

Draft Galway Elementary School Improvement Plan Linkages Chart– Reading 2009-2010

Student & Stakeholder Focus

In order to have all students meet or exceed proficiency in reading by the end of the 2014 school year we have engaged in an in-depth analysis of disaggregated data by subgroup (race, limited English, special education, free and reduced meals). Based on the data it was found that for the 2009-2010 school year:

- all, African American, Hispanic, Special Education, Limited English Proficient and Free and Reduced Meals subgroups are in danger of not meeting the 2010 AMO of 81.2% on the reading MSA sub-test.
- 51% of African American, 56% of Asian, 35% of Hispanic and 38% of White students who met or exceeded the 50th National Percentile on the TN2. 11.9% of second graders scored at or above the 70th percentile in reading.
- 77.9% of Kindergarten students were reading at a level 6 or higher

Faculty & Staff Focus

As a result of previous initiatives, job embedded training and support will be provided to increase all staff capacity in the following areas:

- Analyze reading data to provide differentiated guided reading instruction.
- Strategic monitoring: Identification of students for acceleration and reading intervention.
- Consistent implementation of Jacob's Ladder, Jr. Great Books, William and Mary instruction.
- Embedded specific professional development on reading strategies aligned with teacher needs and reading action plan.
- Provide opportunities for peer observations to observe reading best practices.
- Consistent implementation of inclusion practices with the emphasis on providing instructional strategies, student accommodations and utilizing assistive technology.
- Integrating use of UDL strategies and technology in daily reading instruction for all learners.
- Equity practices

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 & 7 Keys to College Readiness/Workforce Preparedness

By June 2010, students at Galway will demonstrate an improvement in reading achievement as measured by meeting the 2010 reading AMO of 81.2%:

- Increasing the percentage of all students scoring proficient or advanced on the 2010 reading MSA by 4.2% from 77% to 81.2%
- Increasing the percentage of African American students scoring proficient or advanced on the 2010 reading MSA by 3.2 % from 78% to 81.2%
- Increasing the percentage of Hispanic students scoring proficient or advanced on the 2010 reading MSA by 20.2% from 61% to 81.2%
- Increasing the percentage of Special Education students scoring proficient or advanced on the 2010 reading MSA by 54.2% from 27% to 81.2%
- Increasing the percentage of Limited English Proficient students scoring proficient or advanced on the 2010 reading MSA by 23.9% from 57.3% to 81.2%
- Increasing the percentage of FARMS students scoring proficient or advanced on the 2010 reading MSA by 10.2% from 71% to 81.2%
- All students will increase in scoring at the advanced level in grades 3-5 on the reading MSA by 13% from 23% to 35%

TN2

- Increase the percentage of all second grade students scoring at or above the 50th percentile in reading by 28% from 47 % to 75%
- Increase the percentage of all second grade students scoring at or above the 70th percentile in reading by 13.1% from 11.9% to 25%

mClass

- Increase the number of students by the end of second grade reading above grade level by 11% from 39% to 50%

Process Management

(See attached Action Plan)

Galway Elementary School will develop action plans and data monitoring tools to meet the goals of the SIP.

- Identify students who require additional support to achieve reading proficiency and acceleration
- Develop Kindergarten to 5th grade reading data monitoring tool
- Monthly reading data chats with grade levels K-5
- Provide identified students with reading intervention/acceleration and report on progress
- Facilitate family reading night and book swaps
- Provide students with read to accommodation the use of Kurzweil for MSA administration and provide Book share for students with print disabilities
- Aggressively recommend George B. Thomas Learning Academy for students reading below grade level

Performance Results

(Summative)

MSA AMO Reading Target for 2010:
81.2%

MSA data:

% of all students at proficient or advanced:
2007-All-72%, AA-69%, W-87%, H-55.3%, A-89%, SE-26%, LEP-35.8%, FARMS-60.4%

2008-All- 74%, AA-76%, W-77.1%, H-52.2%, A-86%, SE-40.2%, LEP-44%, FARMS-64.7%

2009-All- 77%, AA-78%, W-75.2%, H-60.9% A-88.2%, SE-27%, LEP-57.3%, FARMS-71%

TN2 *Percentage of all 2nd graders at or above the 50th percentile:

2007-All-45%, AA-47%, W-36%, H-33%, A-47%, SE-15%, LEP-45%, FARMS-45%
2008-40%AA-34%, W-58%, H-24%, A-60%, SE-6%, LEP-29%, FARMS- 22%
2009-47%AA-51%, W-38%, H-35%, A-56%, SE-17%, LEP-51%, FARMS-38%

mClass Data:

% of students meeting 2nd grade benchmark:
2007-79.7%
2008-85.6%
2009-66%

MAP-R Data:

% of 5th graders at no risk as measured by Spring Administration:
2008- 66%

Measurement, Analysis And Knowledge Management

(Formative)

Staff

- Quarterly review of School Improvement Plan, Action Plan and data (formal and informal)
- Informal and formal observations of instruction
- Staff development surveys and evaluations
- Progress monitoring weekly data
- Walk-throughs

Students

- Reading summative assessments (mClass, MAP-R, TN/2, MSA)

Parents

- Parent surveys at Family Reading Nights and SIP meetings