

Galer Elementary School

School Improvement Plan

Status Report

SY 2009-2010



Robert E. Galer Elementary School

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Interim Principal

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Quality Assurance Review Team **Recommendations**

Galer Elementary School **South Carolina-Ft Stewart-DoDDs Cuba District** **Domestic Dependent Elementary & Secondary Schools**

The AdvancED Quality Assurance Review Team for Galer Elementary School highlighted several recommendations for improvement during their QAR visit on February 11-12, 2008. This report will address Galer Elementary Schools progress report to the QAR team's recommendations.

❖ Develop an assessment system that aligns with the math problem-solving goal and includes formative assessments that are given frequently throughout the year

- Galer Elementary School administers a Mathematics Performance Task Assessment twice a year in grades Kindergarten-second grade.
- The grade levels will review the Performance Tasks to determine whether they align with the problem solving goals.
- The staff has chosen John Van de Walle's **Before-During-After** problem solving model as an intervention for the Continuous School Improvement mathematics goal.
 - Develop a system to monitor the effectiveness of the interventions
 - Collect and analyze the data several times during the year (dip sticking) to monitor progress toward the goal

❖ Develop a formal staff development plan that includes collaboration across and between grade levels.

- Galer Elementary School calendar has been designed to increase professional development opportunities and collaboration across and between grade levels for SY 2009-2010. The calendar has been shared with the District Office and the Area Service Center.

- A master schedule is being designed to include collaboration of Professional Learning Communities that are cross curricular/grade levels for a wider range of experiences and ideas.

The Quality Assurance Review Team also pointed out several opportunities for improvement under each of the 7 AdvancED standards that need to be addressed.

Standard 1 Vision and Purpose

❖ Increase efforts to ensure an understanding of the school improvement process and vision of the school by all stakeholders.

- All stakeholders are encouraged to be involved in the Continuous Improvement Process. Stakeholders are invited to be members of the School Improvement Team. Galer Elementary School Vision and Mission statement is communicated to all stakeholders.
 - Banners that display our vision and mission statement are prominently displayed throughout the school and in classrooms.
 - Parent Orientations are provided for parents to communicate the school's Vision, Mission and Goals.
 - The information is also disseminated through the school's website, newsletters and school brochures.
- The Galer Staff revisited the Continuous School Improvement Plan to review our vision, mission and goals and to recommit ourselves to the purpose of our plan.
- We have several new faculty members hired at Galer after the New Year. In order to ensure all stakeholders are committed to the vision, mission, and goals of Galer's School Improvement Plan, a new hire orientation of the school's Continuous School Improvement plan was conducted.
- A portion of each faculty meeting is dedicated to refocusing our efforts to the vision of our school.

- The Galer staff has made an effort to continually collect purposeful data about the school to drive instruction in the classroom.

Standard 2 Governance and Leadership

❖ Develop and disseminate a single handbook that contains all of the policies and procedures that faculty and families need for reference

- Galer Elementary School Faculty and Staff receive a Faculty handbook at the beginning of the school year that contains all of the policies and procedures needed for reference throughout the year.
 - The schools Continuous School Improvement Plan is included in the Faculty Handbook.
 - The staff was provided with a copy of the Federal Education Association Master Labor Agreement (MLA). It is also available to the faculty electronically on the school's common drive.
- The vision, mission, and goals were revisited after the New Year to ensure the new hires were familiar with our CSI Plan.
- Staff Members that were hired after December 2009 received the faculty handbook and a copy of the MLA on January 12, 2009.
- Galer Elementary School students/parents are provided with a student handbook at the beginning of the year. Included in the student handbook is information about the school, the school calendar, contact information, and policies & procedures.

Standard 3 Teaching and Learning

❖ Provide Opportunities for collaboration within and transversely between grade levels to strengthen student achievement and teacher planning

- Within Galer's specialist schedule there are times built into the day in which they are assigned a Principal Assigned Duty (PAD) time. A PAD time is an additional time in the school master schedule where the special area teachers are not required to teach a class. The administrator may assign an additional duty to the teachers during this time.
- PAD time is used to provide coverage for the teachers in order for the teachers to have an opportunity to collaborate with one another. These collaboration sessions can be used for Looking at Student Work (LASW) sessions, study groups, analysis of data, as well as cross-curricular planning opportunities.
- Grade levels collectively developed rubrics to be used for the math performance task to collect data on student achievement in mathematics.
- Grade levels met to disaggregate the data of students to determine target students based on the analysis of data.
 - Teachers looked at the disaggregated data in various categories to determine strengths and opportunities for improvement.
 - Gender
 - Race
- The faculty formed Professional Learning Communities (PLC) based on the goals and interventions as outlined in the Continuous School Improvement Plan. The purpose of the PLC is to encourage collaboration among the faculty and staff within grade levels as well as cross-curricular/grade levels.
 - Look at current research and best practices as it relates to highest student achievement

- Share findings with colleagues
- Form Lesson Study to practice research based interventions with the support of colleagues.
- Each grade level has developed **SMART** goals in specific areas. The goal have been shared and posted in the school on the data board for all stakeholders to review.
- Galer Elementary School has implemented a school wide reading incentive program to celebrate student learning. The results are posted on a school bulletin board to communicate to all stakeholders the school's success. Individual homerooms also have class incentives for to celebrate reading in the classroom.

Standard 4 Documenting and Using Results

- **Develop an assessment system that aligns with the math problem solving goal and allow the staff to periodically monitor student progress. The team found that assessments are in place. However limited assessments that were specific to the school improvement goal were noted.**
 - Galer Elementary School staff will review the present assessments to determine whether the information assessed supports the school improvement goal.
 - Regularly collect and analyze formative data that are specific to the learning goal to determine the effectiveness of the strategy. This will allow teachers to make adjustments as needed
 - The teachers at Galer Elementary School are in the process of developing and documenting formative assessments to support the school improvement goal.
 - Several resources have been provided by the District Office to support the School Improvement Team

Standard 5 Resources and Support Systems

❖ Establish a formal staff development plan to ensure a timely, organized and ongoing learning opportunity for all staff

- Common planning time among grade level allow teachers to collaborate and discuss the goals and interventions as outlined in the Continuous School Improvement Plan.
- Staff meetings are designed so that one meeting a month is designated for the Professional Learning Communities to work in their respected groups.
 - The Professional Learning Communities are designed to allow teachers the opportunity to thoroughly examine/research topics of interest as it relates to the goals and interventions.
 - The teachers are provided the opportunity to pilot new ideas in a safe, non-threatening environment.
 - The teachers have the support of their Professional Learning Community to increase their chance of success.
- Galer Elementary School Master Schedule allows for additional time (Principal Assigned Duty-PAD) to provide collaboration opportunities for teachers
 - Look at Student Work (LASW) samples
 - Research and discuss best practices
 - Formulate lesson studies
 - Modeling lessons (lesson studies)
- Several opportunities for professional development have been provided for the Galer Faculty:
 - Terra Nova Multiple Achievement Test Third Edition training modules
 - Differentiation of Instruction Workshops
 - SMART Goals Training
 - DoDEA Standards Training
 - Guided Reading Workshop

- Data Assessment and Student Achievement Workshop
- Professional Learning Communities Workshop
- DoDEA English/Language Arts Materials Review (informal review)
- The Continuous School Improvement Team will further look at the present school calendar to determine whether there are additional opportunities to provide teachers with time to collaborate with one another.

Standard 6 Stake Holder Communication and Relationships

❖ Maintain the supportive communication processes established by the school. Tradition is held dear to those who work in the building as well as those who have children attending this school

- Galer Elementary School continues to be responsive to the community's expectation and stakeholder satisfaction. There are several parent events held throughout the year
 - Meet the Teacher
 - Parent Orientation
 - Back to School Night
 - Parent/Teacher Conference Days
 - Parent Communication
 - Progress Reports/Report Card
 - Bi-Monthly Galer Gazette Newsletter
 - Class newsletters
 - School Website
 - Teacher website/email to parents
 - Volunteer Appreciation Day

- Galer Elementary School have scheduled several opportunities for parents to come and celebrate learning/support our goal of highest student achievement
 - Math Family Fun Day
 - Family Reading Night
 - Parent Support Groups
 - Jamma Day (Celebration of Literacy)
 - Read Across America (Dr. Seuss Birthday)
 - 100th Day of Learning Celebration
 - Scholastic Book Fair
 - Poetry Night
 - Volunteer Program

Standard 7 Commitment to Continuous Improvement

❖ As assessment data are reviewed and analyzed, identify the strengths to continue and the areas the need expanded interventions. This will better serve the students who still need opportunities to learn mastery of skills needed to achieve the selected school improvement goals

- Implement a school wide math incentive program to address the Problem Solving CSI goal
 - Exemplars
 - Sunshine Math
- Review formative/summative assessment to make sure they align with the goals that are in place.
- Develop action plans to provide teachers with a timeline and expectations to complete the goals
- Provide collaboration time among the teachers for lesson studies, Looking at Student Work (LASW) sessions, co-teaching, modeling, and mentoring for teachers

- Provide professional development opportunities for teachers to include follow-up and teacher support
 - Guided Reading
 - Balanced Literacy
 - Differentiated Instruction
 - DoDEA Standards
 - Math Literacy
 - Vande Walle Before-During-After Problem Solving Model
 - Exemplars
 - Technology
 - 21st Century Learning
- Develop action plans to provide a timeline for the implementation of interventions to track success.
- Continuously update the Continuous School Improvement Goal Status Report to include any changes that are reflected in the demographics and student data.
- Compare the data of comparable school within DoDEA/DDESS/DoDDs to establish a broader perspective of the actual strengths and opportunities for improvement among our students.
- Implement developmentally appropriate practices and creative learning experiences for all children.