

Implementation Plan that Addresses the Pledge by America's Great City Schools

The *Implementation Plan that Addresses the Pledge by America's Great City Schools* is a response to President Obama's *My Brother's Keeper Initiative to Build Ladders of Opportunity for Boys and Young Men of Color*. As a member who is committed to improve the performance of our minority students in Orange County Public Schools and one who has signed the America's Great City Schools pledge, I have devised an implementation plan below that addresses the eleven identified sections of the *Pledge*:

Be it therefore resolved that, OCPS pledges to ensure that its pre-school efforts better serve Males of Color and their academic and social development, and

| Activities | Date Completed | Who is responsible? |
|--|---|--|
| Research best practices that promote academic and social development of children at the Pre-K age. | October 2014 | Minority Achievement Officer Director of Elementary Education |
| Meet with several Pre-K and VPK teachers in the district who have yielded the best results with children to gather the best practices used with their students. Ensure that many of the successful teachers are from Title One schools and/or majority minority schools, but also include several successful teachers in schools that are from affluent areas. | November 2014 | Minority Achievement Officer Director of Elementary Education |
| Discuss efforts to better serve Males of Color and their academic and social development with the curriculum department manager who supervises the Pre-K and VPK programs. | December 2014 | Minority Achievement Officer |
| Compile strategies and a communication plan to deliver the strategies to teachers in Pre-K and VPK programs. The strategies should stress the academics and take into consideration the child's social development. | April 2015 (After current state assessments) | Curriculum Services Professional Development Department |

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| Offer professional development strategies to teachers in the Pre-K and VPK programs in order to better serve Males of Color and their academic and social development. | June 2015 | Curriculum Services Professional Development Department |
| Monitor that teachers are providing strategies effectively and redirect if they are not. | On-going | Curriculum Services District Resource Teacher Principal |
| Monitor the performance of Males of Color in the Pre-K and VPK programs and collaborate with Curriculum Services. | On-going | Minority Achievement Office (MAO) Team Curriculum Services |

That OCPS will adopt and implement elementary and middle school efforts to increase the pipeline of Males of Color who are succeeding academically and socially in our urban schools and who are on track to succeed in high school, and

| Activities | Date Completed | Who is responsible? |
|---|----------------|---------------------|
| Compile all data and disaggregate data to reflect Males of Color performances from Pre-K to Grade 12. (APRENDA, Benchmark Testing, CELLA, EOCs, FAIR, FCAT, FLKRS, FSA Tests, IB, ITBS, OC Writes, PERT, PSAT, SAT, TIMMS, VAPA) | October 2014 | MAO Team |
| Convene a committee with several department members to adopt a protocol in keeping track on the performances of Male of Color in the district. The protocol should at the earliest warning sign direct support to immediately correct shortcomings. | November 2014 | MAO Team |

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|--|----------------------|--|
| <p>Establish standing membership where the committee is called if measures demand further discussion and possible adjustment to the protocol.</p> <p>Solicit input and reflection of the proposed plan from selected principals.</p> <p>(Curriculum Services, Title One, Multilingual Services, and ESE)</p> | | |
| <p>Present protocol to Area Superintendents and Associate Superintendents.</p> | <p>January 2015</p> | <p>MAO Team Curriculum Services Representative</p> |
| <p>Share plan with principals throughout the district.</p> | <p>February 2015</p> | <p>MAO Team Curriculum Services Representative</p> |
| <p>Monitor progress of students in elementary and middle school to determine if progress is constant and reconvene the committee if needed.</p> | <p>On-going</p> | <p>MAO Team</p> |

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That OCPS will keep data and establish protocols that will allow it to monitor the progress of Males of Color and other students in our schools and appropriately intervene at the earliest warning signs; and

| Activities | Date Completed | Who is responsible? |
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| Collaborate with the Associate Superintendent of Accountability, Research, and Assessment (ARA) to develop a plan or protocol to disseminate disaggregated data regularly. | December 2014 | Minority Achievement Officer |
| Gather a team of educators to discuss the data received from ARA and establish protocols with a timeline. | January 2015 | MAO Team Curriculum Services Representative SALT (Area Superintendents and Teaching and Learning) |
| Meet with elementary, middle and high school principals to establish protocols to intervene appropriately based on early warning signs. | February 2015 | MAO Team Elementary Principals Middle School Principals High School Principals |
| Implement protocol to monitor data, focusing on Males of Color and contact schools of students who are not on track. Appropriate intervention will be implemented immediately by school personnel. | June 2015 and on-going | MAO team member Area Superintendent Schools |

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| Activities | Date Completed | Who is responsible? |
|---|----------------|-------------------------|
| Monitor student data consistently and execute appropriate intervention. | On-going | MAO team Schools |

That OCPS will adopt and implement promising and proven approaches to reducing absenteeism, especially chronic absenteeism, among Males of Color, and

| Activities | Date Completed | Who is responsible? |
|---|----------------|--|
| Convene a committee to study the attendance of students who are chronically absent from school. | December 2014 | MAO Senior Administrator (supervisor of psychologists and social workers) |
| Establish effective monitoring practices to routinely evaluate student attendance and intervene before the student becomes chronically absent. | February 2015 | Social Workers Elementary Assistant Principals Middle School Assistant Principals High School Assistant Principals Deans |
| Create a multi-pronged prevention and intervention strategy to decrease student absenteeism. Focus the majority of resources and activities on prevention (e.g., school-based hand washing efforts; | April 2015 | Social Workers Elementary Assistant Principals |

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| incentives and rewards for good or perfect attendance; information sent to parents and families; etc.). | | Middle School Assistant Principals High School Assistant Principals Deans |
| Meet with a team of social workers to establish intervention mechanisms that are designed to augment preventive measures and that can be applied to students whose attendance that do not improve. Individualize intervention programs and practices to the student and aim to connect them with the supports they (or their families) need to attend school regularly. | June 2015 | Social Workers Elementary Assistant Principals Middle School Assistant Principals High School Assistant Principals Deans |
| Establish a communication plan and share strategies with principals at a district principal meeting. Place all plans on SharePoint. | July 2015 | Senior Administrator (supervisor of psychologists and social workers) School Administrator |
| Monitor and evaluate prevention and intervention strategies for effectiveness and share results and recommendations district-wide. | December 2015 | Senior Administrator (supervisor of psychologists and social workers) |
| Monitor continually students who were considered chronic absentees. | On-going | School teams Senior Administrator (supervisor of |

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| | | psychologists and social workers) |

That OCPS will develop initiatives and regularly report on progress in retaining Males of Color in school and reducing disproportionate suspension and expulsion rates, and

| Activities | Date Completed | Who is responsible? |
|--|--------------------------|--|
| Researched the suspension rate of all students in the district and determined which schools have a disproportionate number of suspension and expulsions for minority students. Decreasing repeated offenses contributed to the decline of expulsions. | August 2013 and On-going | MAO Team |
| Met with the area administrators for discipline and devised a plan to address the suspension and expulsion rate in the district. Identified selected schools that have a disproportionate number of suspensions and expulsions for minority students. Required these schools to send one of the administrators who deal with discipline and a guidance counselor. | September 2013 | MAO Team Area Administrators for Discipline |
| Convene with selected school participants on a monthly basis and assist them in understanding their data and refine their techniques in dealing with students, especially the children of color. Establish a process for them to share with other administrators and counselors at their school sites the strategies and best practices they glean from the meetings to reduce out-of-school suspensions and expulsions. | On-going | MAO Team Area Administrators for Discipline (Will eventually become the Area |

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| | | Administrators for Discipline responsibility) |
| Train all administrators in the district how to analyze disaggregated data focusing on subgroups in their schools. Provide them with best practices in dealing with students with a discipline problem and help schools to come up with motivational strategies to prevent students from violating school rules. | July 2014 | MAO Team Area Administrators for Discipline |
| Constantly monitor student discipline data, focusing on minority students and Male of Color and intervene with schools based on early warning signs. | On-going | MAO Team Area Administrators for Discipline |

That OCPS will develop initiatives and regularly report on progress in increasing the numbers of our Males of Color and other students participating in advanced placement and honors courses and gifted and talented programs, and

| Activities | Date Completed | Who is responsible? |
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| Requested a breakdown (by race and gender) of all honors and advanced courses, including advanced placement, IB, Cambridge AICE and dual enrollment from the ARA Department. | October 2013 and On-going | MAO Team |
| Convene a meeting with the Advanced Studies, Curriculum Services, Title One, ESE and Multilingual departments to develop initiatives and processes of reporting the participation of Males of Color in advanced and honor courses. Involve principals in the discussion for input and possible pitfalls. Continue the second grade universal gifted screening established by | January 2015 | MAO Team Advanced Studies Department Representative Title One Department Representative ESE Department Representative |

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| the district two years ago to capture more students of color into the program. | | Multilingual Department Representative |
| Present initiatives to Area Superintendents and Associate Superintendents. | February 2015 | MAO Team Advanced Studies Department Representative |
| Present plan to principals throughout the district. | March 2015 | MAO Team Advanced Studies Representative |
| Monitor progress of Males of Color and report results. If there is evidence of regression there should be a plan of attack at the earlier warning signs. | On-going | MAO Team |

That OCPS will strongly encourage colleges of education to adopt curriculum that addresses the academic, cultural, and social needs of Males of Color, and that the district will maintain data on how these teachers do with our Males of Color, and

| Activities | Date Completed | Who is responsible? |
|--|----------------|---------------------|
| Initiated a relationship with the local colleges' education departments. (Seminole College, Valencia State College, and University of Central | October 2013 | MAO Team |

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| Florida) | | |
| Continue the discussion of developing an education pipeline focusing on minority students. Continue the discussion of developing a "Call Me Mister" program at the college level. | On-going | MAO Team Personnel Department Local Colleges Representatives (Seminole, Valencia, and University of Central Florida) |
| Begin discussion at the next meeting about colleges of education adopting a curriculum that addresses the academic, cultural and social needs of Male of Color. | December 2014 | MAO Personnel Department Local College Representatives |
| Meet with the local college representative to develop a plan and system of monitoring the data on how teachers at the college level perform with Males of Color. | March 2015 | MAO Team Local College Representatives |
| Monitor the program's progress, address concerns and make necessary changes. | On-going | MAO Team Local College Representatives |

That OCPS will develop initiatives and regularly report on progress in increasing the numbers of Males of Color and other students who complete the FAFSA, and

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| Collaborate with the Senior Director of Guidance Services to devise a protocol with schools' guidance directors to report on progress to increase the numbers of Males of Color and other students who complete the FAFSA process. | October 2014 | Minority Achievement Officer Senior Director of Guidance Services |
| Convene a meeting with guidance directors to develop the protocol to report on the progress to increase the numbers students who complete the FAFSA process. | November 2014 | Senior Director of Guidance Services |
| Meet with parents to discuss the importance in filling out the FAFSA form -- schedule meetings annually for parents of students in the junior class. | December 2014 | Schools' Guidance Directors |
| Establish a meeting with sponsors of the Minority Leadership Scholars to support the efforts to increase the number of Males of Color to complete the FAFSA process. | December 2014 | Minority Achievement Officer |
| Review the process annually and make adjustments when necessary. | On-going | Minority Achievement Officer |

That OCPS will work to reduce as appropriate the disproportionate numbers of Males of Color in special education courses, and

| Activities | Date Completed | Who is responsible? |
|---|----------------|--|
| Review data to determine percentage of subgroups identified in Exceptional Students Education (ESE) programs. Subgroups to include Whites, Black, Hispanics, White males, Black males, Hispanic Males, English Language Learners (ELLs), and | October 2014 | Minority Achievement Officer Associate Superintendent for ESE |

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|---|----------------|-------------------------------------|
| Exceptional Student Education (ESE). | | |
| Meet with Associate Superintendent for ESE programs to discuss the disproportionality and determine who will monitor and coordinate efforts to reduce disproportionate numbers. | October 2014 | Minority Achievement Officer |
| Review cases (grades and performance), if necessary, of students that may have been improperly identified as ESE and form IEP team meetings to make determinations. | On-going | ESE Department Schools' IEP Team |
| Assign individual who will monitor and concentrate efforts to reduce Male of Color disproportionality. | On-going | ESE Department |
| Continue to monitor the progress of Male of Color in ESE program and focus on disproportionality. Collaboration with the ESE Department is vital. | On-going | MAO Team |

That OCPS will work to transform high schools with persistently low graduation rates among Males of Color and others and to provide literacy and engagement initiatives with parents.

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| Review district-wide data of graduation rates with the Associate Superintendent of ARA, focusing on Males of Color. | December 2014 | Minority Achievement Officer |

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| Devise a plan of addressing the issue with Senior Director of Guidance Services and the MAO team. | January 2015 | Minority Achievement Officer MAO Team Senior Director of Guidance Services |
| Share findings and the proposed plan with Area Superintendents and Associate Superintendents. | February 2015 | Minority Achievement Officer |
| Meet with guidance counselors of schools with high percentage of Males of Color who are not graduating from school and plan subsequent meetings with parents to provide them with literacy and engagement initiatives. | March 2015 | Senior Director of Guidance Services |
| Meet with sponsors of Minority Leadership Scholars program (if their schools are identified) and share with them the roles they will play in the meetings with the parents. | March 2015 | Minority Achievement Officer |
| Meet with parents of students in high schools identified as having low graduation rates among Males of Color to provide literacy to support encouraging student achievement. | April 2015 | School Guidance Department Sponsors of Minority Leadership Scholars |
| Monitor regularly Males of Color performance (pass/fail) in course work and intervene with schools based on early warning signs. | On-going | MAO Team |
| Monitor the response of the school's action when informed of students' poor performance and share with principal and area superintendent. | On-going | MAO Team |

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That OCPS will engage in a broader discussion and examination of how issues of race, language, and culture affect the work of our district

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| Researched for effective professional development that would bring awareness to the issues that affected the work of our district. | December 2013 | MAO Team |
| Met with a consultant to determine the appropriate Culturally Responsive Instruction training for teachers who instigate conflicts with students and ultimately contribute to the students' suspension from school. | February 2014 | MAO Team |
| Determined which teachers would be trained. Began articulation at Behavioral Leaders Consortium meetings and shared with principal for consent. | March 2014 | MAO Behavior Leaders Consortia Members Area Administrators for Discipline |
| Hired a consultant for initial training for the MAO team and district area administrators for discipline. Received the train-the-trainer model for the MAO Team and area administrators for discipline. | April 2014 | MAO Team Area Administrators for Discipline |
| Trained administrators, deans, guidance counselors in the Behavior Leaders Consortia and then train the selected teachers that were identified as needing this professional development. | May 2014 | Consultant and MAO Team |
| Train teachers and administrators on Culturally Responsive Instruction, encouraging discussion of how issues of race, language | On-going | MAO Team |

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|--|----------------|------------------------------|
| and culture affect the work of the district. | | |
| Meet with a local consultant from UCF to determine the appropriate training for school principals and school administrators since people in these role have a greater impact on teachers and the school-- Culturally Responsive Schools and Environment | October 2014 | Minority Achievement Officer |
| Train school administrators on Culturally Responsive Schools and Environment | June 2015 | Consultant and MAO Team |
| Monitor the progress of the training by visiting schools and having discussion with students, parents, and other stakeholders. | On-going | MAO Team |