

State Board of Education Goals – Future-Ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina public school students will be healthy and responsible.

Goal 4 - Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

District Goals for Orange County Schools

OCS GOAL 1:	Goal 1 – Orange County Schools will be the first choice for families through the provision of engaging learning opportunities for all students to prepare them for citizenship, higher education, and careers.
OCS Goal 2:	Goal 2 – Orange County Schools will be the first choice for families through consistent and effective engagement with our diverse community.
OCS Goal 3:	Goal 3 – Orange County Schools will be the first choice for families through retaining, recruiting and developing a diverse professional team accountable for the learning opportunities for all students.
OCS Goal 4:	Goal 4 – Orange County Schools will be the first choice for families through the provision of safe and sustainable operations and well maintained facilities and equipment that support learning opportunities for all students.
OCS Goal 5:	Goal 5 – Orange County Schools will be the first choice for families through the accountable, equitable and transparent management of human and financial resources.

School Vision and Mission Statement

Orange County Schools

Mission

Orange County Schools provides learning opportunities that develop resourceful citizens prepared to engage in an ever changing and diverse world.

Vision

Orange County Schools envisions a public school system that prepares all students to be creative, constructive thinkers who become healthy, productive and responsible members of our community and the world.

School Mission: Our mission is to develop responsible citizens by educating all students at their highest academic ability, while fostering their physical and social well-being.

School Vision: Grady A. Brown Elementary Students are

Caring

Helpful

Achieving

Motivated

Problem-Solvers

School Data and Summary Analysis

School Name: Grady A Brown

Date: 9/8/16

Use data on your data report as the basis for understanding your school and identifying priority areas for improvement.

GUIDING QUESTIONS: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations as well as data).

1. What does the analysis tell you about your school's strengths?

***In 2015-2016, Grady A. Brown Elementary was named PBIS Model School Award- 100% Set Score**

***EOG test data shows that 3rd grade proficiency levels in both reading (67.2%) and math (79.7%) were higher than the District Average- highest in District for Math**

***EOG test data shows that the Achievement Gap between Black and Hispanic Students to their White counterparts decreased from the 2014-2015 EOG**

- Reading-Black students 45 % gap to 31%; and Hispanic students 39% gap to 28%
- Math- Black students 35 % gap to 24 %; and Hispanic students 30% gap to 11%

***EOG test data shows that the 5th grade Cohort proficiency levels increased over 10% in Math from the 2014-2015 EOG (55 to 67.3)**

***EOG test data shows that GAB made +1 Growth on our Composite Score (2014-2015- 61%; 2015-2016-62%)**

***Average TRC growth for LEP students is higher in grades K and 1; than the district's TRC growth levels**

***11/16 LEP students in grades 3-5 were exited from ESL services**

***Kindergarten students proficiency levels in the TRC assessment increased significantly throughout the year (29% to 75%)**

2. What does the analysis tell you about your school's gaps or opportunities for improvement?

***EOG test data shows that there were gains within the Achievement Gap; however, there continues to be a discrepancy in proficiency levels btw White students and minority students**

***Analysis of MClass written comprehension results found that students misunderstand the question prompts and provided insufficient textual reference and support within their answers**

***EOG test data shows that 4th grade reading and math proficiency levels were significantly lower than district proficiency levels**

***EOG test data shows that Science proficiency levels are lower than the previous school year (68.9 to 62)**

***EOG test data shows that the 4th grade cohort scored significantly lower than when in the 3rd grade**

- Reading 66.7 to 52.2
- Math 63.3 to 50

***EOG test data shows that male students proficiency levels were significantly lower than their female counterparts (females- 69.9; males 53.9)**

3. What data is missing, and how will you go about collecting this information for future use?

***Will strategic and intensive reading intervention based on mClass subset skills and TCRA increase TRC results and overall EOG results?
progress monitoring results will be analyzed throughout the year to determine if adequate growth is established**

***Will the implementation of an Intervention and Enrichment period result in an increase of Grade Level Proficiency percentages and student growth measurements?**

Classroom observations, informal assessments, student surveys and benchmark results will be analyzed to determine the effectiveness of interventions

***In order to determine if students experienced a decrease of more than 2 levels in the TRC, we will need a comparison in EOY levels to BOY TRC levels. A spreadsheet will be created to analyze this information, and if trends can be determined, then students will be targeted for summer enrichment opportunities.**

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

Our top priority areas are:

- Provide Time, support and resources for teachers to increase opportunities to effectively plan, provide appropriate services, increase proficiency levels and growth for all students
- Ensuring that students receive Tier 1 instruction, while effectively using the intervention period for Tier 2 instruction
- Increase of Science proficiency levels and mastery of concepts
- Provide instructional support to our 5th grade students to increase student mastery of content
- Increase support and implement instructional strategies that will allow male students to be more successful

2016-2017 Year 1 of 2 PRIORITY GOAL 1 AND ASSOCIATED STRATEGIES		
	SCHOOL NAME:	Grady A Brown
	OCS GOAL 1:	Goal 1 – Orange County Schools will be the first choice for families through the provision of engaging learning opportunities for all students to prepare them for citizenship, higher education, and careers.
PLAN	SCHOOL GOAL 1:	GAB will promote college and career readiness within instruction, resulting in 70% of students demonstrating mastery of grade level content.
PLAN	GOAL 1 STRATEGY 1:	<i>Teachers will ensure that students receive a high quality of education by monitoring curriculum and instruction through student assessments.</i>
DO	Goal 1 - Strategy 1 Action Step 1:	Analyze data to ensure that appropriate services and support are provided for all students during weekly and monthly PLC meetings
DO	Goal 1 - Strategy 1 Action Step 2:	using quarterly assessment data to guide rigorous instruction and monitor student progress throughout the quarter.

PLAN	GOAL 1 STRATEGY 2:	Teachers will prepare students to utilize technology to become globally competitive.
DO	Goal 1 - Strategy 2 Action Step 1:	Students will have access to web based instructional programs for skill practice and feedback
DO	Goal 1 - Strategy 2 Action Step 2:	integrate technology across the curriculum through the consistent use of student devices
PLAN	GOAL 1 STRATEGY 3:	Provide effective interventions for at risk students
DO	Goal 1 - Strategy 3 Action Step 1:	Implement movement/motivation intervention at 3 grade levels
DO	Goal 1 - Strategy 3 Action Step 2:	Implement goal setting and student conferences for student accountability and acknowledgement of growth
PLAN	Goal 1 - Review Frequency:	Monthly

DO	Goal 1 - Assigned Implementation Team:	GAB Staff members- PLCs, Leadership Team, Digital Learning Coach, School Improvement Team, Guidance and Administration
CHECK	Data for Goal 1 Strategies:	<p>What data will be used to determine whether the Goal 1 strategies were deployed with fidelity? (common assessments, etc.....)</p> <hr/> PLC meetings & agendas, data analysis protocol, student surveys, lesson plans, MClass, Istation, Ten Marks
CHECK	Assessment of Goal 1 Strategies :	<p>How will you determine whether the Goal 1 strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <hr/> Case 21 results, EOG results, MClass, Istation and Ten Mark data
CHECK	Data Results of Goal 1 Strategies:	<p>What does the data show regarding the results of the implemented Goal 1 strategies?</p> <hr/>
ACT	Changes to Goal 1 Strategies:	<p>Based upon identified results, should/how should Goal 1 strategies be changed?</p> <hr/>

2016-2017 Year 1 of 2 PRIORITY GOAL 2 AND ASSOCIATED STRATEGIES		
	SCHOOL NAME:	
	OCS GOAL 2:	Goal 2 – Orange County Schools will be the first choice for families through consistent and effective engagement with our diverse community.
PLAN	SCHOOL GOAL 2:	In order for 11 out of 11 subgroups to increase proficiency levels on 2016-2017 End of Year assessments, GAB will provide additional learning opportunities for all students.
PLAN	GOAL 2 STRATEGY 1:	GAB will utilize innovative ways to increase the learning time and opportunities for students.
DO	Goal 2 - Strategy 1 Action Step 1:	Implementation of Science Lab to create more inquiry-based, hands-on learning experiences

DO	Goal 2 - Strategy 1 Action Step 2:	Implementation of Intervention/Enrichment period for all grade levels.
PLAN	GOAL 2 STRATEGY 2:	Increase current collaboration with community stakeholders to benefit student learning opportunities.
DO	Goal 2 - Strategy 2 Action Step 1:	Collaborate with the PTA to effectively communicate and increase community and parent participation
DO	Goal 2 -Strategy 2 Action Step 2:	Provide opportunities for stakeholders to provide services to and be more involved within our school community (church volunteer program, high school volunteers, DREAM team, PTA events, 2nd Step program, Boy Scout, All Pro Dads, Parent Nights, Curriculum Nights, ESL classes etc)
PLAN	GOAL 2 STRATEGY 3:	Teachers will effectively communicate with parents and families about the learning opportunities taking place within the classroom.
DO	Goal 2 -Strategy 3 Action Step 1:	Teachers will make frequent positive contact with parents (postcards, phone calls, newsletters, classroom dojo, notes in planners, etc)
DO	Goal 2 -Strategy 3 Action Step 2:	Grade levels will provide at least 1-2 field trips throughout the school year

PLAN	Goal 2 -Review Frequency:	Monthly or as needed
DO	Goal 2 -Assigned Implementation Team:	GAB Administration, GAB PTA, GAB staff
CHECK	Data for Goal 2 Strategies:	<p>What data will be used to determine whether the Goal 2 strategies were deployed with fidelity? (common assessments, etc.....)</p> <hr/> <p>PTA minutes, Field Trip documentation, Teacher communication logs, volunteer sign in sheets, Intervention/Enrichment spreadsheet, Google calendar, Classroom Dojo, District assessments</p>
CHECK	Assessment of Goal 2 Strategies :	<p>How will you determine whether the Goal 2 strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <hr/> <p>lesson plans, parent participation</p>
CHECK	Data Results of Goal 2 Strategies:	<p>What does the data show regarding the results of the implemented Goal 2 strategies?</p> <hr/> <p>[Write response here.]</p>
ACT	Changes to Goal 2 Strategies:	<p>Based upon identified results, should/how should Goal 2 strategies be changed?</p> <hr/> <p>[Write response here.]</p>

2016-2017 Year 1 of 2 PRIORITY GOAL 3 AND ASSOCIATED STRATEGIES		
	SCHOOL NAME:	Grady A Brown
	OCS GOAL 3:	Goal 3 – Orange County Schools will be the first choice for families through retaining, recruiting and developing a diverse professional team accountable for the learning opportunities for all students.
PLAN	SCHOOL GOAL 3:	By June 2016, 100 % of classroom teachers will be provided with ongoing, high-quality professional development to match individual and PLC goals
PLAN	GOAL 3 STRATEGY 1:	Teachers will be provided additional time to establish an effective Learning Community with one another
DO	Goal 3 - Strategy 1 Action Step 1:	Instructional team members will share and best practices (Workshop model) during monthly staff meeting.
DO	Goal 3 - Strategy 1 Action Step 2:	Teachers will be provided with 3 full day PLCs and 5 1/2 day PLCs throughout the year. During this time, teachers will have the opportunity to observe and discuss instructional practices with the implementation of walking PLCs

PLAN	GOAL 3 STRATEGY 2:	We will utilize the coaching and instructional assistance from district specialists, instructional coaches, as well as other support staff members to implement the Workshop model throughout our building.
DO	Goal 3 - Strategy 2 Action Step 1:	During PLCs the District Differentiation Team will collaborate with GAB teachers to provide monthly PD sessions
DO	Goal 3 -Strategy 2 Action Step 2:	BTs and those who need additional assistance with lesson design, academic rigour and student engagement, will individually meet with our Instructional Coaches on a weekly basis.
PLAN	GOAL 3 STRATEGY 3:	Teachers will be trained to utilize 21st century assessments to measure student mastery
DO	Goal 3 -Strategy 3 Action Step 1:	Teachers will utilize district funded online programs to determine student proficiency and growth levels(AMC, iStation, Ten Marks)
DO	Goal 3 -Strategy 3 Action Step 2:	Grades 3-5 will participate in Case 21 benchmark assessment program.
PLAN	Goal 3 -Review Frequency:	Monthly as needed

DO	Goal 3 -Assigned Implementation Team:	Professional Learning Communities, Instructional Coaches, Administration
CHECK	Data for Goal 3 Strategies:	<p>What data will be used to determine whether the Goal 3 strategies were deployed with fidelity? (common assessments, etc.....)</p> <hr/> <p>Attendance and minutes from PLCs will be shared via google doc, teachers' continuing education credits will be updated, and PLC SMART goals will be reviewed.</p>
CHECK	Assessment of Goal 3 Strategies :	<p>How will you determine whether the Goal 3 strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <hr/> <p>Staff surveys, an increase of student proficiency and growth levels, successful accomplishment of PDP goals</p>
CHECK	Data Results of Goal 3 Strategies:	<p>What does the data show regarding the results of the implemented Goal 3 strategies?</p> <hr/> <p>[Write response here.]</p>
ACT	Changes to Goal 3 Strategies:	<p>Based upon identified results, should/how should Goal 3 strategies be changed?</p> <hr/> <p>[Write response here.]</p>

2016-2017 Year 1 of 2 PRIORITY GOAL 4 AND ASSOCIATED STRATEGIES		
	SCHOOL NAME:	
	OCS GOAL 4:	Goal 4 – Orange County Schools will be the first choice for families through the provision of safe and sustainable operations and well maintained facilities and equipment that support learning opportunities for all students.
PLAN	SCHOOL GOAL 4:	By June 2017, Grady A. Brown will be in 100% compliance with state and district safety procedures; as well as all Healthy Living standards
PLAN	GOAL 4 STRATEGY 1:	GAB students will have the opportunity to participate in physical activity for at least 150 minutes per week
DO	Goal 4 - Strategy 1 Action Step 1:	Students will participate in Physical Education classes at least 1 time per week for 45 minutes; in addition to a daily 30 minute recess time.
DO	Goal 4 - Strategy 1 Action Step 2:	Select teachers will implement a movement enrichment period during the school day and effectiveness of intervention will be shared.

PLAN	GOAL 4 STRATEGY 2:	Staff will support and consistently monitor student behavior.
DO	Goal 4 - Strategy 2 Action Step 1:	Publishing and sharing SWIS (school wide information system) data on the number and type of major discipline infractions by grade, student, teacher, time of day and location within the school.
DO	Goal 4 -Strategy 2 Action Step 2:	Recognizing student achievements through various award assemblies; as well as the implementation of quarterly grade level incentive activities to encourage CHAMP behavior
PLAN	GOAL 4 STRATEGY 3:	GAB safety team members will be up to date with required certifications and will have knowledge of safety procedures
DO	Goal 4 -Strategy 3 Action Step 1:	Safety team will regularly meet to discuss safety conditions and scenarios
DO	Goal 4 -Strategy 3 Action Step 2:	Safety members will either be CPI, CERT, CISM and or CPR/First Aid certified
PLAN	Goal 4 -Review Frequency:	Monthly or as needed

DO	Goal 4 -Assigned Implementation Team:	PBIS team, Administration, GAB staff, GAB Safety Team
CHECK	Data for Goal 4 Strategies:	<p>What data will be used to determine whether the Goal 4 strategies were deployed with fidelity? (common assessments, etc...)</p> <hr/> <p>Discipline referrals, SWISS data, certifications,drill log, student surveys</p>
CHECK	Assessment of Goal 4 Strategies :	<p>How will you determine whether the Goal 4 strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <hr/> <p>Decrease in discipline referrals, student surveys, administrative observations/walkthroughs</p>
CHECK	Data Results of Goal 4 Strategies:	<p>What does the data show regarding the results of the implemented Goal 4 strategies?</p> <hr/> <p>[Write response here.]</p>
ACT	Changes to Goal 4 Strategies:	<p>Based upon identified results, should/how should Goal 4 strategies be changed?</p> <hr/> <p>[Write response here.]</p>

2016-2017 Year 1 of 2 PRIORITY GOAL 5 AND ASSOCIATED STRATEGIES		
	SCHOOL NAME:	Grady A Brown
	OCS GOAL 5:	Goal 5 – Orange County Schools will be the first choice for families through the accountable, equitable and transparent management of human and financial resources.
PLAN	SCHOOL GOAL 5:	By June 2017, 100% of teachers will be protected from interfering duties, be provided with instructional support and appropriate resources that will allow for maximum use of instructional time and well being of staff and students
PLAN	GOAL 5 STRATEGY 1:	A master schedule will be created to minimize nonessential transitions and to maximize human resources to best meet the instructional needs of our students .
DO	Goal 5 - Strategy 1 Action Step 1:	The master schedule will include an Intervention/Enrichment period for all grade levels; which provides additional instruction from Instructional coaches, Interventionist and Specialists to provide additional instruction during this time; which will result in additional support for our grade level teachers. A duty free lunch for teachers will also be provided; which will result in additional well being of staff and students.

DO	Goal 5 - Strategy 1 Action Step 2:	The master schedule will allow for an increased number of unidentified students to receive increased instructional support through the co teaching or push in model for instruction.
PLAN	GOAL 5 STRATEGY 2:	Funding will be appropriated to enhance educational opportunities for students and staff.
DO	Goal 5 - Strategy 2 Action Step 1:	GAB's PTA will financially support teachers with mini-grants, reimbursement for school supplies and the implementation of a Literacy Lab.
DO	Goal 5 -Strategy 2 Action Step 2:	GAB will provide a supply closet for teachers, as well as provide funding for some grade level needs.
PLAN	GOAL 5 STRATEGY 3:	Teachers will be evaluated using the North Carolina Educational Evaluation System in accordance to district guidelines and practices.
DO	Goal 5 -Strategy 3 Action Step 1:	Administration will provide timely and relevant feedback to teachers during classroom walk-throughs and observations.
DO	Goal 5 -Strategy 3 Action Step 2:	Teachers will be knowledgeable of instructional practices that are aligned with NCEES ratings.

PLAN	Goal 5 -Review Frequency:	Monthly or as needed
DO	Goal 5 -Assigned Implementation Team:	Administration Leadership Team and School Improvement Team
CHECK	Data for Goal 5 Strategies:	<p>What data will be used to determine whether the Goal 5 strategies were deployed with fidelity? (common assessments, etc.....)</p> <hr/> <p>Staff survey, NCEES, budget line items</p>
CHECK	Assessment of Goal 5 Strategies :	<p>How will you determine whether the Goal 5 strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <hr/> <p>Staff survey, PLC minutes, PTA minutes, NCEES</p>
CHECK	Data Results of Goal 5 Strategies:	<p>What does the data show regarding the results of the implemented Goal 5 strategies?</p> <hr/> <p>[Write response here.]</p>
ACT	Changes to Goal 5 Strategies:	<p>Based upon identified results, should/how should Goal 5 strategies be changed?</p> <hr/> <p>[Write response here.]</p>