



Mission Statement

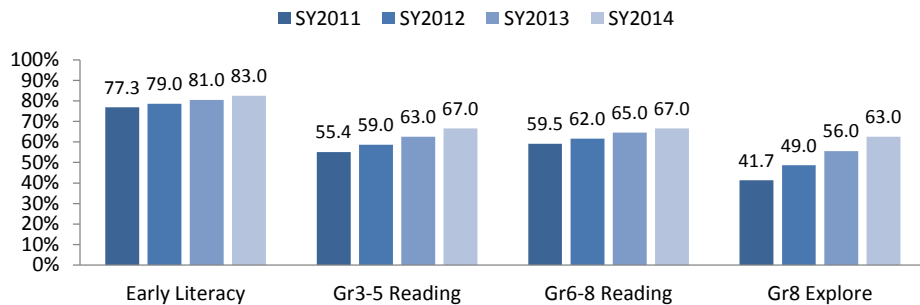
The Mission of the students, parents, and staff of the Galileo community is to foster life-long learning. This will be accomplished through the utilization of technology, the application of math and science and the mastery of reading, language arts and writing. Through teamwork and high expectations, we will enable our students to achieve success and become productive members of their respective communities. We will continue to create a culture of trust and collaboration that is focused on data-driven instruction for all our students.

Strategic Priorities

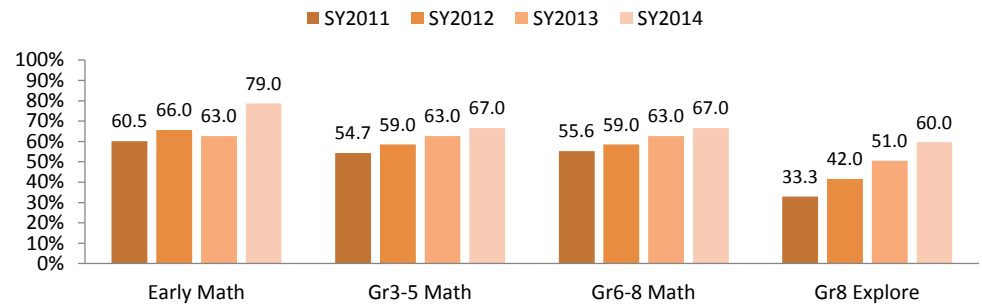
1. Literacy- Galileo will increase the number of students meeting annual growth targets and grade level proficiency in Reading according to the NWEA and DIBELS assessments. Galileo will also increase the number of students who meet and exceed on ISAT Reading.
2. Mathematics- Galileo will increase the number of students meeting annual growth targets and grade level proficiency in Math according to the NWEA and DIBELS assessments. Galileo will also increase the number of students who meet and exceed on ISAT Math.
3. Science- Galileo will increase the number of students meeting annual growth targets and grade level proficiency in Science according to the NWEA and DIBELS assessments. Galileo will also increase the number of students who meet and exceed on ISAT Science.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Galileo Math & Science Scholastic Academy ES

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Connie Amon	Lead/ Resource Teacher
Patricia Diaz	ELL Teacher
Aaron Borjon	Classroom Teacher
Aery Ko	Classroom Teacher
Jorge Macias	Principal
Karen Van Zytveld	Classroom Teacher
Fran Mauro	Special Education Faculty
Blanca Miarka	Assistant Principal
Connie Moreno	Classroom Teacher
Guadalupe Sanchez	Classroom Teacher
Louisa Economou	Lead/ Resource Teacher
Carrie Fitzpatrick	LSC Member



Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	77.3	79.0	81.0	83.0		Early Math % of students at Benchmark on mClass	60.5	66.0	63.0	79.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	55.4	59.0	63.0	67.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	54.7	59.0	63.0	67.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	68.7	72.0	76.0	81.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	68.2	72.0	76.0	81.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	59.5	62.0	65.0	67.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	55.6	59.0	63.0	67.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.6	60.0	63.0	66.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	66.3	70.0	73.0	76.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	41.7	49.0	56.0	63.0		Explore - Math % of students at college readiness benchmark	33.3	42.0	51.0	60.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.0	95.0	96.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	3.1	3.0	2.0	1.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	85.7	88.0	91.0	95.0		ISAT - Reading % of students exceeding state standards	22.3	30.0	35.0	40.0
ISAT - Mathematics % of students meeting or exceeding state standards	92.6	93.0	94.0	95.0		ISAT - Mathematics % of students exceeding state standards	26.5	30.0	35.0	40.0
ISAT - Science % of students meeting or exceeding state standards	87.5	89.0	92.0	95.0		ISAT - Science % of students exceeding state standards	15.6	20.0	25.0	30.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>The school establishes clear and measurable goals by analyzing NWEA Map Assessments to inform instruction. All students have individual academic goals and grade level teams monitor and adapt interventions to meet established goals.</p> <p>The school needs to monitor school wide progress in meeting goals within the school year.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal establishes measurable goals for school improvement by reviewing various school wide data. Principal provides opportunities for teachers to take active role by leading professional development activities</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>The teachers actively participate in ILT, CWIP, and grade level teams</p> <p>Teachers need to meet consistently in grade level and committee meetings</p> <p>Teacher involvement in professional development activities has improved this school year.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 			2
<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 			<p>The membership of the ILT is representative of the school</p> <p>The ILT should form smaller committees and create annual goals focused on priorities outlined in CIWP</p> <p>The ILT should meet more consistently and post meeting minutes on school server</p>
<p>Monitoring and adjusting -----></p> <ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 			3
<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 			<p>The school utilizes data from NWEA MAP assessments to drive instructional goals for students. The grade level teams meet and discuss progress of students on MAP assessments.</p>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>The current language arts and math curriculum will not meet the requirements of Common Core Standards</p> <p>The school must focus professional development on unit planning to address weaknesses of current curriculum.</p> <p>The school must allocate funds and provide resources to shift language arts curriculum from basal to balanced literacy model</p> <p>The school will allocate funds to address gaps in math curriculum</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>The school will allocate funds to purchase materials/resources to align curriculum with Common Core Standards</p> <p>The school will provide each classroom with new resources to support alignment with Common Core Standards</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>NWEA MAP, ISAT, and DIBELS data is available on CIM Portal in IMPACT system.</p> <p>Grade level teachers utilize assessment data to plan instruction and accommodations for students with disabilities and english language learners</p> <p>A variety of assessment methods are utilized by teachers in classroom instruction</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers use formative assessments to monitor student progress</p> <p>Teacher utilize questioning techniques that promote student discussion and understanding</p> <p>The teachers prepare lessons that align with standards of instruction</p> <p>Classroom instruction is scaffolded for student with disabilities and english language learners</p> <p>Teachers need to clearly communicate objectives and there relevance to learning</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>The school has a systematic approach to administering assessments to indentify student needs. (MAP and DIBELS)</p> <p>Interventions are provided by incorporating resource teachers and utilizing small groups</p> <p>The intervention need to occur more frequently</p> <p>The interventions are monitored by grade level teams</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The professional development activities are prepared by teachers and administration</p> <p>The professional development activities are relevant and support improving classroom instruction</p> <p>The school needs to continually monitor the implementation of professional development</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers collaborate weekly in grade level teams and assessment data is reviewed to plan instruction</p> <p>Teacher grade level teams include resource teachers in planning</p> <p>Teacher collaborate and are accountable for student learning</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>School will develop individual goals for teachers related to professional development and instruction</p> <p>Peer coaching and cross classroom visits will be utilized to support teachers</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>The school promotes student awareness of high school options</p> <p>Staff members set high academic expectations for students</p> <p>The school should expand opportunities for student voice</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Interactions among students is respectful</p> <p>Students with disabilities and english language learners are engaged in all classroom and school activities</p> <p>Students have support from staff in achieving their goals</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The school staff establishes a safe school environment</p> <p>The school provides tiered approach to discipline when addressing inappropriate student conduct</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The school performance is discussed at all organizational and community meetings</p> <p>Teachers provide information for families on student expectations during open house, parent conferences, and other meetings</p>	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>The school engages in two-way communication to inform families of student progress throughout the year</p>	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The school provides a welcoming environment</p> <p>The school provides families various activities to promote participation such as: cultural, performance, and academic assemblies</p>	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>The school provides exceptional support and outreach for students in need of specialized support</p> <p>School provides referrals for social service agencies, engages need through related services (counseling, social work, psychology, speech)</p> <p>School conducts various health screening opportunities for students</p>	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>The school provides ongoing exposure to high school options process through classroom guidance activities, career day event, and high school fair</p> <p>School also provides support with application process and meetings with parents to discuss process</p>	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>The school provides student planning through classroom guidance activities and individual meetings</p> <p>The curriculum prepares students to succeed in high school</p>		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>The school provides an equitable and wide range of extracurricular activities funded by All Stars Grant</p> <p>Students are also provided with enrichment in library, computer science, science lab, physical education, and art courses</p>		

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	The school participates in assessments that promote college readiness such as NWEA MAP and ACT Explore	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
Transitions ----->			4	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	The school ensures effective transitions by assisting families in planning and preparation for kindergarten and 9th grade	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>School has allocated discretionary resources to align with needs</p> <p>School has identified and secured resources through corporate partnership</p> <p>School allocates resources to focus on improving student achievement (materials and technology)</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Hiring is conducted after assessment of student need, staff capacity and school priorities</p> <p>School builds pool of potential applicants with interns and student teachers</p> <p>A multistep interview process including classroom lesson demonstrations to assess quality is utilized</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>School designs schedule based on student needs, teacher collaboration, and incorporating intervention opportunities</p>	

Date Stamp November 22, 2012



Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

The Mission of the students, parents, and staff of the Galileo community is to foster life-long learning. This will be accomplished through the utilization of technology, the application of math and science and the mastery of reading, language arts and writing. Through teamwork and high expectations, we will enable our students to achieve success and become productive members of their respective communities. We will continue to create a culture of trust and collaboration that is focused on data-driven instruction for all our students.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Literacy- Galileo will increase the number of students meeting annual growth targets and grade level proficiency in Reading according to the NWEA and DIBELS assessments. Galileo will also increase the number of students who meet and exceed on ISAT Reading.	Galileo will meet Literacy goals as established by Network for grades K-8th by 2014.
2	Mathematics- Galileo will increase the number of students meeting annual growth targets and grade level proficiency in Math according to the NWEA and DIBELS assessments. Galileo will also increase the number of students who meet and exceed on ISAT Math.	Galileo will meet Math goals as established by Network for grades K-8th by 2014.
3	Science- Galileo will increase the number of students meeting annual growth targets and grade level proficiency in Science according to the NWEA and DIBELS assessments. Galileo will also increase the number of students who meet and exceed on ISAT Science.	Galileo will meet Science goals as established by Network for grades K-8th by 2014.
4		
5		

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Literacy- Galileo will increase the number of students meeting annual growth targets and grade level proficiency in Reading according to the NWEA and DIBELS assessments. Galileo will also increase the number of students who meet and exceed on ISAT Reading.	Galileo will meet Literacy goals as established by Network for grades K-8th by 2014.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
School will revise language arts curriculum to align with Common Core Standards	Instruction	All	Teachers/Administrators	Summer 2012	On-going		
Teachers will inventory existing resources to determine instructional material needs for classroom libraries	Instructional Materials	All	Teachers	On-going	Summer 2012		
ILT and grade level teams will meet summer 2012 to develop curriculum maps that will align to CPS benchmark assessments	ILT/ Teacher Teams	All	Admin/ILT	Summer 2012	Year 2		
School will conduct professional development activities after school to develop and revise curriculum for CCS implementation	After School/ Extended Day	All	Admin/ILT	Quarter 1	Year 2		
School will purchase additional technology resources for learning centers in classrooms	Equipment/ Technology	All	Administration	Summer 2012	On-going		
School will purchase instructional materials for shift to balanced literacy program that will incorporate guided reading	Instructional Materials	All	Administration	Summer 2012	On-going		
School will fund for teacher assistant to support reading instruction in grades 1st-4th	Staffing	All	Administration	Quarter 1	On-going		
School will fund for college tutors to support Kindergarten classess	Staffing	All	Administration	Quarter 1	On-going		
School will fund for substitutes for teachers to attend Network or CPS professional development sessions	Professional Development	All	Administration	Quarter 1	Quarter 4		
School will provide transportation for extended learning opportunities	Instruction	All	Administration	Quarter 1	Quarter 4		
School will purchase instructional supplies for classroom	Supplies	All	Administration	Summer 2012	On-going		



Strategic Priority 1

School will host activities to increase parent involvement: Open House, Curriculum night, and assemblies	Parental Involvement	All	Administration	Quarter 1	On-going		
School will fund reduced class size teaching positions in grades 1st-5th	Staffing	All	Administration	On-going	On-going		
School will fund for full day Kindergarten	Staffing	All	Administration	On-going	On-going		
School will fund for Kindergarten teacher assistant	Staffing	All	Administration	On-going	On-going		

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Mathematics- Galileo will increase the number of students meeting annual growth targets and grade level proficiency in Math according to the NWEA and DIBELS assessments. Galileo will also increase the number of students who meet and exceed on ISAT Math.	Galileo will meet Math goals as established by Network for grades K-8th by 2014.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
School will revise math curriculum to align with Common Core Standards	Instruction	All	Teachers/Administrators	Summer 2012	On-going		
Teachers will inventory existing resources to determine instructional material needs for classroom	Instructional Materials	All	Teachers	On-going	Summer 2012		
ILT and grade level teams will meet summer 2012 to develop curriculum maps that will align to Common Core Standards	ILT/ Teacher Teams	All	Admin/ILT	Summer 2012	On-going		
School will conduct professional development activities after school to develop and revise curriculum for CCS implementation	After School/ Extended Day	All	Admin/ILT	Quarter 1	Year 2		
School will purchase additional technology resources for learning centers in classrooms	Equipment/ Technology	All	Administration	Summer 2012	On-going		
School will purchase instructional materials to revise math curriculum to align with Common Core Standards	Instructional Materials	All	Administration	Summer 2012	On-going		
School will fund for college tutors to support Kindergarten classes	Staffing	All	Administration	Quarter 1	On-going		
School will fund for substitutes for teachers to attend Network or CPS professional development sessions	Professional Development	All	Administration	Quarter 1	Quarter 4		
School will provide transportation for extended learning opportunities	Instruction	All	Administration	Quarter 1	Quarter 4		
School will purchase instructional supplies for classroom	Supplies	All	Administration	Summer 2012	On-going		
School will host activities to increase parent involvement: Open House, Curriculum night, and assemblies	Parental Involvement	All	Administration	Quarter 1	On-going		



Strategic Priority 2

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Science- Galileo will increase the number of students meeting annual growth targets and grade level proficiency in Science according to the NWEA and DIBELS assessments. Galileo will also increase the number of students who meet and exceed on ISAT Science.	Galileo will meet Science goals as established by Network for grades K-8th by 2014.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
School will revise science curriculum to align with Common Core Standards	Instruction	All	Teachers/Administrators	Year 2	On-going		
Teachers will inventory existing resources to determine instructional material needs for classroom	Instructional Materials	All	Teachers	On-going	Summer 2012		
ILT and grade level teams will meet summer 2012 to develop curriculum maps that will align to Common Core Standards	ILT/ Teacher Teams	All	Admin/ILT	Summer 2012	On-going		
School will conduct professional development activities after school to develop and revise curriculum for CCS implementation	After School/ Extended Day	All	Admin/ILT	Summer 2013	Year 2		
School will purchase additional technology resources for learning centers in classrooms	Equipment/ Technology	All	Administration	Summer 2012	On-going		
School will purchase instructional materials to revise science curriculum to align with Common Core Standards	Instructional Materials	All	Administration	Year 2	On-going		
School will fund for college tutors to support Kindergarten classes	Staffing	All	Administration	Quarter 1	On-going		
School will fund for substitutes for teachers to attend Network or CPS professional development sessions	Professional Development	All	Administration	On-going	On-going		
School will provide transportation for extended learning opportunities	Instruction	All	Administration	Quarter 1	Quarter 4		
School will purchase instructional supplies for classroom	Supplies	All	Administration	Summer 2012	On-going		
School will host activities to increase parent involvement: Open House, Curriculum night, and assemblies	Parental Involvement	All	Administration	Quarter 1	On-going		



Strategic Priority 3



Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps



Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps