



Orange County Schools

School Improvement Plan

Executive Summary for 2016-17

2016 - 2017 GRADY BROWN ELEMENTARY SCHOOL

Our School's 3 Most Significant Needs <small>(needs should be student instructional needs or needs evidenced by survey, as opposed to "wants")</small>	Present Status <small>(score, percentage or other measure of these needs)</small>	Target Status <small>(score, percentage or other measure of needs – target may be for the first year or for both years of the plan)</small>	Most Promising Strategy (ies) to Address the Needs <small>(please indicate no more than three strategies per need).</small>
<p>1. Reading and Math Proficiency 3 - 5 An analysis of cohort data documents a decline of growth and achievement in Reading and Math.</p> <p style="text-align: center;"><u>Glossary</u></p> <p>EOG: End of Grade Test</p> <p>Bubble students: A student who scores 5 points above or below a proficiency score</p> <p>Tier I instruction: Standards based core instruction purposefully designed to meet the learning needs of all students in the class</p> <p>Tier II: A short term and targeted support system for students who struggle in Tier I.</p>	<p><u>2013-2014 3rd Grade Cohort</u> <u>EOG Reading</u> 13 - 14: 64.4% (3rd Grade) 14 - 15: 61.3% (4th Grade) 15 - 16: 59.2% (5th Grade) Cohort Decrease = 5.2 %</p> <p style="text-align: center;"><u>EOG Math</u> 13 - 14: 69% (3rd Grade) 14 - 15: 54.8% (4th Grade) 15 - 16: 67.3% (5th Grade) Cohort Decrease = 1.7 %</p> <p><u>2014 -2015 3rd Grade Cohort</u> <u>EOG Reading</u> 14 - 15: 67% (3rd Grade) 15 - 16: 52.2% (4th Grade) Cohort Decrease = 14.8%</p> <p style="text-align: center;"><u>EOG Math</u> 14 - 15: 62.6% (3rd Grade) 15 - 16: 50% (4th Grade) Cohort Decrease = 12.6%</p>	<p><u>Target: 2016 - 2017</u></p> <p>Cohort currently in 6th Grade</p> <p>Cohort currently in 6th Grade</p> <p style="text-align: center;"><u>Target</u> <u>EOG Reading</u></p> <p>16-17: 72.8% (5th Gr.) Increase = 20.6%</p> <p style="text-align: center;"><u>EOG Math</u> 16-17: 70.6% (5th Gr.) Increase = 20.6%</p>	<p>To support the growth of all students in all grade levels as they learn to master and demonstrate mastery of content standards, GAB will:</p> <p>1) Focus on Tier I instruction and utilize inclusion with fidelity</p> <ul style="list-style-type: none"> ● Flexible Grouping based on student needs ● Plan purposeful and engaging lessons using District Pacing Guides ● Continue to strengthen Workshop Model and Tier I differentiation during work time <p>2) Implement a daily intervention/enrichment block</p> <ul style="list-style-type: none"> ● Monitor “Bubble” student growth at all grade levels to ensure that effective Tier I and as needed Tier II strategies and activities are purposefully chosen to meet learning needs and boost growth trajectory <p>3) Offer high quality Professional Development throughout the year to support teachers learning needs</p>



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<p style="text-align: center;"><u>Glossary</u></p> <p>PLC: Professional Learning Community</p>	<p><u>2015 -2016 3rd Grade Cohort</u> <u>EOG Reading</u> 15 - 16: 67.2% (3rd grade)</p> <p><u>EOG Math</u> 15 - 16: 79.7% (3rd Grade)</p>	<p><u>Target</u> <u>EOG Reading</u> 16-17: 78.1% (4th Gr.) Increase = 10.9%</p> <p><u>EOG Math</u> 16-17: 89% (4th Gr.) Increase = 9.3%</p>	<ul style="list-style-type: none"> ● Data protocols, data walls, data notebooks ● Best practices for instructional strategies ● School based support system for Beginning Teachers ● Utilize school funds for substitute pay to allow for extended PLCs
<p>2. Science Proficiency 5th grade During the past 2 academic years, 2014 to 2016, science proficiency scores have decreased from 73.6% to 62.9% (- 10.7%).</p> <p>ESL: English as a Second Language</p>	<p><u>2013-2014 5th Grade</u> <u>EOG Science</u> 73.6%</p> <p><u>2014-2015 5th Grade</u> <u>EOG Science</u> 69%</p> <p><u>2015-2016 5th Grade</u> <u>EOG Science</u> 62%</p> <p>2 Year Decrease = 11.6%</p>	<p><u>Target</u></p> <p><u>2016-2017 5th Grade</u> <u>EOG Science</u> 73.0%</p> <p>Increase = 10.1%</p>	<p>To support the growth of all students in all grade levels as they learn to master and demonstrate mastery of Science standards, GAB will:</p> <p>1) Support teachers as they focus on integrating the 4C's into student learning experiences in Science.</p> <ul style="list-style-type: none"> ● Provide Teacher Support with Lesson Design and student engagement from Interventionist and ESL teachers ● Implement Science Lab and Science Journal Writing to create more inquiry-based, hands-on learning experiences for K -5 learners ● Provide opportunities to contextualize learning, build background knowledge, provide visual supports and increase student engagement with web based



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			programs and purposeful activities
<p>3. Gender Achievement Gap An achievement gap exists between male and female students in Reading and Math as demonstrated by EOG growth and or proficiency.</p> <p style="text-align: center;"><u>Glossary</u></p> <p>TRC: Text Reading Comprehension (mCLASS score)</p> <p>Bubble Students: A student who scores 5 points above or below the proficiency score</p> <p>EOG: End of Grade Test</p> <p>mCLASS: K - 3 digital growth assessment used to establish student areas of strength and areas of need</p> <p>TRC: Text Reading Comprehension (mCLASS score)</p>	<p><u>Reading EOG 2015-2016</u> Overall: Female- 69.3% Male-50.0%</p> <p>Grade Level 3rd: Female-72.7 Male-61.3</p> <p>4th: Female-65.9 Male-39.6</p> <p><u>Math EOG 2015-2016</u> Overall: Female-70.1% Male - 60.1%</p> <p>Grade Level 3rd: Female-78.8% Male-80.6%</p> <p>4th: Female-61.4% Male-39.6%</p>	<p style="text-align: center;"><u>Target</u></p> <p>Gender performance gap for EOG Reading and Math (3-5) and TRC (K-3) will decrease to 10 a point difference</p>	<p>To close the gap between male and female students and accelerate student mastery of reading and math, GAB will do the following:</p> <p>1) Maximize Instructional Support for 5th grade students</p> <ul style="list-style-type: none"> ● Monitor male “Bubble” students by including Motivation/Movement Intervention during morning Intervention Time ● Pilot an instructional shift for 5th grade learners Include 2 Language Arts blocks in the master schedule. One block will focus on foundational skills (explicit instruction); while the other block will focus on Problem Based- Real World Experiences (Applying knowledge) ● Strengthen Tier I instructional models using OCS curriculum maps and formative data analysis. Provide Daily Tier II Math strategies for students below grade level mastery on Numbers and Operations in Base Ten as well as Number and



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<p>Tier I instruction: Standards based core instruction purposefully designed to meet the learning needs of all students</p> <p>Tier II: A limited and targeted support system for students who struggle in Tier I</p>			<p>Operations-Fractions</p> <p>2) Employ Student Surveys and teacher conferences to discover student interests and strengths in order for students and teachers to set learning and teaching goals</p> <ul style="list-style-type: none">● Increase interaction and accountability<ul style="list-style-type: none">a) Utilize Male mentors to encourage and support male studentsb) Utilize staff members to provide daily check in for students who need additional academic and or behavior support● Provide opportunities to for students to celebrate successes<ul style="list-style-type: none">a) Quarterly Incentive Programsb) Monthly Lunch with the Administrators	
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