



Colorado's Unified Improvement Plan for Schools

Galileo School of Math and Science UIP 2020-21 | School: Galileo School of Math and Science | District: Colorado Springs 11 | Org ID: 1010 | School ID: 3360 | Framework: Priority Improvement Plan: Meets 95% Participation | Draft UIP

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Executive Summary

If we...

INCREASE STUDENT DAILY ATTENDANCE

Description:

Develop and implement strategies to increase student daily attendance and decrease chronic absenteeism.



AVID INSTRUCTIONAL STRATEGIES AND ORGANIZATIONAL TOOLS

Description:

All students and teachers will receive PD and instruction on utilization of binders and planners. Students will receive instruction on the use of organizational tools to promote thinking, learning, and time management. Students will use organizational tools to keep track of course work along with keeping binders, agendas, calendars and other organizational tools for keeping track of coursework and non-academic activities.



REFINE AND IMPROVE PLC BEST PRACTICES AS IDENTIFIED BY THE DISTRICT

Description:

Working collaboratively with admin, effective teams will analyze and respond to student results of the bi-weekly common formative assessments, using protocols, to identify the specific learning needs of each student by name and need. During PLC, content area teachers will identify standards to be taught for the quarter based on ATI schedule of assessed standards, and create common formative assessments that align with daily work and represents student mastery of each standard taught during that instructional cycle.



Then we will address...

ORGANIZATION AND GOAL SETTING

Description:

Galileo has struggled with a lack of consistent student engagement in classrooms due to a lack of clear, defined set of strategies and expectations for students. In order to support Tier 1 instruction, these AVID organizational tools will allow for consistency across the building, setting high expectations, goal setting, and increasing rigor. In addition, organizational tools will support the whole child in preparing them to be college and career ready upon exiting School District 11. *Due to current scenarios with COVID 19 AVID has prioritized strategies to address remote and hybrid learning. Action steps to address in-person learning will resume when applicable.



PLC EXPECTATIONS

Description:

In order for every student at Galileo to reach their full potential, daily instruction must meet their needs on a consistent basis including content which addresses and scaffolds and supports to allow them to reach and exceed grade level expectations. Galileo PLC times were not built into the day for all and it was not held sacred by the staff. Galileo administration did not set clear expectations for setting agendas and processes for meetings. *Due to current scenarios with COVID 19 PLC has prioritized strategies to address remote and hybrid learning. Action steps to address in-person learning will resume when applicable.



MTSS-ATTENDANCE

Description:

Student attendance rates are chronically poor. Surveys of chronically absent students and parents during the 19-20 school year indicated the following causes: poverty; transportation; physical and mental health concerns; need for child care; family life-events, changes, and obstacles. In addition, the 5 Essential Survey indicated: some students do not feel connected with relationships at school; do not feel entirely safe during unstructured times; and need more student-teacher trust. Making attendance a focus and expectation for students supports the whole child and establishes successful habits. This work also prepares them to be college and career ready upon exiting School District 11. In addition, data from the 19-20 5 Essential Survey suggests that Galileo students are weak in regular class attendance and class participation. *Due to current scenarios with COVID 19 attendance has prioritized strategies to address remote and hybrid learning. Action steps to address in-person learning will resume when applicable.

**Then we will change current trends for students****ACADEMIC ACHIEVEMENT- ALL CONTENTS/ALL STUDENTS****Description:**

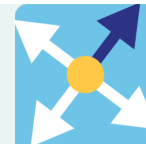
In 2017, Galileo was at 41.6 SPF for achievement, in 2018 achievement was at 37.8, and in 2019 achievement was at 38.3. Areas of concern continue across all groups and subgroups in both ELA and Math. For 2019, ELA overall was at Approaching; however, all subgroups were at Does Not Meet with the exception of FRL, which was at Approaching. In Math, all students and all subgroups were at Does Not Meet. This indicates there is significant work to be done in both Math and ELA to increase student achievement. CMAS and SPF data for 2020 is not available, due to the global pandemic. Our school is using local measures, such as the 2019-20 ADB assessment data and 5 Essentials to track student progress towards goals.

**ACADEMIC GROWTH-ELA****Description:**

From 2017 to 2019, in ELA CMAS Growth Report, nearly all groups have grown from an MGP of 40 to an MGP of 47. While this shows growth, Galileo is still below the state expected of 50 MGP. Analysis of subgroup data shows that in 2019 there was significant growth across all grade levels and subgroups. However, we are still below the expected MGP of 50. CMAS and SPF data for 2020 is not available, due to the global pandemic. Our school is using local measures, such as the 2019-20 ADB assessment data and 5 Essentials to track student progress towards goals.

**ACADEMIC GROWTH-MATH****Description:**

From 2017 to 2019, Galileo has remained relatively flat moving from 39 MGP to 34 MGP in 2019. With the exception of eight grade and students on an IEP, all grades and subgroups have shown a decrease in their MGP. This indicates a significant amount of work to be focused around math instruction, assessment, and data analysis in math. CMAS and SPF data for 2020 is not available, due to the global pandemic. Our school is using local measures, such as the 2019-20 ADB assessment data and 5 Essentials to track student progress towards goals.



Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

Improvement Plan Information

Additional Information about the school

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Galileo sits at the center of Colorado Springs and serves a diverse student population. Our technology-rich environment and innovative teaching attracts students and staff from across the district. Innovative and rigorous programs such as AVID (Advancement Via Individual Determination), STEM (Science, Technology, Engineering and Math), GTT (Gateway to Technology), The Galileo Geodesic-Dome Greenhouse and Garden, Interwrite Computer Boards in each classroom, and one-to-one technology (laptop computers are available to students every day) all continue to infuse science and math into our students', and gifted students, education.

Over the past ten years, since Galileo re-opened in 2008 under a Magnet Schools of America Grant, the enrollment and demographics at Galileo have changed quite a bit. Currently, our enrollment is 500. Our minority rate is 63 percent. Our free lunch rate is 79 percent. Our special education rate is 11 percent. Our ELL rate is 6.3 percent. Our gifted and talented rate is 4.1 percent.

Our UIP was developed through a needs assessment analysis. Using both state and local data measures, along with site-based evaluations, it was determined Galileo needs to strengthen core elements of Tier 1 instruction through PLC practices. Galileo continues to improve practices developing and administering frequent common formative assessments. Once administered, our departments analyze the data using protocols to inform current and future instruction. Additionally, Galileo is increasing student academics by promoting thinking, learning, and time management through the use of AVID organizational skills. We are addressing student truancy through a school site team and increased education and support for our community.

The parents/guardians of all students who enroll in District 11 fill out enrollment paperwork that includes questions about the family's living situation. If parents/guardians

indicate that they are living in a potentially McKinney-Vento eligible situation, an enrollment follow-up letter is given to the family to gather further information. Both the enrollment form and the follow-up letter are faxed to the Title I office for a determination of McKinney-Vento status. Schools are notified either way (eligible or not eligible). In the event that a family becomes eligible for McKinney-Vento during the school year, school secretaries/data processors/registrars/liaisons are trained to inform parents/guardians of their right to remain at that school, regardless of where the family is currently living, with district-provided transportation, if the residence is outside the school of origin's attendance areas or in a transported zone.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

AVID-To begin the 2019-2020 school year Galileo implemented school-wide organization. Our Empower plan expected 75% of all students to carry their binder, fill out their agenda daily, and complete bi-weekly binder checks in content areas. Galileo revised the goal to 95% for the second semester due to the success of the first semester. Additionally, we completed grade level CMAS discussions and student goal setting. Student goals focused on increased CMAS test scores, interim district assessments, attendance, behavior, and course performance. For the second semester, we began professional development involving focused note-taking.

Attendance-Due to the successful implementation of attendance initiatives outlined in our Empower plan, Galileo had the highest decrease in chronic absenteeism of any middle school in our district.

PLC-Following our two day Solution Tree training in February of 2020, we began planning for professional development involving PLC best practices. On March 13th, the last day of in-school learning, we designed our PLC rollout.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

Due to the lack of in-school contact time with students since March 13th of 2020, we plan to continue our 2019-2020 initiatives.

Current Performance

- **CMAS and SPF data for 2020 is not available, due to the global pandemic. Our school is using local measures, such as the 2019-20 ADB assessment data and 5 Essentials to track student progress towards goals.**

Overall, our School Performance Framework (SPF) for 2019 is at *Priority Improvement*.

Concern with our SPF:

- Our school, overall dropped and missed the cut-score for *Improvement* by 3.7 percent.
- Academic Achievement Percentile Rank data: ELA:2017-14th percentile/2018-11th percentile/2019-22nd percentile. Math: 2017-8th percentile/2018-8th percentile/2019-8th percentile. Science: 2017-15th percentile/2018-11th percentile/2019-9th percentile

"Does Not Meet" was a rating in ELA and math for students in these sub groups: ELL, minority, students with disabilities.

Galileo needs to make growth in academic achievement in all subject areas and student groups.

ELA	2018 MGP	2019 MGP	% increase (decrease)
All	34.5	47.0	35%
ELL	50.0	48.0	(4%)
FRL	33.0	48.0	45%
Minority	36.0	42.5	18%
IEP	36.0	37.0	(3%)
Math			
All	40.0	34.0	(15%)
ELL	38.0	34.0	(10.5%)
FRL	40.0	35.0	(12.5%)
Minority	38.0	32.0	16%
IEP	41.0	46.0	12%
ELP			

ELP	64.5	54.0	(16%)
On Track	68.2%	38.1%	(44%)

Trend Analysis



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In ELA, Academic Achievement SPF 2017-14%, 2018-11%, 2019-22%. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In science, students with disabilities, Academic Achievement SPF 2017-1%, 2018-1%, 2019-n



Trend Direction: Increasing then decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In science, FRL, Academic Achievement SPF 2017-10%, 2018-11%, 2019-4%. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In math, minority, Academic Achievement SPF 2017-4%, 2018-4%, 2019-4%. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

In math, FRL, Academic Achievement SPF 2017-7%, 2018-8%, 2019-6%. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Increasing then decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

In math, ELL, Academic Achievement SPF 2017-6%, 2018-12%, 2019-3%. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

In ELA, students with disabilities Academic Achievement SPF 2017-1%, 2018-1%, 2019-1%. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Stable then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

In ELA, minority Academic Achievement SPF 2017-6%, 2018-5%, 2019-13%. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Decreasing then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

In ELA, FRL, Academic Achievement SPF 2017-13%, 2018-9%, 2019-20%. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Increasing then decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

In science, minority, Academic Achievement SPF 2017-7%, 2018-9%, 2019-2%. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In science, ELL, Academic Achievement SPF 2017-2%, 2018-n



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In science, all students, Academic Achievement SPF 2017-15%, 2018-11%, 2019-9%. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In math, students with disabilities, Academic Achievement SPF 2017-1%, 2018-1%, 2019-1%. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In math, for all students, Academic Achievement SPF 2017-8%, 2018-8%, 2019-8%. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

In ELA, ELL, Academic Achievement SPF 2017-10%, 2018-12%, 2019-11%. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Stable then decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

All students are at the Approaching level in ELA for 2019. However, all subgroups, with the exception of FRL, remain at the Does Not Meet level. In Math, all students are at the Does Not Meets level for 2019 and all subgroups are at the Does Not Meet level.



Trend Direction: Stable then decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

In Math, overall, students decreased from an MGP of 40 in 2018 to an MGP of 34 in 2019. All grades and groups decreased with the exception of 8th grade and students on and IEP.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

In math, minority, Academic Growth SPF 2017-40.5 MPG, 2018-38 MPG, 2019-32 MPG. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

On track for English Language Proficiency, Academic Growth SPF 2018-68.2 MPG, 2019-38.1 MPG. This dropped from a "meets" rating to an "approaching" rating.



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

In ELA, all students, Academic Growth SPF 2017-40 MPG, 2018-34.5 MPG, 2019-47 MPG. This is notable because it's below the state requirement of 50th percentile.

Trend Direction: Decreasing then increasing



Notable Trend: Yes

Performance Indicator Target: Academic Growth

In ELA, FRL, Academic Growth SPF 2017-39.5 MPG, 2018-33 MPG, 2019-48 MPG. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

In ELA, minority, Academic Growth SPF 2017-40 MPG, 2018-36 MPG, 2019-42.5 MPG. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Increasing then stable

Notable Trend: Yes

Performance Indicator Target: Academic Growth

In ELA, students with disabilities, Academic Growth SPF 2017-27 MPG, 2018-36 MPG, 2019-37 MPG. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Increasing then decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

In math, all students, Academic Growth SPF 2017-39 MPG, 2018-40 MPG, 2019-34 MPG. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

In math, ELL, Academic Growth SPF 2017-42 MPG, 2018-38 MPG, 2019-34 MPG. This is notable because it's below the state requirement of 50th percentile.

Trend Direction: Increasing then decreasing



Notable Trend: Yes

Performance Indicator Target: Academic Growth

In math, FRL, Academic Growth SPF 2017-38 MPG, 2018-40 MPG, 2019-35 MPG. This is notable because it's below the state requirement of 50th percentile.



Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Academic Growth

In math, students with disabilities, Academic Growth SPF 2017-46 MPG, 2018-41 MPG, 2019-46 MPG. This is notable because it's below the state requirement of 50th percentile.

Additional Trend Information:

2018-2019 Fall AimsWeb Plus results:

Sixth grade:

- Reading:
 - Reading Comprehension: 71 percent of our sixth grade students are at average and above
 - Silent Reading Fluency: 77 percent of our sixth grade students are at average and above
 - Vocabulary: 71.6 percent of our sixth grade students are at average and above
- Math:
 - Mental Computation: 66 percent of our sixth grade students are at average and above
 - Number Comparison Fluency: 67.3 percent of our sixth grade students are at average and above
 - Number Sense: 59.2 percent of our sixth grade students are at average and above.

Seventh grade:

- Reading:
 - Reading Comprehension: 71.4 percent of our seventh grade students are at average and above
 - Silent Reading Fluency: 84 percent of our seventh grade students are at average and above
 - Vocabulary: 80.2 percent of our seventh grade students are at average and above

- Math:
 - Mental Computation: 68.6 percent of our seventh grade students are at average and above
 - Number Comparison Fluency: 70 percent of our seventh grade students are at average and above
 - Number Sense: 66.2 percent of our seventh grade students are at average and above.

Eighth grade:

- Reading:
 - Reading Comprehension: 75.9 percent of our eighth grade students are at average and above
 - Silent Reading Fluency: 66.7 percent of our eighth grade students are at average and above
 - Vocabulary: 68.5 percent of our eighth grade students are at average and above
- Math:
 - Mental Computation: 69 percent of our eighth grade students are at average and above
 - Number Comparison Fluency: 67.3 percent of our eighth grade students are at average and above
 - Number Sense: 67.3 percent of our eighth grade students are at average and above.

2018-2019 Fall ATI Galileo K-12 results:

- Reading:
 - Sixth grade: 9.5 percent "On Course", 37.3 percent "Low Risk", 34.2 percent "Moderate Risk", 19 percent "High Risk"
 - Seventh grade: 3.2 percent "Exceeding", 20.5 percent "On Course", 25 percent "Low Risk", 21.2 percent "Moderate Risk", 30.1 percent "High Risk"
 - Eighth grade: 3.8% "Exceeding", 21% "On Course", 28% "Low Risk", 24.2% "Moderate Risk", 22.9% "High Risk"
- Math:
 - Sixth grade: 1.3 percent "Exceeding", 16.5 percent "On Course", 34.8 percent "Low Risk", 28.5 percent "Moderate Risk", 19 percent "High Risk"
 - Seventh grade: 8.2 percent "On Course", 25.3 percent "Low Risk", 46.8 percent "Moderate Risk", 19.6 percent "High Risk"
 - Eighth grade: 0.8 percent "On Course", 12 percent "Low Risk", 35.3 percent "Moderate Risk", 51.9 percent "High Risk"
 - Algebra: 0 percent "On Course", 32 percent "Low Risk", 56 percent "Moderate Risk", 12 percent "High Risk"

2019-2020 Spring ATI ADB Galileo K-12 results:

- Math-
 - Sixth Grade: 4 Percent "On Course", 1 Percent "Low Risk", 24 Percent "Moderate Risk", and 72 Percent "High Risk"

- Seventh Grade: 5 Percent “On Course”, 7 Percent “Low Risk”, 25 Percent “Moderate Risk”, and 63 Percent “High Risk”
- Eighth Grade: 1 Percent “On Course”, 2 Percent “Low Risk”, 26 Percent “Moderate Risk”, and 71 Percent “High Risk”
- Algebra: 2 Percent “On Course”, 7 Percent “Low Risk”, 41 Percent “Moderate Risk”, and 40 Percent “High Risk”
- ELA-
 - Sixth Grade: 14 Percent “On Course”, 8 Percent “Low Risk”, 25 Percent “Moderate Risk”, and 53 Percent “High Risk”
 - Seventh Grade: 20 Percent “On Course”, 14 Percent “Low Risk”, 29 Percent “Moderate Risk”, and 37 Percent “High Risk”
- Eighth Grade: 18 Percent “On Course”, 14 Percent “Low Risk”, 30 Percent “Moderate Risk”, and 38 Percent “High Risk”

Priority Performance Challenges and Root Causes

Priority Performance Challenge: Academic Achievement- All Contents/All Students



In 2017, Galileo was at 41.6 SPF for achievement, in 2018 achievement was at 37.8, and in 2019 achievement was at 38.3. Areas of concern continue across all groups and subgroups in both ELA and Math. For 2019, ELA overall was at Approaching; however, all subgroups were at Does Not Meet with the exception of FRL, which was at Approaching. In Math, all students and all subgroups were at Does Not Meet. This indicates there is significant work to be done in both Math and ELA to increase student achievement. CMAS and SPF data for 2020 is not available, due to the global pandemic. Our school is using local measures, such as the 2019-20 ADB assessment data and 5 Essentials to track student progress towards goals.



Root Cause: MTSS-Attendance

Student attendance rates are chronically poor. Surveys of chronically absent students and parents during the 19-20 school year indicated the following causes: poverty; transportation; physical and mental health concerns; need for child care; family life-events, changes, and obstacles. In addition, the 5 Essential Survey indicated: some students do not feel connected with relationships at school; do not feel entirely safe during unstructured times; and need more student-teacher trust. Making attendance a focus and expectation for students supports the whole child and establishes successful habits. This work also prepares them to be college and career ready upon exiting School District 11. In addition, data from the 19-20 5 Essential Survey suggests that Galileo students are weak in regular class attendance and class participation. *Due to current scenarios with COVID 19 attendance has prioritized strategies to address remote and hybrid learning. Action steps to address in-person learning will resume when applicable.



Root Cause: Organization and Goal Setting

Galileo has struggled with a lack of consistent student engagement in classrooms due to a lack of clear, defined set of strategies and expectations for students. In order to support Tier 1 instruction, these AVID organizational tools will allow for consistency across the building, setting high expectations, goal setting, and increasing rigor. In addition, organizational tools will support the whole child in preparing them to be college and career ready upon exiting School District 11. *Due to current scenarios with COVID 19 AVID has prioritized strategies to address remote and hybrid learning. Action steps to address in-person learning will resume when applicable.



Root Cause: PLC expectations

In order for every student at Galileo to reach their full potential, daily instruction must meet their needs on a consistent basis including content which addresses and scaffolds and supports to allow them to reach and exceed grade level expectations. Galileo PLC times were not built into the day for all and it was not held sacred by the staff. Galileo administration did not set clear expectations for setting agendas and processes for meetings. *Due to current scenarios with COVID 19 PLC has prioritized strategies to address remote and hybrid learning. Action steps to address in-person learning will resume when applicable.

Priority Performance Challenge: Academic Growth-ELA



From 2017 to 2019, in ELA CMAS Growth Report, nearly all groups have grown from an MGP of 40 to an MGP of 47. While this shows growth, Galileo is still below the state expected of 50 MGP. Analysis of subgroup data shows that in 2019 there was significant growth across all grade levels and subgroups. However, we are still below the expected MGP of 50. CMAS and SPF data for 2020 is not available, due to the global pandemic. Our school is using local measures, such as the 2019-20 ADB assessment data and 5 Essentials to track student progress towards goals.

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Priority Performance Challenge: Academic Growth-Math



From 2017 to 2019, Galileo has remained relatively flat moving from 39 MGP to 34 MGP in 2019. With the exception of eight grade and students on an IEP, all grades and subgroups have shown a decrease in their MGP. This indicates a significant amount of work to be focused around math instruction, assessment, and data analysis in math. CMAS and SPF data for 2020 is not available, due to the global pandemic. Our school is using local measures, such as the 2019-20 ADB assessment data and 5 Essentials to track student progress towards goals.

Root Cause: MTSS-Attendance



Student attendance rates are chronically poor. Surveys of chronically absent students and parents during the 19-20 school year indicated the following causes: poverty; transportation; physical and mental health concerns; need for child care; family life-events, changes, and obstacles. In addition, the 5 Essential Survey indicated: some students do not feel connected with relationships at school; do not feel entirely safe during unstructured times; and need more student-teacher trust. Making attendance a focus and expectation for students supports the whole child and establishes successful habits. This work also prepares them to be college and career ready upon exiting School District 11. In addition, data from the 19-20 5 Essential Survey suggests that Galileo students are weak in regular class attendance and class participation. *Due to current scenarios with COVID 19 attendance has prioritized strategies to address remote and hybrid learning. Action steps to address in-person learning will resume when applicable.

Root Cause: Organization and Goal Setting



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Root Cause: PLC expectations



In order for every student at Galileo to reach their full potential, daily instruction must meet their needs on a consistent basis including content which addresses and scaffolds and supports to allow them to reach and exceed grade level expectations. Galileo PLC times were not built into the day for all and it was not held sacred by the staff. Galileo administration did not set clear expectations for setting agendas and processes for meetings. *Due to current scenarios with COVID 19 PLC has prioritized strategies to address remote and hybrid learning. Action steps to address in-person learning will resume when applicable.

Magnitude of Performance Challenges and Rationale for Selection:



The team, through analysis of CMAS data and additional qualitative and quantitative data, identified the notable trends that led to development of priority performance challenges. Identification of these challenges will allow the staff of Galileo to focus on a plan for systemic change in all academic areas and grade levels rather than a narrowly focused strategy that may not have the necessary overall impact to maintain current growth while focusing on current strategies to increase growth in other areas.

Additionally, staff will focus on PLC processes, implementing a structured and consistent PLC cycle with targeted student support to increase student mastery of grade level standards. Additionally, the creation and administration of frequent Common Formative Assessments (CFA), will provide teachers with real-time data to be analyzed and to measure current instruction, student progress, and be used to modify future instruction.

CMAS and SPF data for 2020 is not available, due to the global pandemic. Our school is using local measures, such as the 2019-20 ADB assessment data and 5 Essentials to track student progress towards goals.

Magnitude of Root Causes and Rationale for Selection:

Determining the root causes for the priority performance challenges was accomplished through a process of focusing on the challenges, considering all available



data both quantitative and qualitative. As the root causes were identified, the team worked through a rigorous process to identify the overarching root causes that, if addressed, the team believes will result in an increase in both student growth and achievement.

CMAS and SPF data for 2020 is not available, due to the global pandemic. Our school is using local measures, such as the 2019-20 ADB assessment data and 5 Essentials to track student progress towards goals.

Additional Narrative / Conclusion

- In response to our fall 2019 survey of our stakeholders, we launched and declared Galileo as an AVID school-wide middle school within 3 years.
- During the 18-19 school year, student growth in reading lexile, as measured by Achieve 3000, showed tremendous gains. This school-wide formative data was not reflected in SPF data.
- During the 18-19 school year, student growth (as measured by comparing ATI Galileo Assessment--comparing fall data to winter scores) was demonstrated with some students.
- During the 18-19 school year, we improved our response to students who are not achieving. We need to make improvements in our MTSS response to low achievers including tutoring opportunities during the school day—eg, study hall, tutoring by teachers, peer tutoring, etc.
- During the 18-19 school year, we also made significant progress towards making Personalized Learning/Next Gen Learning a regular part of our instructional program and not just a unique offering in one or two classes.

Action Plans

Planning Form



Increase student daily attendance

What will success look like: Develop and implement strategies to increase student daily attendance and decrease chronic absenteeism.

Associated Root Causes:

MTSS-Attendance:

Student attendance rates are chronically poor. Surveys of chronically absent students and parents during the 19-20 school year indicated the following causes: poverty; transportation; physical and mental health concerns; need for child care; family life-events, changes, and obstacles. In addition, the 5 Essential Survey indicated: some students do not feel connected with relationships at school; do not feel entirely safe during unstructured times; and need more student-teacher trust. Making attendance a focus and expectation for students supports the whole child and establishes successful habits. This work also prepares them to be college and career ready upon exiting School District 11. In addition, data from the 19-20 5 Essential Survey suggests that Galileo students are weak in regular class attendance and class participation. *Due to current scenarios with COVID 19 attendance has prioritized strategies to address remote and hybrid learning. Action steps to address in-person learning will resume when applicable.



Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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AVID instructional strategies and organizational tools

What will success look like: All students and teachers will receive PD and instruction on utilization of binders and planners. Students will receive instruction on the use of organizational tools to promote thinking, learning, and time management. Students will use organizational tools to keep track of course work along with keeping binders, agendas, calendars and other organizational tools for keeping track of coursework and non-academic activities.

Associated Root Causes:

Organization and Goal Setting:



Galileo has struggled with a lack of consistent student engagement in classrooms due to a lack of clear, defined set of strategies and expectations for students. In order to support Tier 1 instruction, these AVID organizational tools will allow for consistency across the building, setting high expectations, goal setting, and increasing rigor. In addition, organizational tools will support the whole child in preparing them to be college and career ready upon exiting School District 11.

*Due to current scenarios with COVID 19 AVID has prioritized strategies to address remote and hybrid learning. Action steps to address in-person learning will resume when applicable.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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Refine and improve PLC best practices as identified by the district

What will success look like: Working collaboratively with admin, effective teams will analyze and respond to student results of the bi-weekly common formative assessments, using protocols, to identify the specific learning needs of each student by name and need. During PLC, content area teachers will identify standards to be taught for the quarter based on ATI schedule of assessed standards, and create common formative assessments that align with daily work and represents student mastery of each standard taught during that instructional cycle.

Associated Root Causes:

PLC expectations:



In order for every student at Galileo to reach their full potential, daily instruction must meet their needs on a consistent basis including content which addresses and scaffolds and supports to allow them to reach and exceed grade level expectations. Galileo PLC times were not built into the day for all and it was not held sacred by the staff. Galileo administration did not set clear expectations for setting agendas and processes for meetings. *Due to current scenarios with COVID 19 PLC has prioritized strategies to address remote and hybrid learning. Action steps to address in-person learning will resume when applicable.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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School Target Setting



Priority Performance Challenge : Academic Achievement- All Contents/All Students



Priority Performance Challenge : Academic Growth-ELA



Priority Performance Challenge : Academic Growth-Math