



## 2022-2023 SCHOOL IMPROVEMENT PLAN

<b>DISTRICT GOAL 1</b>	<p><b>TEACHING TOMORROW'S LEADERS</b> - Through a Multi-Tiered System of Support (MTSS), all learners will excel by having access to and benefiting from rigorous curriculum and instruction that is research/evidence based to prepare them for college, career, and civic engagement.</p> <ul style="list-style-type: none"> <li>• <b>Equity Emphasis:</b> <i>Identify and address inequities in curriculum and instruction, in order to close the achievement, access and opportunity gaps.</i></li> </ul>	
	<b>Key District Measures</b>	<ol style="list-style-type: none"> <li>1. By 2026, OCS School Grades for all schools will improve to an A or B.</li> <li>2. By 2026, OCS will increase the graduation rate to at least 90% for all student groups.</li> </ol>
	<b>SCHOOL GOAL</b>	<p><b>READING:</b> Partnership Academy will exceed growth in reading and improve proficiency for the entire school by implementing a tiered instructional system that allows teachers to deliver evidence-based reading instruction aligned with the individual needs of students across all tiers.</p> <p><b>MATH:</b> Partnership Academy will exceed growth in mathematics and improve proficiency for the entire school by implementing a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.</p> <p><b>COLLEGE AND CAREER READINESS:</b>  HIGH SCHOOL: Partnership Academy school will improve</p> <ul style="list-style-type: none"> <li>• the cohort graduation rate to 68% by improving the graduation rate of each reportable group*.</li> <li>• The attendance rate to 95% or higher for all students by improving the rate for each reportable student group for the 2022-2023 school year and</li> </ul>



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		<ul style="list-style-type: none"> <li>● reduce short-term suspensions to 10% for all students by decreasing the rate for each reportable student group* for the 2022-2023 school year through the implementation of positive behavior intervention and support.</li> </ul>
	<b>LEADING MEASURES</b>	<p>All leading measures should be monitored and reported by all demographic groups</p> <ul style="list-style-type: none"> <li>● % of students reading on grade level at the end of 2nd grade</li> <li>● 3rd grade Beginning of Grade (BOG) performance</li> <li>● District benchmark assessment data</li> <li>● Reading and Math diagnostic data</li> <li>● Monthly/Quarterly Attendance rate</li> <li>● Monthly/Quarterly Dropout data</li> <li>● Pre-ACT performance</li> <li>● EL Progress</li> <li>● Grade level retention data</li> <li>● 9th grade retention data</li> </ul>
	<b>Key Strategy #1</b>	<p>Provide each student with an intervention time for each class once per week during which they may receive remediation or enrichment depending on their individual need to promote student success.</p>
	<b>Key Strategy #2</b>	<p>Develop, Implement, monitor, and continuously improve the Multi-tiered system of support to improve student achievement and social &amp; emotional learning for students at Partnership Academy.</p>



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		<b>Key Strategy #3</b>	Develop, Implement, monitor, and continuously improve the PLC process such that teacher teams examine student work, reflect and plan instruction including scaffolding, grading practices, and embedded real-time unit recovery with the goal of increased student engagement and learning in all classrooms.
		<b>Key Strategy #4</b>	Implement, monitor, and continuously improve the Staff use of data to differentiate content and modify curriculum and grading in order to equitably support the learning growth of all students (ELL, EC, etc)
		<b>Key Strategy #5</b>	Analyze and interpret student reading levels. Staff will then utilize appropriate literacy strategies to assist students in developing stronger literacy skills during at least one intervention period per week.



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<b>GOAL 2</b>	<p><b>EXCELLENCE AND EFFICIENCY</b> - The district will provide exemplary operational support to schools, staff and community to ensure a focus on student learning.</p> <ul style="list-style-type: none"> <li>• <b>Equity Emphasis:</b> <i>Ensure equitable distribution of human, fiscal, and capital resources across Orange County Schools.</i></li> </ul>	
	<b>Key District Measures</b>	<p>By 2026, the customer service ratings in each department will be 90% or higher on each indicator.</p> <p>By 2026, responses on the North Carolina Teacher Working Conditions Survey on the following questions,</p> <ul style="list-style-type: none"> <li>• “The school environment is clean and well maintained,” will increase from 67% to 90% and</li> <li>• “The physical environment of classrooms in this school supports teaching and learning,” will increase from 78% to 90%.</li> </ul>
	<b>SCHOOL GOAL</b>	<p>Partnership Academy will develop, implement, and continuously improve a systemic approach that monitors and tracks attendance, and measures the efficacy of the implemented interventions to increase the attendance rate to 75%.</p>
	<b>LEADING MEASURES</b>	<ul style="list-style-type: none"> <li>• # of students in attendance daily by grade/class</li> <li>• # of students chronically absent (includes excused and unexcused absences)</li> </ul>
<b>Key Strategy #1</b>	<p>Develop, implement, monitor, and continually improve a system that tracks student absences in order to develop a support plan that provides instruction continuity and reduces chronic absences.</p>	



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		<b>Key Strategy #2</b>	Create and utilize a three-tier pyramid of interventions with specific actions to take at each tier with the goal of reducing chronic absence rate.
		<b>Key Strategy #3</b>	Ensure equity for low-resourced students/families/communities by providing key supports such as school meals, counseling, special education/related services, assistance with referrals for medical care, or mental healthcare- (including hotspots for families without internet services so students can catch up on schoolwork at home.
		<b>Key Strategy #4</b>	Reduce the number of absences due to OSS by providing alternate disciplinary actions - administrative conferences, lunch detention, ISS, etc.
		<b>Key Strategy #5</b>	Analyze the effectiveness of actions taken on each tier of the pyramid of interventions for attendance by tracking the outcome of each type of intervention.



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<b>GOAL 3</b>	<p><b>EXEMPLARY STAFF:</b> Recruit, hire, support, and retain culturally proficient and high-quality staff committed to providing all students with an excellent education in a welcoming environment.</p> <ul style="list-style-type: none"> <li>● <b>Equity Emphasis:</b> Hire and retain staff that reflects the diversity of the district, mirrors the demographics of the OCS student population and who are committed to becoming culturally proficient.</li> </ul>	
	<b>Key District Measure</b>	<p>By 2026, the Orange County Schools teacher turnover rate (attrition + mobility) will decrease to at or below the state average (CURRENT RATE 19.1%; current state rate 12.47%).</p> <p>By 2026, the gap between the demographic makeup of the school system’s staff to the demographic makeup of the school system’s students (race/ethnicity, gender, bilingual status) will decrease to 16.7% [establish baseline].</p>
	<b>SCHOOL GOAL</b>	<p>Partnership Academy will reduce the teacher turnover rate (mobility + attrition) to 0% and recruit, develop, and retain culturally proficient educators that improve the diversity of educators to more closely represent the demographics of the Orange County Schools student population.</p>
<b>LEADING MEASURES</b>	<ul style="list-style-type: none"> <li>● NC Teacher Working Conditions Survey Data</li> <li>● Monthly turnover by role, department/school, demographic</li> <li>● Quarterly review of bi-lingual staff by language spoken, role, department/school, demographic</li> <li>● Promotion data</li> <li>● % of teachers and instructional staff trained (by site/department) in culturally responsive instructional practices</li> <li>● Beginning Teacher data</li> </ul>	



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		<b>Key Strategy #1</b>	Develop, implement, monitor, and continuously improve a comprehensive recruitment and retention process informed by research and specifically designed to attract teachers and other staff to Partnership Academy.
		<b>Key Strategy #2</b>	Develop teacher leadership by distinguishing accomplished teachers in such roles as planners, peer assistants, teacher coaches, and instructional leaders thus allowing experienced teachers to assist and collaborate with their peers, while they gain professional development, learn leadership skills and get real-world experience in administration.
		<b>Key Strategy #3</b>	Implement monthly teacher/principal 1-on-1 meetings allowing for more opportunities for faculty to express their opinions/concerns, to provide input, and to help with setting the school's direction and feeling invested in future outcomes.
		<b>Key Strategy #4</b>	Combine positive cultural conditions with clean, safe facilities to ensure teachers feel safe, trusted, and respected as well as have the best working conditions possible,



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<b>GOAL 4</b>	<p><b>EMPOWERING CULTURE:</b> Cultivate supportive partnerships among families, schools, and community stakeholders to support students’ well-being and ensure all students have what they need to be successful.</p> <ul style="list-style-type: none"> <li>● <b>Equity Emphasis:</b> <i>Identify and remove barriers and engage in culturally responsive practices that strengthen connections and communication with families, students, and the community.</i></li> </ul>	
	<b>Key District Measure</b>	<ol style="list-style-type: none"> <li>1. By 2026, at least 90% of students in each student group will graduate on time.</li> <li>2. By 2026 at least 80% of 3rd grade students EOG Reading scores will be a 4 or better (representing a lexile range of 795 to 1025),</li> <li>3. By 2026, the district will have created a system to engage parents/guardians (with a focus on historically marginalized families) in a shared responsibility for student and school success reflecting the community’s vision of the system and our schools.</li> </ol>
	<b>SCHOOL GOAL</b>	Partnership Academy will develop a stakeholder listening system for each stakeholder group (students, teachers, families, community members) to listen, monitor, report, and translate current as well as future valid needs and requests into priorities for improvement.
	<b>LEADING MEASURES</b>	<ul style="list-style-type: none"> <li>● Family and Teacher Focus Group Data</li> <li>● Monthly student attendance</li> <li>● Monthly discipline data (to include incidents based on a victim’s race/identity, bullying and harassment)</li> <li>● Reading diagnostic data</li> <li>● Reading/ELA benchmark assessment data</li> <li>● English Language Progress</li> </ul>





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			<ul style="list-style-type: none"> <li>Dropout data</li> </ul>
		<b>Key Strategy #1</b>	Develop, implement, monitor, and continuously improve a system of consistent, positive, meaningful connection and communication with parents, and key stakeholder groups.
		<b>Key Strategy #2</b>	Develop a student/staff equity team that works to help create, implement, and monitor learning environments to ensure that they are racially and culturally inclusive and free of racial and gender bias and hostility.
		<b>Key Strategy #3</b>	Develop, implement, monitor, and continuously improve a system in which staff members send regular communication to parents, families, and students.
		<b>Key Strategy #4</b>	Monitor, track, and analyze student attendance and student discipline data to help keep students engaged, minimize drop-out rates, and increase student overall success.
		<b>Key Strategy #5</b>	Develop, implement, monitor, and continuously improve a system in which feedback from parents, students, and community members is collected and addressed.