

Student & Stakeholder Focus

In order to have all students meet or exceed proficiency in reading 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, Free and Reduced Meals and Hispanic (Safe Harbor). The following testing groups met AYP within the Confidence Interval on the 2010 MSA administration: African American, Caucasian, LEP. 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 reading 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:

- Implementing Reciprocal Teaching Strategies during guided reading and whole group instruction
- Provide Accelerated Reading Programs: William and Mary and Junior Great Books
- Instructional support will be provided by Staff Development Teacher and Reading Specialist
- Increase differentiation practices
- Implementation of inclusion practices with emphasis on providing instructional strategies, student accommodations and utilizing assistive technology
- Integrating UDL strategies and technology in daily reading instruction for learners.
- Increase equitable practices
- Instructional strategies to support special education students and LEP students

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): (KEY 2 - Advanced MSA Reading in Grades 3-8)

By June 2011, our goal is to increase student proficiency, in reading, as measured on the 2011 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 **85.9%** for the 2011 MSA by monitoring student performance on MAP-R assessments, Fountas and Pinnell assessments, Rigby and the OARS Reading Measurement Topics Proficiency (Level 3) attainment via progress reports and report cards. We will focus on all testing groups with a special focus on Special Education, Hispanic and *FARMS*.

We will increase the number of students performing in the advanced category by 10% on the Maryland School Assessment.

We will monitor instruction and student performance targets for 2011: **(Key 1 - Advanced Reading in Grades K-2)**

- 100% of kindergarteners will meet or exceed reading level 6 by May 2011 (benchmark—level 3 by January)
- 100% of first graders will meet or exceed reading level 16-17 by May 2011 (benchmark—level 11 by January)
- 100% of second graders will meet or exceed reading level M by May 2011 (benchmark—level K by January)

Terra Nova 2 (TN/2)

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

- increasing the percentage of all students scoring at the 50th percentile from 46% to 100%.
- increasing the percentage of African American students scoring at the 50th percentile from 47% to 100%.
- increasing the percentage of Asian American students scoring at the 50th percentile from 40% to 100%.
- maintaining the percentage of Caucasian students scoring at the 50th percentile at 100%.
- increasing the percentage of Hispanic students scoring at the 50th percentile from 37% 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 11% to 100%.
- increasing the percentage of *FARMS* students scoring at the 50th percentile from 38% to 100%.

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 in reading comprehension and decoding by implementing research-based strategies, reading acceleration (Junior Great Books and William and Mary)
- Conducting reading data chats.
- Facilitate Family Reading Nights and parent workshops.
- Discuss student performance at grade-level data chats, Leadership Team meetings, ESIT meetings and SIP 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 81.2% or above on the 2010 AMO: Yellow=CI; Red=Not Met

Demographic	2007	2008	2009	2010
All	76	76	80	79
African American	73	76	80	80
Asian American	90	87	90	94
Caucasian	92	87	82	77
Hispanic	57	56	66	66
LEP	58	62	71	71
Special Education	51	57	53	36
FARMS	65	65	75	71

Terra Nova 2 (TN/2)

% of students at 50th percentile or greater:

Demographic	2007	2008	2009	2010
All	45	40	47	46
African American	47	34	51	47
Asian American	47	60	56	40
Caucasian	36	58	38	100
Hispanic	33	24	35	37
LEP	45	29	51	58
Special Education	15	6	17	11
FARMS	45	22	38	38

Measurement, Analysis and Knowledge Management

(Formative)

We will monitor our progress using the following data points:

Student

- Intervention progress (SOAR, Corrective Reading, Horizons and Read About)
- MSA Prototypes (grades 3-5)
- Report card grades and progress reports
- Accelerated reading participation

Staff

- Formal and informal observations
- Enhanced School Improvement Team Meetings, School Improvement Team Meetings, Instructional Leadership Team Meetings
- Walk-throughs
- Staff development surveys and evaluations

Parents

- Parent surveys at Family Math Night and SIP Meetings