

**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 data for the 2009-2010 school year, it was found that:

- African American students, Hispanic students, special education students, and FARMS students are in danger of not meeting the 2010 AMO of 79.4% on the MSA Mathematics subtest.
- All students, African American students, Asian American students, Caucasian students, Hispanic students, special education students, LEP students, and FARMS students are in danger of not demonstrating that 100% of the students are participating at the 50<sup>th</sup> percentile or higher on the TN/2.
- All students, African American students, and Hispanic students are not demonstrating a 50% participation rate in advanced mathematics (Math 6 or higher) in grade 5.

**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)
- Differentiation
- The use of assistive technology and math manipulatives to support student learning
- Infusing instructional technology into the curriculum
- Equity practices
- Culturally responsive instruction
- Instructional strategies to support special education students and LEP students
- Data analysis

**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, I 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):**

The students at Galway Elementary School will meet or exceed the 2010 AMO for math of 79.4% by:

- increasing the percentage of African American students scoring proficient or advanced by 3%, from 76.4% to 79.4%.
- increasing the percentage of Hispanic students scoring proficient or advanced by 1.4%, from 78.0% to 79.4%.
- increasing the percentage of Special Education students scoring proficient or advanced by 24.3%, from 55.1% to 79.4%.
- increasing the percentage of FARMS students scoring proficient or advanced by 6.6%, from 72.8% to 79.4%.

**Terra Nova 2 (TN/2)**

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

- increasing the percentage of all students scoring at the 50<sup>th</sup> percentile by 39%, from 61% to 100%.
- increasing the percentage of African American students scoring at the 50<sup>th</sup> percentile by 35%, from 65% to 100%.
- increasing the percentage of Asian American students scoring at the 50<sup>th</sup> percentile by 38%, from 62% to 100%.
- increasing the percentage of Caucasian students scoring at the 50<sup>th</sup> percentile by 50%, from 50% to 100%.
- increasing the percentage of Hispanic students scoring at the 50<sup>th</sup> percentile by 48%, from 52% to 100%.
- increasing the percentage of LEP students scoring at the 50<sup>th</sup> percentile by 47%, from 53% to 100%.
- increasing the percentage of Special Education students scoring at the 50<sup>th</sup> percentile by 92%, from 8% to 100%.
- increasing the percentage of FARMS students scoring at the 50<sup>th</sup> percentile by 44%, from 56% to 100%.

**Seven Keys to College Readiness**

The students at Galway Elementary School will demonstrate that 50% or greater of 5<sup>th</sup> grade students are in advanced math (Math 6 or Math 7).

- increasing the percentage of all students participating in Math 6 or higher by 8.1%, from 41.9% to 50%.
- increasing the percentage of African American students participating in Math 6 or higher by 10.6%, from 39.4% to 50%.
- increasing the percentage of Hispanic students participating in Math 6 or higher by 27.8%, from 22.2% to 50%.

**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 chats, Leadership Team meetings, and SIP meetings.
- Communicate student learning expectations and student progress to all stakeholder groups.

**Performance Results**

(Summative)

**Maryland School Assessment (MSA)**

% of students at Proficient or Advanced:

Demographic	2005	2006	2007	2008	2009
All	80.0	74.7	77.6	75.2	81.1
African American	76.7	67.6	76.1	72.9	76.4
Asian American	87.0	92.6	91.8	91.5	96.2
Caucasian	93.8	92.1	89.5	80.6	88.2
Hispanic	65.7	66.7	56.5	64.0	78.0
LEP	61.5	76.9	67.3	61.7	86.1
Special Education	36.4	48.5	43.6	51.1	55.1
FARMS	68.3	58.7	68.4	64.0	72.8

**Terra Nova 2 (TN/2)**

% of students at 50<sup>th</sup> percentile or greater:

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

**Advanced Math**

% of Grade 5 students enrolled in Math 6 or higher in 2009:

All: 41.9; African American: 39.4; Asian American: 61.1; Caucasian: 53.3; Hispanic: 22.2

**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