

Student & Stakeholder Focus

In order to have all students meet or exceed proficiency in mathematics by the end of the 2014 school year, the staff at Galway Elementary has engaged in an in-depth analysis of data by subgroup (race, limited English proficient, special education, free and reduced meals services).

Based on the disaggregated student performance data for the 2009-2010 school year, it was found that:

- The following testing groups did not make AYP on the 2010 MSA administration: Special Education. The following testing groups met AYP within the Confidence Interval on the 2010 MSA administration: African American, Caucasian, Hispanic, LEP, Free and Reduced Meals. As a result, strategic planning and monitoring will ensure the increased performance of all students with a focus on the testing groups in jeopardy of not making AYP.
- Monitor grade 2 student performance to increase the number of students meeting proficiency (50th percentile) on the TN/2 and advanced (70th percentile) on the TN/2.
- Monitor advanced student performance in math at all levels for all testing groups.

Faculty & Staff Focus

In order to achieve our goals, school staff will require extensive training on the following topics to increase staff capacity:

- Math discourse (student-to-student, staff-to-student)
- Reciprocal Teaching Strategies—Guided math
- Increase differentiated practices through the Department of Academic and Enriched Instruction
- The use of assistive technology and math manipulatives to support student learning
- Infusing instructional technology into the curriculum
- Increased equitable practices
- Implement direct vocabulary instruction
- Increase instructional and technological strategies to support students with IEPs, LEP, and ELL/RELL plans

Leadership

Vision: Galway ES will empower students to be valued, productive members of a global society.

Mission: The staff, students, and parents of Galway ES will be contributing members of a learning community that focuses on rigorous and relevant instructional experiences.

This will be accomplished through:

- Effective communication with all stakeholders
- Progress monitoring of instructional practices and student performance
- Collaborative planning
- Developing partnerships with families

Galway Pledge: “We pledge to respect one another, to be trustworthy and fair. We will care about each other, and be good citizens. Above all else, we will take responsibility for my actions, in a quest to build a better you... and a better me.”

Strategic Planning

(Goals and Measures)

Maryland School Assessment (MSA): *By June 2011, our goal is to increase student proficiency, in math, as measured on the 2010 Maryland School Assessment for grade 3, grade 4 and grade 5 with a focus on targeted testing groups.*

- We will strategically plan for our students to meet and exceed the Annual Measurable Objective of 84.5% for the 2011 MSA by monitoring student performance on Unit assessments, Formative assessments and the OARS Math Measurement Topics Proficiency (Level 3) attainment via progress reports and report cards.
- We will increase the number of students performing in the advanced category by 10% on the Maryland School Assessment.

Terra Nova 2 (TN/2)

The students at Galway Elementary School will meet or exceed the 50th percentile of the Math subtest by:

- increasing the percentage of all students scoring at the 50th percentile from 56% to 100%.
- increasing the percentage of African American students scoring at the 50th percentile from 54% to 100%.
- increasing the percentage of Asian American students scoring at the 50th percentile from 80% to 100%.
- increasing the percentage of Caucasian students scoring at the 50th percentile from 75% to 100%.
- increasing the percentage of Hispanic students scoring at the 50th percentile from 42% to 100%.
- increasing the percentage of LEP students scoring at the 50th percentile from 58% to 100%.
- increasing the percentage of Special Education students scoring at the 50th percentile from 0% to 100%.
- increasing the percentage of FARMS students scoring at the 50th percentile from 45% to 100%.

Seven Keys to College Readiness: (KEY 3 - Advanced Math in Grades 5)

- We will monitor the number of students at Galway Elementary School for accelerated math classes from grade 1-5, with a focus on Math 6, by identifying students who meet and exceed the 80th percentile benchmark on grade level indicators and the 7th percentile on above grade level indicators. (MCPS Unit Assessments)

Process Management

(See attached Action Plan)

The staff at Galway Elementary School will develop and implement action plans and monitoring tools to meet the goals of the School Improvement Plan.

- Identify and provide support to students who require additional support to achieve math proficiency or who require acceleration.
- Develop and implement a K-5 mathematics data monitoring tool.
- Facilitate Family Math Night.
- Discuss student performance at grade-level data conversations, Leadership Team meetings, and SIT and ESIT meetings and monthly Special Education meetings
- Communicate student learning expectations and student progress to all stakeholder groups. (PTA meetings, Reading Night, Moms and Muffins, Dads and Donuts, Principal Coffees)

Performance Results

(Summative)

Maryland School Assessment (MSA)

The number of students at Proficient or Advanced at 79.4% or above on the 2010 AMO: Yellow=CI; Red=Not Met

Demographic	2006	2007	2008	2009	2010
All	74.7	77.6	75.2	81.1	79.7
African American	67.6	76.1	72.9	76.4	79.0
Asian American	92.6	91.8	91.5	96.2	98.1
Caucasian	92.1	89.5	80.6	88.2	77.4
Hispanic	66.7	56.5	64.0	78.0	67.2
LEP	76.9	67.3	61.7	86.1	78.8
Special Education	48.5	43.6	51.1	55.1	35.8
FARMS	58.7	68.4	64.0	72.8	73.8

Terra Nova 2 (TN/2)

% of students at 50th percentile or greater:

Demographic	2007	2008	2009	2010
All	44	44	61	56
African American	42	44	65	54
Asian American	56	60	62	80
Caucasian	36	67	50	75
Hispanic	33	12	52	42
LEP	35	25	53	58
Special Education	8	19	8	0
FARMS	36	30	56	45

Advanced Math

% of Grade 5 students enrolled in Math 6 or higher in 2010:

All: 52%; African American: 45%; Asian American: 81%; Caucasian: 75%; Hispanic: 39%

Measurement, Analysis and Knowledge Management

(Formative)

We will monitor our progress using the following data points:

Student

- Summative unit assessments
- Checks for Understanding/Formative assessments
- Intervention progress (FASTT Math)
- MSA Prototypes (grades 3-5)
- Report card grades
- Accelerated math participation

Staff

- Formal and informal observations
- Walk-throughs
- Staff development surveys and evaluations

Parents

- Parent surveys at Family Math Night and SIP Meetings

