

**Background:**

OCPS is committed to investing in human capital and values a high-performing and dedicated team. The district anticipates critical shortages in the teaching and administrative ranks over the next five years due to increased student enrollment and the opening of new schools, projected retirements, a competitive job market and competing priorities. As of June 16, 2015, 24% of instructional staff, 61% of assistant principals and 40.5% of principals have three years’ or less experience. Consequently, there is an elevated sense of urgency to invest in human capital. By developing a districtwide culture of continuous learning, where staff is provided the time, resources and support necessary to develop job proficiency and satisfaction, OCPS will engage and retain effective employees.

**Refer to Data Point Definitions for an explanation of the data.**

**Data:**

**Increase the percentage of school and district administrators by 5 percentage points rated “Satisfactory” or higher in district-identified elements for supporting and retaining teachers and leaders who enhance their skills by the year 2020**

Percentage of administrators demonstrating correct use of leadership strategies related to supporting and retaining teachers and leaders

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Percent Meeting Expectation – School	94%	91%	90%	90%	96%	‡	99%
Percent Meeting Expectation – District	87%	94%	91%	96%	97%	‡	92%

Data Source: Observation data from iObservation

**Increase the percentage of school and district administrators by 10 percentage points who earn “Above Expectations” or “Exemplary” on their growth plan goal by the year 2020**

Percentage of administrators earning “Above Expectations” or “Exemplary” ratings on their growth plan goal

	Baseline	2015-16	2016-17	2017-18	2018-19	2019-20	Target
Percent Meeting Expectation – School	70%	74%	67%	67%	77%	‡	80%
Percent Meeting Expectation – District	85%	93%	93%	93%	93%	‡	95%

Data Source: Observation data from iObservation

‡ Evaluations suspended due to COVID-19 pandemic

**Data Point Definitions:**

<p>Retention rates</p>	<p>How are retention rates determined? Retention rates refer to the percentage of personnel that remain employed in their current role or a promoted position from one year to the next within the school district.</p>
<p>District-identified elements for supporting and retaining teachers and leaders who enhance their skills</p>	<p>What are the district-identified elements for supporting and retaining teachers and leaders who enhance their skills? Element 2-1 on the school and district leader evaluation will be used to determine the percentage of school and district administrators rated “Satisfactory” or higher for providing teachers and leaders with relevant job-embedded professional development that is directly related to their goals and growth plans.</p>
<p>District-identified elements for providing teachers and leaders with relevant job-embedded professional development</p>	<p>What are the district-identified elements for providing teachers and leaders with relevant job-embedded professional development? Element 2-2 on the school and district leader evaluation will be used to determine the percentage of school and district administrators earning “Above Expectations” or “Exemplary” on their growth goal related to providing teachers and leaders with relevant job-embedded professional development that is directly related to their goals and growth plans.</p>

‡ Evaluations suspended due to COVID-19 pandemic

**Teaching and Learning  
Business Plan  
2015 – 2020**

<b>Goal: High-Performing and Dedicated Team</b>		<b>Division Priority: Invest in human capital</b>			
<b>Current Condition</b>					
<p>OCPS is committed to investing in human capital and values a high-performing and dedicated team. The district anticipates critical shortages in the teaching and administrative ranks over the next five years due to increased student enrollment and the opening of new schools, projected retirements, a competitive job market and competing priorities. As of June 16, 2015, 24% of instructional staff, 61% of assistant principals and 40.5% of principals have three years or less experience. Consequently, there is an elevated sense of urgency to invest in human capital. By developing a districtwide culture of continuous learning, where staff is provided the time, resources and support necessary to develop job proficiency and satisfaction, OCPS will engage and retain effective employees.</p>					
<b>Theory of Action</b>					
<p>By developing a districtwide culture of continuous learning, where staff members are provided the time, resources and support necessary to develop job proficiency and satisfaction, OCPS will engage and retain effective employees.</p>					
<b>Measurable Objectives</b>					
	<b>Baseline 2014 – 2015</b>	<b>Midpoint (3 Year) 2017 – 2018</b>		<b>Target (5 Year) 2019 – 2020</b>	
	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>
1. Increase the percentage of school and district administrators by 5 percentage points rated “Satisfactory” or higher in district-identified elements for supporting and retaining teachers and leaders who enhance their skills by the year 2020	School: 94%	School: 97%	School: 90%	School: 99%	‡
	District: 87%	District: 90%	District: 96%	District: 92%	‡
2. Increase the percentage of school and district administrators by 10 percentage points who earn “Above Expectations” or “Exemplary” on their growth plan goal by the year 2020	School: 70%	School: 76%	School: 67%	School: 80%	‡
	District: 85%	District: 91%	District: 93%	District: 95%	‡

❖ Represents BROAD strategies

‡ Evaluations suspended due to COVID-19 pandemic

**Teaching and Learning  
Business Plan  
2015 – 2020**

Year	Strategies	Owner
2015 – 2020	1. Research, evaluate, and refine district programs and policies that negatively impact the learning environment and staff engagement ❖ (A-2, PA-2)	Teaching and Learning
2015 – 2020	2. Administer and analyze an employee survey for measuring engagement and satisfaction leading to retention of staff ❖ (A-2, PA-2)	Teaching and Learning
2015 – 2020	3. Provide targeted, differentiated professional development to instructional and administrative personnel focused on the interaction between content and pedagogy to improve instruction ❖ (PD-1)	Teaching and Learning
2015 – 2020	4. Strengthen mentoring programs for instructional and administrative personnel ❖ (PD-1, IL-1, IL-2)	Teaching and Learning
2015 – 2020	5. Implement and communicate career pathways for instructional leadership ❖ (IL-1)	Teaching and Learning
2015 – 2020	6. Recruit and retain highly effective administrators in partnership with Human Resources ❖ (HR-1)	Teaching and Learning
2015 – 2020	7. Evaluate and utilize data from instructional and administrative evaluation systems, and student assessments, to determine the effectiveness of standards based instruction and pedagogy to inform professional development ❖ (A-2, PD-2, HR-2)	Teaching and Learning
2015 – 2020	8. Monitor, support, track, and evaluate professional development to improve instructional and administrative practices ❖ (A-2, PD-2)	Teaching and Learning
2015 – 2020	9. Support a culture where personnel are authentically celebrated and recognized through a structure that honors high performance ❖ (IL-1, IL-2)	Teaching and Learning

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