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SCHOOL: ___Galileo School of Math and Science___

NCLB School Improvement Status	Accreditation Status	School Status	Title I Status
☒ **Not on Improvement**	☒ **Accredited with Performance Plan**	☐ **ACHIEVE Tier I**	☐ **Targeted Assistance**
☐ **Year 1**	☐ **Accredited with Improvement Plan**	☐ **ACHIEVE Tier II**	☐ **School-wide**
☐ **Year 2**	☐ **Accredited with Priority Improvement Plan**	☐ **ACHIEVE Tier III**	
☐ **Corrective Action**	☐ **Accredited with Turn-Around Plan**		
☐ **Restructuring**			

School Improvement Planning Team: Signatures of people who were involved in the preparation of the plan. **Parents must be included.**	Building Advisory Accountability Committee:	To be completed by the Title I/Operations office:
Name / **Position**		
Robyn Colbert — Principal	1) **Date the Plan was presented to SAC for review:**	**Date received in Title I/Operations office:**
Stacy Brisben — Assistant Principal		
Lance Cunico — Assistant Principal	2) **Signature of Principal:**	**Date the Plan was reviewed:**
Kyle Chamberlain — Encore Team Leader		
Susie McClain — 7th Grade/Math Coach	3) **Signature of SAC Chairperson:**	**Members of the Review Team:**
Dorian Lee — LRT		
Colleen Starkey — 6th Grade Team Leader	4) **Signatures of SAC members:**	
Jeff Rocchi — 8th Grade Team Leader		
Vanessa Vatalaro — Counseling Coordinator		
Bob Van Kirk — LTE		**Date of Plan Approval:**
Linda Weise — SAC		
Dana Keys — DAC		**Signature of Title I/School-wide Director:**
Mrs. Graham — Parent IEP rep		

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Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11
Final Report

Organization Code: 1010   **District Name:** COLORADO SPRINGS 11   **School Code:** 3360   **School Name:** GALILEO SCHOOL OF MATH AND SCIENCE (M)   *Comparison based on:* 3 Year

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below have been pre-polulated with the data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes. The columns highlighted in Yellow define the plan comparison as either 1 Year or 3 Year.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations			09-10 School Results		Meets Expectations?	
			1-year	3-years	1-year	3-years	M	Overall
Academic Achievement (Status)	**CSAP, CSAP-A, Lectura, Escritura** Description: % P+A in reading, math, writing and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	Reading	71.4%	71.4%	66.9%	65.9%	Approaching	Approaching
		Math	52.5%	51.6%	56.5%	57.9%	Meets	
		Writing	57.8%	58.3%	49.8%	49.7%	Approaching	
		Science	48.0%	48.7%	N/A	N/A	N/A	
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 42			Overall % of targets met by School: 95.2%		Reading	NO
							Math	NO
Academic Growth	**Median Student Growth Percentile** Description: Growth in CSAP for reading, math and writing Expectation: If school met adequate growth: then median SGP is at or above 45 If school did not meet adequate growth: then median SGP is at or above 55		Median Adequate SGP	Median SGP			M	Overall
		Reading	31	45/55	Median SGP: 48		Meets	Meets
		Math	66	45/55	Median SGP: 60		Meets	
		Writing	55	45/55	Median SGP: 44		Approaching	

*To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table
**To see your school's detailed AYP report (includes school results by content area, subgroup and school level, go to: www.schoolview.org/SchoolPerformance/index.asp

Student Performance Measures for State and ESEA Accountability (cont.)

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations		09-10 School Results		Expectations Met?	
Academic Growth Gaps	**Median Student Growth Percentile** Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups met adequate growth: median SGP is at or above 45. Disaggregated groups did not meet adequate growth: median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's subgroups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each subgroup.		M Approaching	Overall Approaching
Post Secondary Readiness	**Graduation Rate** Expectation: 80% or above	80% or above		N/A		N/A	
	Dropout Rate Expectation: At or below State average	1-year 3.6%	3-years 3.9%	1-year N/A	3-years N/A	N/A	
	Mean ACT Composite Score Expectation: At or above State average	1-year 20	3-years 20.1	1-year N/A	3-years N/A	N/A	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Performance	The school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. Refer to the SchoolView Learning Center for more detailed directions on plan submission, as well as the Quality Criteria and Checklist for State Requirements for School Improvement Plans to ensure that all required elements are captured in the school's plan.
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	N/A	Not identified for Improvement under Title I.

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Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	☐ Turnaround ☐ Restart ☐ Transformation ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

☐ State Accountability   ☐ Title IA   ☐ Tiered Intervention Grant   ☐ School Improvement Grant   ☐ Other: _____

	School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Robyn Colbert, Principal
	Email	colbera@d11.org
	Phone	719-328-2202
	Mailing Address	1600 N Union Blvd, Colorado Springs, CO 80909
2	Name and Title	Stacy Brisben, Assistant Principal
	Email	brisbsj@d11.org
	Phone	719-328-2204
	Mailing Address	1600 N Union Blvd, Colorado Springs, CO 80909

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.
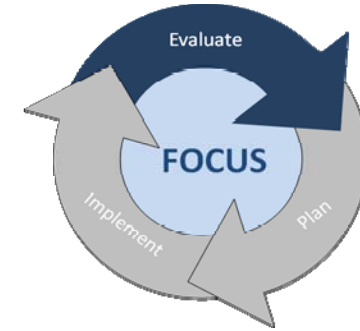
Step One: Gather and Organize Relevant Data
The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/ index.asp), including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), and (4) Post Secondary Readiness data.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
• Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency)	• School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates	• Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some

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clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a "root cause" if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	We do not have 3 yrs of trend data – only two		
Academic Growth	We do not have 3 yrs of trend data – only two		
Academic Growth Gaps	We do not have 3 yrs of trend data – only two		
Post Secondary Readiness	We do not have 3 yrs of trend data – only two		

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems.* Larchmont, NY: Eye on Education

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Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?	Root Cause Analysis: Why do we think our school's performance is what it is?	Verification of Root Cause: What evidence do you have for your conclusions?

Narrative:

Tell the story of your data based on the Data Narrative Questions (pink handout).

2008-09

See the description below for more information. Galileo only had 6th graders during this year. First year open.

2009 – 2010

- 6th grade reading went up from 64% to 69%
- 6th grade reading is below the district and state average
- 6th grade reading there is a reverse gap between White (68) to Am Ind (70), Black (76) – Tie with Hispanic
- 6th grade math went down from 61% to 59%
- 6th grade math is below the district and state average
- 6th grade math there is a gap between White (62) to Hispanic (61) and Black (50)
- 6th grade writing went up from 49% to 51%
- 6th grade writing is below the district and state average
- 6th grade writing there is a reverse gap – White (50), Black (53), Asian (67) and a tie with Hispanic (50)
- 7th grade reading is (64%)
- 7th grade reading is below the district and state average
- 7th grade reading has a gap between White (71) and Black (53) and Hispanic (59)
- 7th grade math is (51%)
- 7th grade math is above the state and district average
- 7th grade math has large gaps White (62), Hispanic (45) and Black (24)

- 7th grade writing is (47%)
- 7th grade writing is below district and state standards
- 7th grade writing has a gap - White (57%) Black (32%) and Hispanic (34%)
- School Performance Framework 2010 is Green – Performance Plan (63.4%)

Galileo CSAP for 08-09 was with 6th grade only

CSAP 09-10 was with 6th and 7th grade

CSAP 10-11 will be with 6th, 7th, and 8th grade. This will also include science for the first time.

Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.
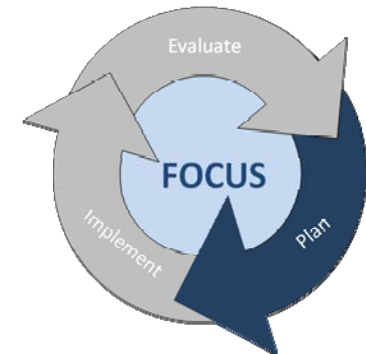
Performance Indicators	Measures/ Metrics		Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
			2010-11	2011-12		
Academic Achievement	CSAP, CSAPA, Lectura,	R	Percent Proficient and Advanced will be at or above the state 50th percentile	Percent Proficient and Advanced will be	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT	See strategies under Action Planning Worksheet, goals 1, 2,

(Status)	Escritura			at or above the state 50th percentile	growth in reading, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	and 3
		M	Percent Proficient and Advanced will be at or above the state 50th percentile	Percent Proficient and Advanced will be at or above the state 50th percentile	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
		W	Percent Proficient and Advanced will be at or above the state 50th percentile	Percent Proficient and Advanced will be at or above the state 50th percentile	NWEA Maps Assessments (administered 2 times during the year). Fall-spring RIT growth in language usage, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
		S	Percent Proficient and Advanced will be at or above the state 50th percentile	Percent Proficient and Advanced will be at or above the state 50th percentile		See strategies under Action Planning Worksheet, goals 1, 2, and 3
	AYP (Overall and for each disaggregated groups)	R	93.41% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	93.41% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in reading, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
		M	89.88% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	89.88% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
Academic Growth	Median Student Growth Percentile	R	Observed growth will meet or exceed adequate growth	Observed growth will meet or exceed adequate growth	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in reading, with goal of meeting or exceeding NWEA growth targets for all grades and	See strategies under Action Planning Worksheet, goals 1, 2, and 3

					NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
		M	Observed growth will meet or exceed adequate growth	Observed growth will meet or exceed adequate growth	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
		W	Observed growth will meet or exceed adequate growth	Observed growth will meet or exceed adequate growth	NWEA Maps Assessments (administered 2 times during the year). Fall-spring RIT growth in language usage, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
Academic Growth Gaps	Median Student Growth Percentile	R	There will be 5 percentage points or less gap between each disaggregated sub-group with an N of 30 students or more	There will be 5 percentage points or less gap between each disaggregated sub-group with an N of 30 students or more	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in reading, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
		M	There will be 5 percentage points or less gap between each disaggregated sub-group with an N of 30 students or more	There will be 5 percentage points or less gap between each disaggregated sub-group with an N of 30 students or more	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
		W	There will be 5 percentage points or less gap between each disaggregated sub-group with an N of 30 students or more	There will be 5 percentage points or less gap between each disaggregated sub-group with an N of 30 students or more	NWEA Maps Assessments (administered 2 times during the year). Fall-spring RIT growth in language usage, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	See strategies under Action Planning Worksheet, goals 1, 2, and 3
Post Secondary & Workforce Readiness	Graduation Rate		At or above 80%	At or above 80%	Monitoring of high risk groups	Continue interventions at school level
	Dropout Rate				Monitoring of high risk groups	Continue interventions

		At or below the state average	At or below the state average		at school level
	Mean ACT	At or above the state average	At or above the state average	Document that students are receiving instruction in content prior to test	Curriculum alignment

 Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Goal #1:   Top Quality Tier 1 instruction for every student, every day, in every classroom through differentiated instruction as evidenced by:

Strategy: Staff will choose a common writing program(s), 6-Trait and Step-Up-To-Writing, to implement school wide by the end of first quarter. All staff will be trained in the appropriate program by the end of January, **2011.**

Root Cause(s) Addressed: There is not a common building wide writing program for all content areas.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☐ School Plan under State Accountability   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant
☐ Title I school-wide or targeted assistance plan requirements   ☐ School Improvement Grant

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Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Identify the needs of scholars	End of Sept 2010	Patty Pierce/Phoebe Bailey/Robyn Colbert/All Galileo Staff	Time for data digs	All staff will have an opportunity to discuss and investigate the needs of the current Galileo Scholars. All staff listed and prioritized the needs of the scholars before the root cause process was implemented.
Identify the needs of Staff	End of Quarter 1	Patty Pierce/Phoebe Bailey/Robyn Colbert/All Galileo Staff	Time	Staff will share needs to implement the school wide writing program.
Staff will pick the Galileo school wide writing program	End of Quarter 1	Galileo Staff	Time and different programs to evaluate	Staff will look through district approved writing programs to implement at Galileo.
Staff will be trained in the district approved writing program and writing rubric	December 2010	Trainers /Robyn Colbert/All Galileo Staff	Trainer/Release time/ resources	90% of all staff will be certified in the writing program at the end of the training.
Staff will implement the Galileo school wide writing program in all Core and Encore classes.	May 2010	All Galileo Staff	Team times to discuss implementations	Staff will implement the school wide writing program once a week in all classes.
Galileo will implement a school wide writing prompt	One in first semester/ One in second semester	All Galileo Staff	Time for all staff to grade the writing prompts/Training on the writing rubric	Staff will be able to use the writing rubric to assess scholars needs in writing prompts.

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

| Organization Code: | 1010 | District Name: | Colorado Springs School District #11 |
| School Code: | 3360 | School Name: | Galileo, School of Math and Science MS |

GOAL #1. Top Quality Tier 1 Instruction

Strategy: Staff will choose a common writing program(s), 6-Trait and Step-Up-To-Writing, to implement school wide by the end of first quarter. All staff will be trained in the appropriate program by the end of January, 2011. Due to no trainers available in January, our LRT took the lead and trained in house on the writing program of 6-Trait. On May 10th of this year, my representatives from each grade level will be attending a 6-Trait Writing training certification in Denver. This is tie together what has been implemented this year. Staff has and is vigilant with writing prompts, short constructed responses and essay writing throughout the building and across content areas.

Writing improves reading scores and levels and it generates student's to be able to verbalize and articulate what they are learning. It also increases comprehension skills

Implementation (% of Classrooms)									MAP Performance	Fall Oct	Winter Feb	Spring May
											Proficient/Advanced %	
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Gr 6/RE	51%	53%	TBD
Grade 6	50	50	65	75	80	CSAP	TBD	TBD	Gr 7/RE	58%	63%	TBD
Grade 7	50	50	65	75	80	CSAP	TBD	TBD	Gr 8/RE	50%	52%	TBD
Grade 8	50	50	65	75	80	CSAP	TBD	TBD	Gr 6/MA	39%	46%	TBD
									Gr 7/MA	34%	39%	TBD
									Gr 8/MA	37%	48%	TBD
									Gr 6/LA	39%	36%	TBD
									Gr 7/LA	42%	45%	TBD
									Gr 8/LA	38%	40%	TBD

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Major Improvement Goal #2:   *Quality Tier 2 & 3 instruction with fidelity as defined by research and evidenced by time, intensity and duration as evidenced by (strategy):*

Strategy: Galileo will use differentiation and engagement strategies to move scholars from U to PP and from P to A in reading, writing, and math. Galileo will move scholars an average of 10 Rit points from Fall MAP to Spring MAP in Math, Reading and Language usage.

Root Cause(s) Addressed: Our data shows that we are not moving our Unsatisfactory to PP and our Proficient to Advanced in reading, writing and math.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☐ School Plan under State Accountability   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant
☐ Title I school-wide or targeted assistance plan requirements   ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Staff will be trained by Spence Rogers (Engagement Techniques) (Behavior Tier II, III leading to student achievement)	2nd Semester	Colbert, Brisben, Cunico, All Staff	Funds for Training, Funds for books, time for training	All staff will be able to use 3 engagement strategies in their class within one week of the training – Log of strategies will be collected by each staff
Scholars will be able to demonstrate high engagement in the classroom	Within one week of the staff training	All staff and scholars	Time for training, videos to model	All scholars will demonstrate high engagement strategies 90% of the time as measured by the walkthrough form.
Scholars will be trained in Boys Town (Following Instructions, Accepting "No" for an answer, Getting the teachers attention)	All year	Brisben, Cunico, Colbert, Security, All staff	Time and videos to model behavior	All scholars will know the Boys Town Strategy when asked by an adult 95% of the time. Data will be collected during walk throughs
Staff will be trained in Differentiation strategies. Will be addressed for Language, Study Smart (Successmaker), GT classes, Discovery Classes, and After school tutoring	2nd Semester Nov. 18 Full day Principal-4 teacher leaders Nov. 19 Full day	Colbert, Brisben, Cunico, All Staff	Funds for Training, Funds for books, Time for training	All staff will be able to use 3 Differentiation strategies in their class within one week of the training Log of strategies will be collected by each staff

	for Train the Trainer – will send leadership			

Major Improvement Goal #3: A positive climate and culture exists as evidenced by Positive Behavior Support system, implemented with fidelity, parent and community involvement and a sense of community as evidenced by (strategy):

Strategy: To improve the climate for all Galileo staff and scholars by implementing Second Step, and PBS system. These programs will facilitate a positive and safe environment in order to promote student achievement.

Second Step will be evaluated 3 times a year with the informal assessments in the program. A survey will be used in December in order to check the climate of the scholars and the implementation of Second Step.

PBS team will meet twice a month and will share out minutes with the staff via email.

PBS – On the walk-through form – 50% of staff will demonstrate positive reinforcements in their classrooms.

Root Cause(s) Addressed: Not all staff and scholars are aware of what PBS looks like at Galileo. Relationships of staff to staff, scholar to scholar, and staff to scholar do not result in reflective relationships which fosters the learning process.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☐ School Plan under State Accountability   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant
☐ Title I school-wide or targeted assistance plan requirements   ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Train staff on Second Step (Scholar Intervention)	By the end of Sept 2010	Vatalaro, Meyer, All staff	Training and teaching materials for all core teachers	All teachers will be able to teach Second Step to their Discovery class by the second week of school.
Implementation of Second Step in all Discovery classes (Scholar Intervention)	By the second week of school	Vatalaro, Meyer, Colbert, All Staff	Time set in Discovery classes for Second Step	All teachers will complete the second step program by the end of March 2011.

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PBS will create and send home school matrix and home matrix.	Matrix for school will be completed by the end of Nov 2010 and the home Matrix will be completed by Dec. 2010	PBS team, Cunico, Colbert, Brisben, and Counseling department	Time to meet with the PBS team. Project Nights to introduce the Matrix.	During the second week of April 2011, all parents/guardians that come into the front office will be asked if they know about the home matrix. 50% of the parents/guardians will know about the home matrix.

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Middle School Implementation and Performance Data

Organization Code:	1010	District Name:	Colorado Springs School District #11
School Code:	3360	School Name:	Galileo, School of Math and Science

GOAL #2 *Quality Tier 2 & 3 instruction with fidelity as defined by research and evidenced by time, intensity and duration as evidenced by (strategy):*

Strategy: Galileo will use differentiation and engagement strategies to move scholars from U to PP and from P to A in reading, writing, and math. Galileo will move scholars an average of 10 Rit points from Fall MAP to Spring MAP in Math, Reading and Language usage. Spence Rogers training will be held this June for staff members and there was a full day of professional development on January 4th for all staff in Differentiation Instruction and strategies for students across all content areas.

Root Cause(s) Addressed: Our data shows that we are not moving our Unsatisfactory to PP and our Proficient to Advanced in reading, writing and math.

Implementation (% of Classrooms)									MAP Performance		
									Fall Oct	Winter Feb	Spring May
									Proficient/Advanced %		
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Gr 6/RE	51%	53%	TBD
Grade 6	25	30	40	40	40	CSAP	TBD	TBD	Gr 7/RE	58%	63%	TBD
Grade 7	25	40	45	45	60	CSAP	TBD	TBD	Gr 8/RE	50%	52%	TBD
Grade 8	25	30	45	45	60	CSAP	TBD	TBD	Gr 6/MA	39%	46%	TBD
									Gr 7/MA	34%	39%	TBD
									Gr 8/MA	37%	48%	TBD
									Gr 6/LA	39%	36%	TBD
									Gr 7/LA	42%	45%	TBD
									Gr 8/LA	38%	40%	TBD