



Orange County Public Schools

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100 Day Entry Plan

Maria Vazquez, Ed.D.

Dear OCPS Families, Employees and Community Members,

I am honored to have been chosen to lead this remarkable organization. I have dedicated my life to creating learning environments where all children feel safe, supported, and successful. That will be my focus as your Superintendent. Orange County Public Schools is a successful, diverse, and multi-faceted district that has made incredible progress over the last decade yet faces some challenges ahead.

My commitment to you is to listen, learn, and engage with **all stakeholders**

What does it take to create safe and supportive learning environments where all children feel successful? How do we ensure every child has access to engaging and diverse pathways in our neighborhood schools? How do we eliminate the gaps in academic outcomes that exists for groups of children in Orange County Public Schools? How do we attract and retain the very best people to work in OCPS? These questions will drive the work I plan to lead as Orange County's Superintendent.

In my role as Superintendent, I want to refocus our efforts on creating vibrant centers of learning, where caring adults are engaging students in rigorous experiences so that all children excel. We will collaborate to develop opportunities that build upon what is already an outstanding school district. The focus of this entry plan is to create a foundation upon which we can build a promising future for our community, for our employees and most importantly for our students.

The structure of the plan revolves around four primary pillars:



During my first 100 days, I plan to spend my time:

- Building a collaborative relationship with the Board.
- Engaging a group of diverse stakeholders to gain insight on strengths and opportunities.
- Establishing structures to provide transparent and regular communications.
- Deepening my understanding of the school system's current governance, departments, initiatives, systems, and budgets and identifying opportunities for improvement.

It will take our collective effort and commitment to reach our goals for the students of OCPS. I look forward to meeting you and hearing your thoughts.

In your service,

Maria Vazquez, Ed. D



Orange County Public Schools

OUR VISION

To ensure every student has a promising and successful future.

OUR MISSION

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

OUR GOALS

- High Expectations for Student Learning
- Student Social and Emotional Well-Being
- Dedicated and High-Quality Team
- Positive Climate and Safe Environment
- Efficient Operations
- Engaged and Invested Community

OUR VALUES

- Equity
- Integrity
- Inclusion
- Collaboration
- Respect
- Innovation

Entry Plan Goals

Ensure an effective, efficient transition of leadership.

Develop a trusting, collaborative, and effective relationship with the School Board of Orange County.

Create opportunities to listen to stakeholders in every community to gain a comprehensive understanding of how people view what is working, what isn't, and what the stakeholders' best hopes are for the future.

Reach out with new and intentional modes of engagement to interact with all members of the community to ensure all voices are heard and engaged in the process of educating our students.

Collaborate with OCCTA and OESPA to establish a more productive working relationship to ensure they feel a greater sense of efficacy and feel valued as professionals.

Learn more about the existing barriers to authentic collaboration and create new ways of working together.

Build excitement and momentum for OCPS' vision, mission, and strategic plan.

Establish commitment to adjustments to ensure all children have access to a quality education.

Outcomes

FOCUS AND DIRECTION
for Orange County
Public Schools

Comprehensive summary of
KEY FINDINGS
during my first 100 days

Recommitment to our
STRATEGIC PLAN
OCPS 2025

Board Governance

It is critical that the School Board and Superintendent develop a collaborative, team-oriented relationship to ensure that the district has an intense focus on meeting the needs of all children. These relationships must be established with each individual Board member and the Board as a whole. I will work with the Board to discuss issues and matters of governance, management, communication, and structures of our working relationship.

- Share Entry Plan with the School Board for feedback.
- Engage in one-on-one meetings with Board members to enhance understanding, broaden perspectives, and establish routine communication cadence with the Board.
- Hold a Board retreat to discuss communication protocols, roles and responsibilities, norms of behavior and interaction, expectations, and Superintendent evaluation for first year.
- Hold second Board retreat to share findings of first 100 days and plan to address findings.

PILLARS

Our students deserve a high-quality teacher providing high-quality instruction in every classroom, every day. This means we need to deliver the supports our teachers and leaders need as they work with our students. Our classrooms must be vibrant, supportive centers of learning where caring teachers are engaging their students in rigorous, intriguing experiences so that all children succeed at the highest levels. Teachers should feel valued and respected for their professional expertise and invited into authentic conversations about how to achieve instructional excellence.

Pre-Entry

- Analyze most recent FSA data to determine patterns in student achievement data and achievement gaps to ensure proper supports and resources are in place to address student learning needs.
- Review curricula, pacing guides, supplemental materials, for alignment to new B.E.S.T. Standards.
- Review data related to student behavior, such as discipline referrals and consequences, to identify opportunities for additional support and resources.
- Assess current professional development efforts and capacity for meeting the training needs of principals, teachers, support, and Central District staff; determine the degree to which it is job embedded, differentiated, and student-achievement directed.
- Analyze under-performing schools and initiate root-cause analysis for the needs of students; determine a course of corrective action.
- Review attendance and other indicators of engagement and social-emotional learning.
- Evaluate processes in place to provide counseling, mental health, psychological and social services.

Entry

- Meet with the District's Operations, Human Resource, Finance and Facilities Department to gain a deeper understanding of priorities, goals, and metrics.
- Engage in learning walks across all learning communities; observe classroom instructional practices with a focus on rigor and adherence to grade level standards.
- Convene a teacher advisory council to advise district leadership on a targeted set of instructional priorities that will accelerate the academic growth and achievement of our most fragile students and identify the supports they need to provide instructional excellence.
- Identify the resources and supports needed to meet the unique needs of gifted and talented, special education, and English learners, using learning walk observations.
- Complete assessment inventory, including formative and summative.
- Engage in conversations with targeted staff regarding personnel evaluation systems to determine any adjustments to established systems.
- Affirm and celebrate staff efforts and exemplary practices.

PILLARS

Our schools must be places where children feel safe, supported, and successful. We must eliminate barriers and provide the necessary resources and supports to ensure all students, especially our children of color, have access to a quality education. We must work together to create learning environments where each child is respected and valued for their unique talents and gifts and there is the belief that all children can learn at high levels.

Pre-Entry

- Review FSA data with a focus on subgroup performance. Identify learning community and district support for our most fragile schools.
- Review enrollment in advanced coursework at each secondary school.
- Review implementation of MTSS including remediation, recovery, intervention, tutoring and acceleration.
- Review and adjust training calendars for providing professional development on Trauma-Informed Practices and Restorative Practices in all our schools.

Entry

- Visit 50 schools across all learning communities with a focus on equity and access to standards-based instruction.
- Conduct an academic audit including student performance, services, and programs.
- Review the district and school improvement processes to determine where strategies that afford all students access to a quality education can be embedded to improve student outcomes.
- Assess district and school procedures and processes that ensure equitable student preparation and access to accelerated courses and programming (e.g., advanced courses, CTE, STEM, performing arts, visual arts, dual enrollment) across all schools.
- Review hiring practices to ensure diversity and consideration of equity issues.
- Conduct comparability analysis of base staffing at each school: teachers, counselors, academic coaches, interventionists, and support staff.
- Review relationship with Department of Justice and local law enforcement agencies.
- Evaluate utilization of federal funds, particularly, ESSER and Title I allocation to schools.
- Evaluate the effectiveness of the technological tools and digital resources available to teachers and students.
- Work in collaboration with CTA to consider how to best incentivize great teachers to work in our most fragile schools.

PILLARS

We know that the success of all students depends on everyone working together. It is this partnership between teachers, support staff, families, the community as well as students that will help OCPS become the model district in the country. These stakeholders can make a significant and lasting impact in our organization if we encourage their participation. I am committed to developing lasting connections with all stakeholders.

Pre-Entry

- Engage in work session to review strategic plan outcomes and prioritize strategic plan areas for the year.
- Assess ESSER expenditures and engage stakeholders to determine any revisions necessary based on ROI and spending rates.
- Review Panorama data and identify strategies to improve Net Promoter score.

Entry

- Engage in one-on-one meetings with Board members to develop strong relationships, deepen understanding and broaden perspectives as the foundation for an effective governance team.
- Collaborate with the board on the design of a community engagement plan, including structure of engagement, intended outcomes, process and timeline.
- Reach out to critical stakeholders and establish routine meetings and communication protocols.
- Conduct school visits and meet with principals, teachers, support staff, students, and parents.
- Host multiple town hall meetings, in person and through social media, to gather community input and initiate dialogue surrounding student achievement and school improvement.
- Meet with each local chambers of commerce, local municipal and county leaders to gain insight about strengths and opportunities.
- Meet with all union leaders to understand their current needs and concerns and establish regular meetings.
- Meet with leaders of local media outlets, editorial boards, and education reporters.
- Convene summit with faith leaders to gain their insight and bolster support for students and families.
- Establish advisory councils and meeting schedules.
- Initiate regular, open communication with advocates for students with special needs, English learners, gifted and talented programs.
- Review structures for family and community engagement and develop plan to enhance partnership between school, home, and community to improve student success.

PILLARS

The executive team's primary role is to support the district's core business of teaching and learning. It is my responsibility that we operate as a highly effective cross-functional team, dedicated to a positive and professional culture. We will focus on excellent customer service and healthy morale.

Pre-Entry

- Ensure all necessary plans and preparations are in place for an outstanding opening of school; review and revise protocols for assessing effectiveness of the opening of schools.
- Request briefing papers from all Chiefs providing an overview of their current initiatives and areas of concern within their division.
- Conduct one-on-one interviews with all direct reports and senior staff.
- Review the current district structure to determine its alignment to student achievement and maximizing operational efficiency.
- Monitor staffing at schools for opening.

Entry

- Conduct a retreat with senior staff to review action plans, improvement plans, most recent achievement data, metric documents, current or anticipated vacancies in the district office or with school leadership and discuss leadership team structures and protocols.
- Monitor efficiency of facilities and transportation response times.
- Monitor the efficiency of technology support throughout the district.
- Determine communication and decision-making protocols and adjust as needed. Establish meeting norms and protocols designed to focus on increased efficiency and alignment.
- Conduct department reviews to ensure there is alignment and coherence within the current organizational structure.
- Review metrics and customer service goals for each department to ensure performance can be measured.
- Engage in conversations with school leaders on opportunities for increased autonomy and decision-making within OCPS.
- Examine the effectiveness of the data management systems.
- Meet with District attorney to review any current or pending litigations and to provide a briefing on current statutes currently impacting or likely to impact our District.
- Review succession planning and leadership development plans.

Commitment

I cannot think of a more exciting time to take the helm as your Superintendent. I want to reiterate my commitment to OCPS and ask that you join me on my 100-day journey. Not only will we document our progress and learnings, but we will provide opportunities to get involved and share your ideas and feedback. A public report will be published on the findings of my first 100 days. The information gleaned from my conversations with various stakeholders will allow us to create a foundation upon which we can build a stronger future for our students and our community. I am delighted to begin listening and learning; I look forward to our conversations!

