



School Data Analysis

Galewood Early Elementary School

Charlotte Public Schools

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Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Galewood Early Elementary School has maintained fairly stable and consistent enrollment trends during our inaugural year as an early childhood building. These trends hold true for other buildings across the district as well. In fact, we have experienced an uptick in enrollment affording the district the opportunity to reopen our building after having been closed for close a decade. We attribute this primarily to our expanded offerings across the district, as well as deeper levels of commitment to our students and their families in order to ensure continual growth--academically, athletically, within the fine arts and as well within other interest areas. Additionally, an uptick in our enrollment is also a result of families moving into Charlotte, MI, which is the county seat of Eaton County. Community-based services are more prevalent here and meet the needs of our families-- many of whom are impoverished (50% poverty rate within the district). It should be noted that several years ago, however, we did experience a decline in enrollment. Some of the challenges that were identified include:

- lack of transportation for a few of our families.
- high teaching staff turnover; administrative turnover.
- Schools of Choice availability in proximity to their immediate homes (spread throughout Eaton County).

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our average student attendance rate has been steady and hovers at approximately 92% daily. That said, teachers do report that there are certain families that have poor attendance rates and we are working closely with them to ensure supports are in place. A startling outcome of an attendance-related data dive indicates that our Developmental Kindergarteners have nearly double the amount of absenteeism as compared to our conventional Kindergarteners. Whether in DK or KDG, we attribute absenteeism (mainly) due to a lack of transportation, as well as serving students within an early childhood building where illness tends to be more prevalent. Finally, despite our efforts, we continue to have difficulties with families signing their student(s) our early (between 20-30 minutes daily) for appointments, to avoid congestion during dismissal, etc. As stated, we continue to work with families in order to stress the importance of daily attendance, present trend data regarding the adverse outcomes of not having solid attendance, etc. While the district is affiliated with a county-based truancy officer, very little support is able to be obtained due to the age of our students (under the age of 6) and the fact that Kindergarten is not mandatory in the state of Michigan.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

When trending behavioral data, the following has been identified:

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Discipline Offense Type w/ Number of Offenses

- Aggressive Misbehavior: 2
 - Firearms/Look-A-Like Firearms: 1
 - Lewd Acts: 1
 - Assaults: 3
 - Assault & Battery: 20
 - Threats or Acts of Violence: 3
 - Gross Disobedience: 2
 - Aggressive Misbehavior: 15
 - Disorderly Conduct: 2
 - Disruptive Classroom Behavior: 6
- *****Assault & Battery and Aggressive Misbehavior pose challenges currently

Suspension Details

- 55 incidents leading to Out-of-School Suspensions
 - Span across 24 specific students (9% of school population)
 - Male suspension rate = 64% (16 specific students)
 - Female suspension rate = 36% (8 specific students)
- *****Male suspension rate is double that of female; pose challenges currently

Additional Information

- 7 of the 16 males (44%) are chronic offenders (3+ suspensions); 4 of the 7 (57%) receive services via our Student Support Specialist
 - 3 of the 8 females (37%) are chronic offenders (3+ suspensions); 3 of the 3 (100%) receive services via our Student Support Specialist
- *****Male offenders are double that of female
- *****Student Support Specialist services are provided 50/50 to those deemed chronic

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

As we move forward and into the next school year, we will address these challenges by conducting and/or engaging in the following:

Regarding Enrollment Data:

- All staff members will be provided with high-quality PD to deepen their understanding of working with students who are at-risk or have experienced trauma, as well as to build capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices.
- All professional staff members will participate in school-wide vertical PLCs as a vehicle for reviewing/analyzing data for the purpose of informing and tailoring instruction.
- Parental workshops, spanning a wide-array of topics, will be offered through the support of community-based partnerships and/or affiliations such as Community Mental Health, Eaton RESA, etc.

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- All staff members will partake in our annual Open House, Literacy and Math Nights, etc. in order to further promote a positive home/school connection.

Regarding Attendance Data:

- Challenges linked to student attendance will continue to be remedied via continuous monitoring of daily attendance. All staff will notify the building principal when irregularities in attendance occur.

- Daily attendance calls (via Skyward auto-caller) will continue to be made in order to alert families to student non-attendance. To curb chronic tardiness and/or absenteeism, building staff (i.e. teachers, principal, student support specialist) will make personal phone calls, set face-to-face meetings, conduct home-visits, and seek the support via the county-wide truancy officer.

- District and/or building-level staff will continue to work with those who are homeless in order to arrange for transportation.

Regarding Behavioral Data:

- Teaching and support staff will re-teach and reinforce problem-solving strategies, and alternatives to aggression.

- All stakeholders (i.e. staff, students, parents) will increase positive recognition of students who use alternatives to aggression.

- All staff will work to preempt disruptive behaviors of students who typically exhibit those behaviors (i.e. one-one-one attention and/or intervention, take-a-break, active supervision, transition support).

- Students exhibiting aggressive behaviors will receive one-on-one and/or small group instruction in alternatives from the classroom teacher, student support specialist, and/or principal.

- All staff members will be provided with high-quality PD to deepen their understanding of working with students who are at-risk or have experienced trauma, as well as to build capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices rooted in evidence-based practices such as Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices.

- All professional staff members will participate in school-wide, vertical PLCs as a vehicle for reviewing/analyzing behavioral data for the purpose of informing and tailoring school-wide systems/protocols, as well as instruction.

- Devise and implement a new social emotional learning (SEL) curriculum affording students the opportunity to understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Research has shown that having a qualified, experienced administrator leading the building can mean the difference between overall success versus failure. We are fortunate to have a building principal who offers a mixture of skills, knowledge and abilities based upon a varying range of teaching and leadership experience. A twenty-six year veteran, the building principal continuously seeks opportunities to reflect upon and further hone his acquired content knowledge and pedagogy in order to promote higher degrees of student success. An early childhood educator at heart, the building principal is fully invested in the overall success of Galewood school, as well as all others within the district. The skill set that he brings with him has afforded him the opportunity to establish and cultivate a supportive learning environment, as well as reinforce the school's goals, standards and policies. He continues to look forward to working collaboratively with all constituents in order to further develop and shape the building and district.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Research has shown that having a qualified, experienced teacher in the classroom can mean the difference between a student's academic success versus failure. We are fortunate to have a teaching staff offering a mixture of skills, knowledge and abilities based upon a varying range of teaching experience. Four of our FTEs have less than five years of service, three have between six and nine years of service, with the vast majority (eleven) having 10+ years. Our teaching staff continuously seeks opportunities to reflect upon and further hone acquired content knowledge and pedagogy in order to promote higher degrees of student success. It is important to note that our core staff has also remained rather consistent from year to year, and this stability has aided in the success of the school, as well as implementation of current district/building-level initiatives.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

While there has been much research on the positive effects of having qualified, experienced educators working with students, particularly those deemed at-risk, there has also been a large body of research conducted on the negative impacts of educator absenteeism. It is widely known that as an educator's time within the building decreases, so does student achievement. Analysis of our school leader's absences reveals that 8 were due to personal illness with 2 additional days being used for personal business. Outside of the 10 logged days, no other absences have been taken by the principal.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

While there has been much research on the positive effects of having qualified, experienced teachers working with students, particularly those deemed at-risk, there has also been a large body of research conducted on the negative impacts of teacher absenteeism. As a students' time with their classroom teacher decreases, so does their achievement levels. Analysis of trend data linked to teacher attendance for the 2018-2019 SY indicates that 94.5 days of absenteeism were logged via the 18 FTEs. 7.5 were utilized for staff development/learning purposes and/or professional meetings. The remaining 87 were due to illness (either personal, spouse or child) and/or personal business.

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This averages to 4.8 days per teacher/year.

Below is a breakdown of the FTE data for the 2018-19 SY:

Early Childhood Special Education: 9.5 sick days; 0 personal business days; 4 professional development days

Developmental Kindergarten: 10.5 sick days; 4 personal business days; 3 professional development days

Kindergarten: 37.5 sick days; 9 personal business days; 1.5 professional development days

Special Education: .5 sick days; 0 personal business days; 0 professional development days

Specials: 15 sick days; 0 personal business days; 0 professional development day

Analysis of trend data linked to our ancillary (paraprofessional) support attendance for the 2018-2019 SY indicates that 87 days of absenteeism were logged via the 8 paraprofessionals. 2.5 were utilized for staff development/learning purposes and/or professional meetings. The remaining 84.5 were due to illness (either personal, spouse or child) and/or personal business. This averages to a staggering 11 days per paraprofessional. It is important to note that 2 paras had extenuating circumstances (one student taught; another had prolonged illnesses). Taking that into account, the average drops to 4.3 days per paraprofessional.

Below is a breakdown of the ancillary (paraprofessional) support data for the 2018-19 SY:

Early Childhood Special Education: 5.5 sick days; 3.5 personal business days; 1 professional development day; 16 unpaid days
(due to student teaching)

General Education: 10.5 sick days; 0 personal day; 1 professional development days; 36 unpaid days (prolonged illness)

Special Education: 11.5 sick days; 1 personal day; .5 professional development day

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

As this is the inaugural year for Galewood Early Elementary School, the data reported here regarding teacher/staff absenteeism serves as baseline data. That said, daily averages of absenteeism are not highly elevated and remain somewhat lowed compared to other buildings. It is important to note that the building principal's absenteeism is higher than the average staff members at nearly double.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The following strands/standards/indicators are strengths per the School Systems Review:

Standard 3: Assessment

- Indicator G: Assessment System

Standard 4: Instructional Leadership

- Indicator K: A Vision for Learning

- Indicator L: Guidance and Support for Teaching and Learning

Standard 5: A Culture for Learning

- Indicator N: Safe and Supportive Environment

- Indicator O: Shared Leadership for Learning

Standard 6: Organizational Management

- Indicator P: Communication Systems

- Indicator Q: Intentional Practices

- Indicator R: Resource Allocation

Standard 8: Professional Learning System

- Indicator U: Purposeful Planning

Standard 9: Communication

- Indicator W: Approaches and Tools

- Indicator X: Cultural Responsiveness

Standard 10: Engagement

- Indicator Y: Learning Opportunities

- Indicator Z: Partnerships

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

While we have made substantial improvements to our overall program throughout the course of this school year, particularly in regards to the formation and implementation of building-wide systems, protocols and practices, the School Improvement Team identified the following key

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strands, standards, and indicators (expounded upon within our School Systems Review (SSR)) must be closely monitored and attended to in order to maintain momentum:

Standard 1: Curriculum

- Indicator A: Alignment
- Indicator B: Coherence

Standard 2: Instruction

- Indicator C: Instructional Design
- Indicator D: Effective Instructional Practices
- Indicator E: Learning Environment
- Indicator F: Reflection

Standard 3: Assessment

- Indicator H: Shared Understanding
- Indicator I: Data Analysis and Decision-Making
- Indicator J: Student Involvement in the Assessment Process

Standard 4: Instructional Leadership

- Indicator M: Results-Focused

Standard 7: Professional Learning Culture

- Indicator S: Collaborative Teams
- Indicator T: Collective Responsibility

Standard 8: Professional Learning System

- Indicator V: Impact of Professional Learning

12. How might these challenges impact student achievement?

The School Systems Review provides a comprehensive examination of the characteristics of key systems, processes and protocols of practices that are currently in place within the building to support student academic success and lead to raised achievement. Naturally, identified challenges would negatively impact and prevent overall higher degrees of student achievement across classrooms and throughout the building. Again, it is important to note that the above-listed items (identified within question 11, and as challenges during the 18-19 SY) must be closely monitored in order to maintain momentum.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The below-listed actions have been added to our School Improvement Plan in an effort to address the challenges identified via the School Systems Review (18-19 SY) and to maintain momentum (19-20 SY):

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- Teachers will continue to work collectively in order to further examine their own curriculum, as well as be provided with opportunities (i.e. staff meetings, building-wide PD, common planning, release time) to dialogue with others regarding content above/below their grade levels via vertical teams.
- All staff members, through a building-wide initiative, will provide meaningful examples of real life application of the goals and/or objectives within each unit of study so as to ensure higher degrees of student ownership of their own learning.
- All students will be able to state what they are learning and why, as well as articulate their personal learning goals.
- We will continue to nurture the work that has been conducted to date via professional learning communities so as to further develop a collaborative culture that not only incorporates a philosophy of continuous improvement and cohesiveness, but self and systematic reflection as well.
- Grade-level and vertical teams will continue to gather/interpret data so as to monitor, modify and drive the day-to-day instruction of all students within all subjects. Such instruction will be rooted in evidence-based practice, designed to meet the individual and varied needs of each student, ensure high levels engagement and thinking, as well as provide ample opportunities for students to apply curricular concepts in a real world context.
- We will expand the evaluation and monitoring of student learning through the use of summative and formative (i.e. NWEA, running records, student/teacher conferences, content-area benchmark assessments, student portfolios) assessments from classroom teachers to all staff members within the building. Also, additional training and time is needed in order to desegregate and interpret data so as to inform, target, and plan for areas requiring individualized instruction.
- School schedules will be examined and opportunities identified where staff members are able to engage in robust discussions of evidence-based practices, review available resources, and partake in high-quality professional development (either self, district and/or school-directed) linked directly to the School Improvement Plan. Further, the building principal, in conjunction with district officials, will continue to identify opportunities to assist staff members in transferring their learning into practice. Such opportunities will include: reflective and meaningful comments during walk-throughs, evaluative observations, review of lesson plans; inter/intra-visitations in order to observe and reflect upon exemplary practices in action; the promotion of in-house study groups/book clubs where staff can broaden their knowledge of curriculum, instruction, and assessment.
- The building principal will continue to strengthen his methods of communication (orally/in writing) with all constituents to not only ensure that all school policies and procedures are clearly understood, but to consistently communicate the school's (and District's) vision of high expectations for staff and students.
- The building principal will continue to build upon and strengthen the understanding of shared leadership to further promote an environment conducive to effective teaching and learning via a spirit of building-wide collaboration, inquiry, risk-taking and reflective practice.
- Grade-level teams will be expanded to vertical teams, and frequent opportunities to meet will be identified through the review and programming of school/district schedules.
- Inquiry practices such as classroom action research, study teams and peer coaching will play a more central role, and collaborative practices will be streamlined and focus upon the improvement of instruction, analysis of student work, and strategies rooted in evidence-

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based practices to improve the achievement of individual students.

- All members of the teaching staff will not only demonstrate, through teaching practices and collaborative interactions, that they have extensive knowledge of their content area and/or grade level, but update their knowledge by accessing a variety of professional development opportunities, as well as demonstrate that they are consistently applying their newly acquired knowledge within their classrooms.
- Professional development opportunities will continue to be data-driven and fully aligned to district and/or school-wide goals as indicated within the School Improvement Plan, based upon current research and best practices, as well as assist teaching staff with the integration of core skills into all content areas.
- A continuous improvement cycle will be stressed and further implemented so as to analyze and adjust instructional practices linked to student achievement.
- The generation, identification, collection and storage of various forms of data will become highly routine, and enhance the ability of all staff to make decisions that have a direct impact on student achievement.
- Staff members will continue to receive support from the building principal and/or district in the form of professional development/training in order to deepen their awareness of the processes for managing and interpreting multiple types of data in order to drive day-to-day instruction.
- All staff members will routinely analyze data from multiple types and sources, and convert it into useful information that is used to summarize, examine, predict and prevent. Continued professional development/training will be provided to all staff members in order to improve their skills in the analysis and interpretation of such data. Further, time and energy will be spent in order to engage the school community in more robust and deliberate dialogues regarding the interpretation and explanation of acquired data.
- Programs and building-wide processes will continue to be monitored and adjusted accordingly based upon data within the system and such dialogues.
- Continue to employ a variety of techniques in which to communicate with families and/or community members, as well as promote open and two-way communication. A method of assessing such building-level communication techniques will also be developed, and changes will be made as a direct result. Additionally, professional development will occur among the staff members in order to facilitate open communication with and develop a deeper understanding of diverse families.
- Parents and/or community members will also continue to be encouraged to volunteer within the building (based upon the Board's background check policies), gain a deeper understanding of their child as well as others, and focus their work on the goals stated within the School Improvement Plan.
- Additional efforts will be made by staff members in order to promote a structure where parents can serve as liaisons, as well as provide feedback, in order to enhance and improve student achievement and/or overall school success.
- Parents will continue to be invited to School Improvement Team meetings.
- We will continue to establish partnerships with community agencies in order to supplement comprehensive health and human services for the students and/or their families. Ongoing evaluation of such partnerships will occur in order to assess the impact on student achievement, and adjustments made accordingly.

- Membership on the School Improvement Team will continue to be a common expectation for all staff members within the building, so as to ensure that all major decisions for planning, monitoring and evaluating school improvement are made collaboratively while promoting a sense of self/building-wide efficacy.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

All of our students have access to a full array of intervention programs regardless of whether or not they are identified with a disability. All students are screened and identified through Title 1A and/or 31a criteria for potential risk factors and NWEA Map Growth assessments (ELA, Math) are also used. Our revamped MTSS process allows for early intervention and includes a process to match services to the need of each child.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

All students are able to partake in daily tutorials via their classroom teachers, classroom/building-level volunteers, etc. Additionally, our students are provided with encores to expose them to physical education, general fitness, STEAM and general music. An after-school Lego Club is currently in place and is quite popular among the students.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Building staff routinely review acquired formative and summative data in order to drive day-to-day instruction. Those students falling within the Intensive and/or Strategic proficiency bands are typically selected to partake in tutorials within the building. Parents are informed of extended learning opportunities via monthly (classroom, building) newsletters, as well as flyers provided on an ongoing basis. Additionally, the use of automated text applications and/or Skyward email system has proven highly effective in keeping our parents informed regarding opportunities within the building. Classroom teachers (i.e. daily conversations, discussions during Parent-Teacher Conferences) play a key role in keeping parents informed, particularly with learning concerns and assisting in identifying resources as possible solutions. Federally required meetings, such as the annual Title 1 Meeting, are also used to inform parents of opportunities available to their students.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Electronic curriculum guides and pacing calendars (ELA, math) have been established in order to ensure a cohesive plan for instruction and student learning. These documents, which have been authored via McGraw-Hill (ELA) and Houghton Mifflin (math), and near fully aligned to the Common Core State Standards. Currently there are no structured curriculum guides and pacing calendars for the content areas of writing, social studies and science. Despite that fact, district and building-level administrators ensure that the standards are being implemented daily by frequently reviewing and commenting on lesson plans, conducting classroom walk-throughs and teaching observations, through the formation and implementation of professional development sessions linked to the standards, as well as through ongoing work

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among members of various building-level PLCs.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A: We are not required to complete the Health Survey/Screener.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

ELA/Reading

NWEA Map Growth Assessment

Spring Testing Cycle

Strengths

- 94 of 185 students scored HI Average or HI, accounting for 51% of the students tested
- 30 of 185 students scored Average, accounting for 30% of the students tested

- 65% of those tested met their Winter-Spring Projected RIT Growth

- Of the tested strands (Literature/Information, Foundational Skills, Language/Writing, Vocabulary/Functions), the following are strengths:
 - Foundational Skills w/ 52% of those tested scoring HI Average or HI, accounting for 95 students
 - Literature and Information is the second highest strength with 52% of those tested scoring HI Average or HI, accounting for 95 students (this strand is rated the second highest as there is a smaller amount of students falling within the average proficiency band)

- Males scored slightly higher than females overall in this content area, with 48 (females = 46) scoring HI Average or HI.
- Females outperformed males within the proficiency bands of LO and LO Average for a total of 23 students (males = 38)

19b. Reading- Challenges

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ELA/Reading

NWEA Map Growth Assessment

Spring Testing Cycle

Weaknesses

- 23 of 185 students scored LO, accounting for 12% of the students tested
- 38 of 185 students scored LO Average, accounting for 21% of the students tested

- 35% of those tested did not meet their Winter-Spring Projected RIT Growth

- Of the tested strands (Literature/Information, Foundational Skills, Language/Writing, Vocabulary/Functions), the following are weaknesses:
 - Literature and Information w/ 36% of those tested scoring LO or LO Average, accounting for 62 students
 - Language and Writing is the lowest of the four tested areas with 36% of those tested scoring LO or LO Average, accounting for 67 students

- Females scored slightly lower than males overall in this content area, with 46 (males = 48) scoring HI Average or HI.
- Males performed the lowest within the proficiency bands of LO and LO Average for a total of 38 students (females = 23)

19c. Reading- Trends

Refer to preceding questions for trends.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

As we move forward and into the next school year, we will continue to address these challenges by conducting and/or engaging in the

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following:

- Teachers will continue to work collectively in order to further examine their own curriculum, as well as be provided with opportunities (i.e. staff meetings, building-wide PD, common planning, release time) to dialogue with others regarding content above/below their grade levels via vertical teams.
- All staff members, through a building-wide initiative, will provide meaningful examples of real life application of the goals and/or objectives within each unit of study so as to ensure higher degrees of student ownership of their own learning.
- All students will be able to state what they are learning and why, as well as articulate their personal learning goals.
- We will continue to nurture the work that has been conducted to date via professional learning communities so as to further develop a collaborative culture that not only incorporates a philosophy of continuous improvement and cohesiveness, but self and systematic reflection as well.
- Grade-level and vertical teams will continue to gather/interpret data so as to monitor, modify and drive the day-to-day instruction of all students within all subjects. Such instruction will be rooted in evidence-based practice, designed to meet the individual and varied needs of each student, ensure high levels engagement and thinking, as well as provide ample opportunities for students to apply curricular concepts in a real world context.
- We will expand the evaluation and monitoring of student learning through the use of summative and formative (i.e. NWEA, running records, student/teacher conferences, content-area benchmark assessments, student portfolios) assessments from classroom teachers to all staff members within the building. Also, additional training and time is needed in order to desegregate and interpret data so as to inform, target, and plan for areas requiring individualized instruction.
- School schedules will be examined and opportunities identified where staff members are able to engage in robust discussions of evidence-based practices, review available resources, and partake in high-quality professional development (either self, district and/or school-directed) linked directly to the School Improvement Plan. Further, the building principal, in conjunction with district officials, will continue to identify opportunities to assist staff members in transferring their learning into practice. Such opportunities will include: reflective and meaningful comments during walk-throughs, evaluative observations, review of lesson plans; inter/intra-visitations in order to observe and reflect upon exemplary practices in action; the promotion of in-house study groups/book clubs where staff can broaden their knowledge of curriculum, instruction, and assessment.
- The building principal will continue to strengthen his methods of communication (orally/in writing) with all constituents to not only ensure that all school policies and procedures are clearly understood, but to consistently communicate the school's (and District's) vision of high expectations for staff and students.
- The building principal will continue to build upon and strengthen the understanding of shared leadership to further promote an environment conducive to effective teaching and learning via a spirit of building-wide collaboration, inquiry, risk-taking and reflective practice.
- Grade-level teams will be expanded to vertical teams, and frequent opportunities to meet will be identified through the review and programming of school/district schedules.
- Inquiry practices such as classroom action research, study teams and peer coaching will play a more central role, and collaborative

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practices will be streamlined and focus upon the improvement of instruction, analysis of student work, and strategies rooted in evidence-based practices to improve the achievement of individual students.

- All members of the teaching staff will not only demonstrate, through teaching practices and collaborative interactions, that they have extensive knowledge of their content area and/or grade level, but update their knowledge by accessing a variety of professional development opportunities, as well as demonstrate that they are consistently applying their newly acquired knowledge within their classrooms.

- Professional development opportunities will continue to be data-driven and fully aligned to district and/or school-wide goals as indicated within the School Improvement Plan, based upon current research and best practices, as well as assist teaching staff with the integration of core skills into all content areas.

- A continuous improvement cycle will be stressed and further implemented so as to analyze and adjust instructional practices linked to student achievement.

- The generation, identification, collection and storage of various forms of data will become highly routine, and enhance the ability of all staff to make decisions that have a direct impact on student achievement.

- Staff members will continue to receive support from the building principal and/or district in the form of professional development/training in order to deepen their awareness of the processes for managing and interpreting multiple types of data in order to drive day-to-day instruction.

- All staff members will routinely analyze data from multiple types and sources, and convert it into useful information that is used to summarize, examine, predict and prevent. Continued professional development/training will be provided to all staff members in order to improve their skills in the analysis and interpretation of such data. Further, time and energy will be spent in order to engage the school community in more robust and deliberate dialogues regarding the interpretation and explanation of acquired data.

- Programs and building-wide processes will continue to be monitored and adjusted accordingly based upon data within the system and such dialogues.

- Continue to employ a variety of techniques in which to communicate with families and/or community members, as well as promote open and two-way communication. A method of assessing such building-level communication techniques will also be developed, and changes will be made as a direct result. Additionally, professional development will occur among the staff members in order to facilitate open communication with and develop a deeper understanding of diverse families.

- Parents and/or community members will also continue to be encouraged to volunteer within the building (based upon the Board's background check policies), gain a deeper understanding of their child as well as others, and focus their work on the goals stated within the School Improvement Plan.

- Additional efforts will be made by staff members in order to promote a structure where parents can serve as liaisons, as well as provide feedback, in order to enhance and improve student achievement and/or overall school success.

- Parents will continue to be invited to School Improvement Team meetings.

- We will continue to establish partnerships with community agencies in order to supplement comprehensive health and human services for the students and/or their families. Ongoing evaluation of such partnerships will occur in order to assess the impact on student achievement,

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and adjustments made accordingly.

- Membership on the School Improvement Team will continue to be a common expectation for all staff members within the building, so as to ensure that all major decisions for planning, monitoring and evaluating school improvement are made collaboratively while promoting a sense of self/building-wide efficacy.

20a. Writing- Strengths

We do not have data for writing at this time. This will be remedied via the full implementation of the Teachers College Reading and Writing Project's Units of Study in Primary Writing. Data will be captured during the 2019-20 SY and will serve as baseline data for the subsequent year's Single Improvement Plan.

20b. Writing- Challenges

We do not have data for writing at this time. This will be remedied via the full implementation of the Teachers College Reading and Writing Project's Units of Study in Primary Writing. Data will be captured during the 2019-20 SY and will serve as baseline data for the subsequent year's Single Improvement Plan.

20c. Writing- Trends

We do not have data for writing at this time. This will be remedied via the full implementation of the Teachers College Reading and Writing Project's Units of Study in Primary Writing. Data will be captured during the 2019-20 SY and will serve as baseline data for the subsequent year's Single Improvement Plan.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We do not have data for writing at this time. This will be remedied via the full implementation of the Teachers College Reading and Writing Project's Units of Study in Primary Writing. Data will be captured during the 2019-20 SY and will serve as baseline data for the subsequent

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year's Single Improvement Plan.

21a. Math- Strengths

ELA/Mathematics

NWEA Map Growth Assessment

Spring Testing Cycle

Strengths

- 102 of 185 students scored HI Average or HI, accounting for 55% of the students tested
- 39 of 185 students scored Average, accounting for 21% of the students tested

- 73% of those tested met their Winter-Spring Projected RIT Growth

- Of the tested strands (Operations and Algebraic Thinking, Measurement and Data, Geometry, Numbers and Operations), the following are strengths:
 - Geometry w/ 55% of those tested scoring HI Average or HI, accounting for 102 students
 - Operations and Algebraic Thinking is the second highest strength with 51% of those tested scoring HI Average or HI, accounting for 95 students

- Males scored higher than females overall in this content area, with 60 (females = 42) scoring HI Average or HI.
- Females outperformed males within the proficiency bands of LO and LO Average for a total of 21 students (males = 23)

21b. Math- Challenges

ELA/Mathematics

NWEA Map Growth Assessment

Spring Testing Cycle

Weaknesses

- 18 of 185 students scored LO, accounting for 10% of the students tested
- 26 of 185 students scored LO Average, accounting for 14% of the students tested

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- 27% of those tested did not meet their Winter-Spring Projected RIT Growth
- Of the tested strands (Operations and Algebraic Thinking, Measurement and Data, Geometry, Numbers and Operations), the following are weaknesses:
 - Numbers and Operations w/ 29% of those tested scoring LO or LO Average, accounting for 53 students
 - Measurement and Data is the lowest of the four tested areas with 29% of those tested scoring LO or LO Average, accounting for 53 students
- Females scored lower than males overall in this content area, with 42 (males = 60) scoring HI Average or HI.
- Males performed the lowest within the proficiency bands of LO and LO Average for a total of 23 students (females = 21)

21c. Math- Trends

Refer to preceding questions for trends

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

As we move forward and into the next school year, we will continue to address these challenges by conducting and/or engaging in the following:

- Teachers will continue to work collectively in order to further examine their own curriculum, as well as be provided with opportunities (i.e. staff meetings, building-wide PD, common planning, release time) to dialogue with others regarding content above/below their grade levels via vertical teams.
- All staff members, through a building-wide initiative, will provide meaningful examples of real life application of the goals and/or objectives within each unit of study so as to ensure higher degrees of student ownership of their own learning.
- All students will be able to state what they are learning and why, as well as articulate their personal learning goals.
- We will continue to nurture the work that has been conducted to date via professional learning communities so as to further develop a collaborative culture that not only incorporates a philosophy of continuous improvement and cohesiveness, but self and systematic reflection as well.

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- Grade-level and vertical teams will continue to gather/interpret data so as to monitor, modify and drive the day-to-day instruction of all students within all subjects. Such instruction will be rooted in evidence-based practice, designed to meet the individual and varied needs of each student, ensure high levels engagement and thinking, as well as provide ample opportunities for students to apply curricular concepts in a real world context.
- We will expand the evaluation and monitoring of student learning through the use of summative and formative (i.e. NWEA, running records, student/teacher conferences, content-area benchmark assessments, student portfolios) assessments from classroom teachers to all staff members within the building. Also, additional training and time is needed in order to desegregate and interpret data so as to inform, target, and plan for areas requiring individualized instruction.
- School schedules will be examined and opportunities identified where staff members are able to engage in robust discussions of evidence-based practices, review available resources, and partake in high-quality professional development (either self, district and/or school-directed) linked directly to the School Improvement Plan. Further, the building principal, in conjunction with district officials, will continue to identify opportunities to assist staff members in transferring their learning into practice. Such opportunities will include: reflective and meaningful comments during walk-throughs, evaluative observations, review of lesson plans; inter/intra-visitations in order to observe and reflect upon exemplary practices in action; the promotion of in-house study groups/book clubs where staff can broaden their knowledge of curriculum, instruction, and assessment.
- The building principal will continue to strengthen his methods of communication (orally/in writing) with all constituents to not only ensure that all school policies and procedures are clearly understood, but to consistently communicate the school's (and District's) vision of high expectations for staff and students.
- The building principal will continue to build upon and strengthen the understanding of shared leadership to further promote an environment conducive to effective teaching and learning via a spirit of building-wide collaboration, inquiry, risk-taking and reflective practice.
- Grade-level teams will be expanded to vertical teams, and frequent opportunities to meet will be identified through the review and programming of school/district schedules.
- Inquiry practices such as classroom action research, study teams and peer coaching will play a more central role, and collaborative practices will be streamlined and focus upon the improvement of instruction, analysis of student work, and strategies rooted in evidence-based practices to improve the achievement of individual students.
- All members of the teaching staff will not only demonstrate, through teaching practices and collaborative interactions, that they have extensive knowledge of their content area and/or grade level, but update their knowledge by accessing a variety of professional development opportunities, as well as demonstrate that they are consistently applying their newly acquired knowledge within their classrooms.
- Professional development opportunities will continue to be data-driven and fully aligned to district and/or school-wide goals as indicated within the School Improvement Plan, based upon current research and best practices, as well as assist teaching staff with the integration of core skills into all content areas.
- A continuous improvement cycle will be stressed and further implemented so as to analyze and adjust instructional practices linked to student achievement.

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- The generation, identification, collection and storage of various forms of data will become highly routine, and enhance the ability of all staff to make decisions that have a direct impact on student achievement.

- Staff members will continue to receive support from the building principal and/or district in the form of professional development/training in order to deepen their awareness of the processes for managing and interpreting multiple types of data in order to drive day-to-day instruction.

- All staff members will routinely analyze data from multiple types and sources, and convert it into useful information that is used to summarize, examine, predict and prevent. Continued professional development/training will be provided to all staff members in order to improve their skills in the analysis and interpretation of such data. Further, time and energy will be spent in order to engage the school community in more robust and deliberate dialogues regarding the interpretation and explanation of acquired data.

- Programs and building-wide processes will continue to be monitored and adjusted accordingly based upon data within the system and such dialogues.

- Continue to employ a variety of techniques in which to communicate with families and/or community members, as well as promote open and two-way communication. A method of assessing such building-level communication techniques will also be developed, and changes will be made as a direct result. Additionally, professional development will occur among the staff members in order to facilitate open communication with and develop a deeper understanding of diverse families.

- Parents and/or community members will also continue to be encouraged to volunteer within the building (based upon the Board's background check policies), gain a deeper understanding of their child as well as others, and focus their work on the goals stated within the School Improvement Plan.

- Additional efforts will be made by staff members in order to promote a structure where parents can serve as liaisons, as well as provide feedback, in order to enhance and improve student achievement and/or overall school success.

- Parents will continue to be invited to School Improvement Team meetings.

- We will continue to establish partnerships with community agencies in order to supplement comprehensive health and human services for the students and/or their families. Ongoing evaluation of such partnerships will occur in order to assess the impact on student achievement, and adjustments made accordingly.

- Membership on the School Improvement Team will continue to be a common expectation for all staff members within the building, so as to ensure that all major decisions for planning, monitoring and evaluating school improvement are made collaboratively while promoting a sense of self/building-wide efficacy

22a. Science- Strengths

We do not have data for science at this time. This will be remedied via the piloting of Amplify Science. Data will be captured during the 2019-20 SY and will serve as baseline data for the subsequent year's Single Improvement Plan.

22b. Science- Challenges

We do not have data for science at this time. This will be remedied via the piloting of Amplify Science. Data will be captured during the 2019-20 SY and will serve as baseline data for the subsequent year's Single Improvement Plan.

22c. Science- Trends

We do not have data for science at this time. This will be remedied via the piloting of Amplify Science. Data will be captured during the 2019-20 SY and will serve as baseline data for the subsequent year's Single Improvement Plan.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We do not have data for science at this time. This will be remedied via the piloting of Amplify Science. Data will be captured during the 2019-20 SY and will serve as baseline data for the subsequent year's Single Improvement Plan.

23a. Social Studies- Strengths

We do not have data for social studies at this time. This will be remedied through the exploration and possible adoption of a district-approved social studies curriculum. Data will be captured and will serve as baseline data for our Single Improvement Plan.

23b. Social Studies- Challenges

We do not have data for social studies at this time. This will be remedied through the exploration and possible adoption of a district-approved social studies curriculum. Data will be captured and will serve as baseline data for our Single Improvement Plan.

23c. Social Studies- Trends

We do not have data for social studies at this time. This will be remedied through the exploration and possible adoption of a district-approved social studies curriculum. Data will be captured and will serve as baseline data for our Single Improvement Plan.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We do not have data for social studies at this time. This will be remedied through the exploration and possible adoption of a district-approved social studies curriculum. Data will be captured and will serve as baseline data for our Single Improvement Plan.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

An analysis of acquired student perception data indicates that the following are among the highest levels of satisfaction. According to our students, they:

- Feel safe while at school.
- Understand behavioral and academic expectations placed upon them via the school as well as within their classrooms.
- Learn new things daily via differentiated activities that are engaging.
- Feel that their teachers listen to them, want them to learn and to succeed, and offer them praise.
- Are expected to think and produce quality work, and that their teachers tell them when they are doing so.
- Feel that their teachers provide them with the necessary materials in order to ensure success.
- Believe that friendships are promoted.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

An analysis of acquired student perception data indicates that the following are among the lowest levels of satisfaction. According to our students, they:

- Feel that just over 1/3 of our students do not always follow classroom expectations (41% indicate that they sometimes do).
- Feel that just under 1/3 of our students do not always assist other students (29% indicate that they sometimes do).
- Feel that just about 1/4 of our students do not always follow hallway expectations (28% indicate that they sometimes do).
- Feel that about 1/4 of our students do not always follow playground expectations (27% indicate that they sometimes do).

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

To improve student satisfaction within the lowest areas, the following actions will be taken:

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- All Galewood staff will implement PBIS with fidelity and in conjunction with guidance via the building principal and/or PBIS Committee members.
- The staff will review building-wide PBIS behavioral expectations as well as acquired discipline data in order to make informed decisions regarding the handling of discipline within each classroom as well as throughout the building. Additionally, staff will mutually agree upon behavioral issues and/or concerns that are classroom-managed vs. office-managed.
- All staff members will be provided with high-quality PD to deepen their understanding of working with students who are at-risk and/or experienced trauma, as well as to build capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices.
- Schedules and/or class configurations will be examined by the building principal in order to promote a healthier mixture of students eating and/or playing together during the lunch/recess periods.
- Team-building will be promoted within each classroom and throughout the building at the onset of the school year, and at the beginning of each card marking.
- Our Student Support Specialist will provide a full range of professional student services to identified at-risk students including, but not limited to: group and individual counseling activities; development of academic and social skills; consultation services to parents and school staff to assist in the identification of the needs of children; conflict prevention and resolution; promoting an understanding of children's social, emotional and academic strengths, weaknesses, limitations, and behaviors in order to obtain higher levels of student achievement.
- The building principal, MTSS Committee, PBIS Committee as well as the School Improvement Team will work closely with Eaton RESA and Community Mental Health in order to secure programs and/or resources in order to improve socialization among students while curbing negative behaviors.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

An analysis of acquired parent perception data indicates that the following are among the highest levels of satisfaction. According to our parents, they:

- Feel their children are safe while at school.
- Feel welcomed within the school, and well-informed of classroom/building events.
- Believe that they have opportunities to be involved.
- Believe that the school shares the responsibility of educating their children with them.
- Feel that Galewood Early Elementary School is focused on the success of all students, and that a plan is in place to improve student learning.

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- Feel that high expectations are prevalent throughout the building.
- Appreciate our teachers and the work they conduct in order to establish goals and/or learning plans for their children, as well as assisting them in understanding student progress.
- Value the one-on-one, individualized attention given by staff to their children.
- Feel that their children are excited about learning and coming to school.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

An analysis of acquired parent perception data indicates that the following are among the lowest levels of satisfaction. According to our parents, they:

- Would like to see improvements with the "Kiss and Drop" zone where students are dropped and/or picked up daily. Some expressed concern that parents were not as expeditious as they should be for that drop zone and were holding up the line of traffic.
- Would like to see additional age-appropriate play equipment installed within the play areas.
- Expressed concern that the Media Center had not be put into place prior to the re-opening of the building, and would like to see it restored in the immediate future.
- Felt that the students did not have enough time for physical play throughout the school day.
- Believe that negative behaviors within classrooms are hindering student learning, particularly when class evacuations need to occur.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

To improve student satisfaction within the lowest areas, the following actions will be taken:

- All Galewood staff will implement PBIS with fidelity and in conjunction with guidance via the building principal and/or PBIS Committee members.
- The staff will review building-wide PBIS behavioral expectations as well as acquired discipline data in order to make informed decisions

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regarding the handling of discipline within each classroom as well as throughout the building. Additionally, staff will mutually agree upon behavioral issues and/or concerns that are classroom-managed vs. office-managed.

- All staff members will be provided with high-quality PD to deepen their understanding of working with students who are at-risk and/or experienced trauma, as well as to build capacity for identifying, adapting, and sustaining effective school-wide disciplinary practices.
- Team-building will be promoted within each classroom and throughout the building at the onset of the school year, and at the beginning of each card marking.
- Our Student Support Specialist will provide a full range of professional student services to identified at-risk students including, but not limited to: group and individual counseling activities; development of academic and social skills; consultation services to parents and school staff to assist in the identification of the needs of children; conflict prevention and resolution; promoting an understanding of children's social, emotional and academic strengths, weaknesses, limitations, and behaviors in order to obtain higher levels of student achievement.
- The building principal, MTSS Committee, PBIS Committee as well as the School Improvement Team will work closely with Eaton RESA and Community Mental Health in order to secure programs and/or resources in order to improve socialization among students while curbing negative behaviors.
- The building principal will work with district staff in order to further review the Kiss and Drop zone so as to make any upgrades possible in order to better handle traffic flow. Additional supervisory staff will also be identified and placed within the zone during arrival and dismissal so as to keep traffic flowing steadily, and to remind those who wish to assist their student out of the car and/or into the building to utilize a parking space instead of the expedited zone.
- To improve play areas, the district is committed to identifying and securing funding (i.e. grants) in order to continue making upgrades. Play equipment from an adjacent play area will begin to be transferred to the main playground during the summer months of 2019.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

An analysis of acquired staff perception data indicates that the following are among the highest levels of satisfaction. According to staff, they:

- Feel that the school's Vision, Mission and Belief statements are based upon shared values and beliefs that guide decision making.
- Believe that Galewood Early Elementary has and employs a continuous improvement process based upon acquired data, goals, actions and measures of growth.
- Feel that data is being used to address unique learning needs and are appreciative of the training/professional development provided in order to evaluate, interpret and make use of data in order to drive instruction.
- Believe that students are provided with opportunities to partake in activities that interest them.
- Believe that most instructors within the building personalize instructional strategies and/or interventions to address the individual learning

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needs of the students.

- Actively participate in collaborative learning communities that meet both informally and formally across grade levels, as well as based upon the identified needs of the building.
- Value the trust and relationships that have been developed between themselves, the students, and families.
- Appreciate the work being conducted within the building to positively impact learning and instruction.
- Believe that opportunities are available for all stakeholders to be involved within the school.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

An analysis of acquired staff perception data indicates that the following are among the lowest levels of satisfaction. According to staff, they:

- Lack the resources necessary to fully support the school's goals and priorities.
- Feel that inappropriate student behaviors (i.e. physical aggression, disrespect toward other students and/or adults) are problematic and impede student learning.
- Attribute the following factors to lower levels of student achievement: a lack of preparedness for specific grade-level content; a lack of adequate resources at home; low levels of parental involvement; social-emotional issues related to economically disadvantaged families; not enough targeted, skill-based instruction taking place within our classrooms via specialists; grade level content not being taught with fidelity within some classrooms; high levels of absenteeism.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

To improve teachers/staff satisfaction within the lowest areas, the following actions will be taken:

- Continue to nurture the work that has been conducted to date via professional learning communities so as to further develop a collaborative culture that not only incorporates a philosophy of continuous improvement and cohesiveness, but self and systematic reflection as well.
- Teachers will continue to work collectively in order to further examine their own curriculum, as well as be provided with opportunities (i.e. staff meetings, building-wide PD, early release, release time) to dialogue with others regarding content above/below their grade levels via vertical teams.

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- Grade-level and vertical teams will be provided with additional training and time to gather/interpret data so as to monitor, modify and drive the day-to-day instruction of all students within all subjects. Such instruction will be rooted in evidence-based practice, designed to meet the individual and varied needs of each student, ensure high levels engagement and thinking, as well as provide ample opportunities for students to apply curricular concepts in a real-world context.
- Expand the evaluation and monitoring of student learning through the use of summative and formative (i.e. NWEA, running records, content-area benchmark assessments, student portfolios) assessments from classroom teachers to all staff members within the building.
- School schedules will be examined and opportunities identified (i.e. common planning, grade-level/vertical teams, after-school professional development sessions) where staff members will be able to meet collaboratively. Also, continuous efforts will be made to make certain that such time is spent in an efficient and productive manner, and that conducted work is not only data-driven, but focused on the attainment of goals linked directly to the School Improvement Plan.
- Promote and strengthen an environment conducive to effective teaching and learning via a spirit of building-wide collaboration, inquiry, risk taking and reflective practice.
- Resources (human, fiscal, materials, time, space) will continue to be organized based upon data that demonstrates their contribution to the building's vision, mission and educational goals as outlined in the School Improvement Plan.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

See Perception Data - Parents/Guardians

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

See Perception Data - Parents/Guardians

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

See Perception Data - Parents/Guardians

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Strengths and challenges, as identified by the four types of data, have been expounded upon and addressed throughout this SDA.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Naturally, the challenges identified within the demographic, process and perception data would negatively impact and prevent overall higher degrees of student achievement across classrooms and throughout the building.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The School Improvement Plan (SIP) was developed via a series of School Improvement Team (SIT) Meetings, which occurred frequently and were held before and/or after school. Various stakeholders (i.e. classroom teachers, ancillary staff, parents, administrators, community members) worked collectively in order to offer input and make decisions pertaining to the SIP. Additional work sessions/focus groups were held with varying configurations in order to review and conduct an in-depth analysis of acquired data from multiple sources (i.e. demographic, process, achievement, perception), to complete tasks associated with annual school improvement initiatives, to identify new goals and/or strategies for the subsequent school year(s), and in order to make informed decisions regarding the SIP and its future implementation. As we move into and beyond the 2019-2020 school year, we will continue to develop, monitor and review the SIP by meeting regularly as a SIT, as well as with the entire staff via, for example, staff meetings, grade-level PD sessions, vertical teams and/or building-wide PD sessions.