	Math	African American, Economically Disadvantaged and Limited English Proficient
Cameron Park Elementary	All Met	All Met
Cedar Ridge High	All Met	All Met
Central Elementary	Math	African American and Economically Disadvantaged
C W Stanford Middle	Math	African American
Efland Cheeks Elementary	Math	African American
Gravelly Hill Middle	Math	African American
Grady Brown Elementary	All Met	All Met
Hillsborough Elementary	All Met	All Met
New Hope Elementary	All Met	All Met
Orange High	Reading (10 %) Tested Reading (10%) Math (10%)	African American Economically Disadvantaged
Pathways Elementary	All Met	All Met
Partnership Academy	N/A	N/A
District	Reading (10%) Math (10%)	African American Economically Disadvantaged Limited English Proficient Hispanic

II. Why the Prior Plan failed to bring about student achievement?

The plan failed for several reasons:

- a. At the elementary level the district adopted a new mathematics program and the program was not implemented with fidelity across the district
- b. The district did not have an adopted coordinated math program for the middle grades
- c. Students with disabilities were not part of the general education program in math.
- d. SIOP strategies were not fully implemented in the Middle School for ESL students
- e. Teachers needed additional training in the new elementary math program

III. Parental Involvement that include school staff and other stakeholders

A meeting was held on Nov. 9th, 2010 in the Board of Education office at 200 E. King Street. Each Title I principal was asked to bring at least 3 parents and a community leader. The meeting was attended by 10 people that included 2 principals, the district’s ESL coordinator, a Spanish teacher and five parents. The discussion revolved around why the plan was not successful the year before and what teachers and parents could do as a team to improve instruction for students. The ideas by the parents are included in the plan. A very productive discussion was held at the conclusion of a presentation led by the Title I/ Elementary Education Director.

IV. Responsibilities of the LEA (Orange County Schools)

- a. Provide systemic professional development at the school level in the core areas of math and reading
- b. Work with identified community leaders and school staff to provide an online summer program that will help prevent summer learning loss among the most at-risk elementary students in mathematics
- c. Provide adequate resources for all schools in the district
- d. Collaborate with the Exceptional Children's program to insure that Response to Intervention (RTI) is part of the interventions that are offered to students prior to referral to the Exceptional Children's program
- e. Continue to support a district wide Pre-K program
- f. Provide leadership training for principals and assistant principals that support the overall mission of the district
- g. Offer training at the administrative level in diversity
- h. Provide the following books for principals and assistant principals to begin book study that will give them the background knowledge needed for diverse populations in the schools
 - a. Culturally Responsive Teaching by Geneva Gay
 - b. Can We Talk about Race? by Beverly Daniel Tatum
 - c. The Principal as Curriculum Leader by Allan A. Glatthorn

THE PLAN

In order to help low-achieving children meet challenging achievement academic standards, the plan shall include the following:

STUDENT ACADEMIC ASSESSMENTS Describe the high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan. If in **LEA IMPROVEMENT**, include specific measurable achievement goals for each subgroup of students identified

1. Increase Economically Disadvantaged student achievement by 10% on the EOG in math for the 2010-2011 school year.
2. Increase African American student achievement by 10% on the EOG in math for the 2010-2011 school year.
3. Increase Limited English Proficient student achievement by 10% on the EOG in math for the 2010-2011 school year.

OTHER INDICATORS At the LEA's discretion, describe any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section.

In order to monitor the success of these students during the year, the district will use ClassScape Assessments to do common and benchmark assessments.

PROVISION OF EDUCATIONAL ASSISTANCE Describe how you will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging academic achievement standards. If in **LEA IMPROVEMENT**, include actions with greatest likelihood of improving achievement of participating children in meeting the State's academic standards. Incorporate scientifically- based research strategies.

- a. Math training for tutors in the general education population and for Special Education
- b. Continue to provide AVID tutors from The University of North Carolina at Chapel Hill for Middle Schools in the district
- c. Continue to provide Whole-to-Part reading intervention for at-risk readers
- d. Partner with the Hill Center to provide Drop-Out Prevention strategies for all middle and high schools in the area of reading.
- e. Continue the development and implementation of curriculum mapping in Math, Language Arts, and Social Studies particularly in light of the new common core in math and English Language Arts. Teachers will also need to begin meeting in PLC's as vertical teams to make sure that there is close alignment in instruction, particularly at grades two and three.

PROFESSIONAL DEVELOPMENT. Describe the strategy to be used to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA staff in accordance with sections 1118 and 1119. If in **LEA IMPROVEMENT**, assure that the LEA will spend not less than 10% of the funds received by the LEA for the professional development needs of the instructional staff serving the agency.

1. Fountas and Pinnell Literacy Training
2. Writing Across the Curriculum in the Content Areas
3. How to Teach Students Who Do Not Look Like ME! (Bonnie Davis)
4. Understanding the Culture of the Latino population
5. Math Expressions training

COORDINATION OF SERVICES Describe how you will coordinate and integrate services under this part with other educational services at the LEA or individual school level. These services could include the following:

- Even Start, Head Start, Reading First, and other preschool programs, including plans for transition of participants in such programs to elementary school programs
- Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, etc.

The district has a cooperative agreement with Head Start to provide classroom space and services for students in health care and food services for Pre-K students that will attend Orange County Schools. Translators and interpreters are contracted with to translate critical documents to meet the needs of the LEP population.

POVERTY CRITERIA Describe the poverty criteria that will be used to select school attendance areas under section 1113.

The district uses the Federal Free and Reduced lunch application data to make this decision about what schools to serve.

STUDENT IDENTIFICATION Describe how teachers, in consultation with parents, administrators, and pupil services personnel in *targeted assistance schools* will identify (a) the eligible children most in need of services and (b) participants served under this part.

The district has no schools that are Targeted Assistance schools.

PROGRAM DESCRIPTION Provide a general description of the nature of programs to be conducted by participating schools and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children.

The district has no children living in local institutions for neglected or delinquent children.

PARTICIPATION OF MIGRATORY CHILDREN Describe how the LEA will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children selected.

The district has no students identified as Migratory at this time based on surveys completed by parents at each individual school for the 2010-11 school year.

PRESCHOOL PROGRAMS If appropriate provide a description of how you will use funds under this part to support preschool programs for children.

No funds from LEA Improvement will be used to support preschool this academic year.

SCHOOL IMPROVEMENT Describe the action the LEA will take, if applicable, to assist its low-achieving schools identified under section 1116 as in need of improvement.

The district has no schools in School Improvement.

SCHOOL CHOICE Describe the actions the LEA will take, if applicable, to implement public school choice and supplemental services, consistent with the requirements of section 1116.

N/A

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS Describe how you will meet the requirements of section 1119.

All teachers and paraprofessionals meet the qualifications for NCLB in all school-wide schools in the area of Special Education. These teachers are supported by Title II funds.

HOMELESS CHILDREN If applicable, describe the services the LEA will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A).

Title I funds are provided to children who are identified as homeless; these services include materials and supplies, tutors and mentors to help students to be successful.

PARENTAL INVOLVEMENT Describe the strategy the LEA will use to implement effective parental involvement under section 1118. Submit the district parental involvement policy as required by subsection 1118(a)(2). If in **LEA IMPROVEMENT**, describe how the LEA will increase parental involvement to support the academic success of the identified subgroups.

- Offer opportunities for parents to serve on each school's School Improvement Team
- Offer opportunities for parents to volunteer in the schools
- Provide training for parents based on individual school survey of parental needs
- Offer Family nights that include math and Literacy
- Offer Minority Summits at each school
- Grade level curriculum night at elementary schools
- Morning Meetings
- Training for parents on building reading endurance for students
- Title I parent nights
- Provide a Volunteer Coordinator at New Hope Elementary to coordinate parent efforts for instruction and school activities
- New Hope Elementary employes a Family Outreach Specialist to serve as a liaison to families
- Correspondence home in English and Spanish
- Redesigned school webpage to increase parent communication
- Created grade level websites for greater parent interaction
- New Hope Elementary coordinates efforts of school social worker, school counselor, and Family Outreach Specialist to reach out to families (ex. home visits)
- All schools conduct Open Houses of the beginning of each school year
- Conduct special events such as Fall Festivals, Spring Flings, and Movie Nights to involve families
- Regular newsletters home
- Child care at each school for parents when trainings are held
- Provide training for parents in Math and Science

- District-wide Parent Summit

EXTENDED EDUCATIONAL SERVICES. If appropriate, describe how the LEA will use funds under this part to support after school (including before school and summer school) and school-year extension programs. If in **LEA IMPROVEMENT**, describe specific programs and activities that will be offered through extended educational opportunities for each subgroup identified.

No funds from LEA Improvement will be used for Extended Educational Services but the district does provide an After School Program for Elementary and Middle School. These students are identified by using EOG scores for level 1 and 2. In the summer months, the district, along with Title I funding, will provide a 2 week summer program for students who scored below a Level 3 on the EOGs who attend the district's Title I elementary schools.