

Galaxy Elementary School

301 GALAXY WAY, Boynton Beach, FL 33435

<https://gxes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Galaxy Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Galaxy E3 Elementary is an environmental and engineering "Green" school of academic excellence. Our mission is not only to educate young minds through a rigorous STEAM curriculum, but also to teach children the principles of sustainability and how to protect, preserve, and be productive environmental stewards of this world.

b. Provide the school's vision statement.

The aim of Galaxy E3 is to produce responsible and productive citizens with strong critical thinking and academic skills by providing a rigorous, dynamic, comprehensive curriculum delivered in partnership with the community, family and a competent, qualified staff in a safe and caring environment.

Teachers and staff work hard to provide the best educational experience for students. Parent partnership is a high priority and is essential for student success. Galaxy Elementary School has a rich tradition of outstanding student achievement and provides a sound, standards-based education, while promoting high moral character of all students.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

English language learners are the fastest growing group of students in Palm Beach County. For teachers to be adequately prepared to teach and interact with this culturally and linguistically diverse population, teachers must learn how to effectively communicate cross-culturally. Teachers at Galaxy E3 meet with parents at the beginning of the year at "Meet the Teacher Day" and through at least two other parent meetings. These meetings give teachers the opportunity to get to know students' families. Discussions at these meetings can be about how the family approaches problem solving, communicating, dealing with conflict, learning at school and learning at home. Galaxy E3 has a Haitian Creole language facilitator as well as a Spanish facilitator. In addition to supporting teachers in communicating with these parents, these facilitators are able to provide cultural insight based on their experiences.

Our school operates under a Single School Culture where the philosophy is that academics and behavior are inextricably intertwined. The social and emotional needs of our students are nurtured in a way that creates an environment for maximum learning. Systems are in place to ensure that relationship building is a clear priority. This philosophy is shared with our stakeholders in the beginning of the year through our School Advisory Committee and with our students through our Positive Behavior Support meetings.

Our school operates under a School wide Positive Behavior Support model. Our PBS committee is comprised of school staff and parents. At the beginning of the year, the team evaluates the climate of our overall school. An action plan is created to implement strategies throughout the year that will increase positive behavior, positive student relationships, fostering multicultural awareness and overall climate of the school.

Some of these activities include:

- Creating a school wide behavior matrix (Teachers along with students will jointly create and review classroom behavioral expectations that are in line with school wide behavior matrix.)
- Implementing positive incentives for students and staff
- Providing professional development for teachers in devising methods and structures for expanding positive interpersonal interaction in the classroom settings

Establishing and Maintaining Effective Relationships with Students

- Monthly data analysis on school wide behavioral data
- Collecting data on ratio of positive interactions (RPI) with students

Our School Advisory Council and our PBS team will serve as the committees to continually assess the state of our cultural awareness and student teacher relationships.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts) will be evident in every classroom, including our fine arts department.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Each morning, students are greeted at all points of entry by staff welcoming them to school. Bus students are individually checked off of a roster where they are greeted by name and welcomed to school. Resource staff, teachers, and administration are strategically placed throughout the campus to greet, supervise and ensure the safety of students. During the school day, the school-wide expectations for movement in halls and behavior in all areas of the school promotes safety and respect. After school, students are escorted to their cars, or to the walker area where many are met by parents. Bus students are checked off on a roster to monitor which students boarded. After care students are immediately met by after school staff and escorted safely to their activity areas.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Galaxy E3 uses the Positive Behavior Support model with support and resources provided by the School District of Palm Beach County. This system supports students' efforts to manage their own behavior and assure academic achievement. This behavior system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. School-wide expectations for behavior are clearly stated, widely promoted and frequently referenced. Each classroom institutes a system where students are held accountable for their behavior through classroom charts, daily communication to parents, and consistency in consequences and rewards. A school-based Positive Behavior Support Committee plans incentive events, reviews policies and provides resources for staff and parents. The school-wide expectation that teachers will provide hands-on, engaging and innovative lessons has been found to lower the number of negative behavior incidents.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Galaxy E3 provides for the social-emotional needs of students with the services of a full-time school counselor who provides individual and group counseling. School-wide students will be engaged and instructed using research-based instruction from Sanford Harmony program and Student Success Skills. In addition, students that have been identified as having needs in this area are brought before the School-Based Team to provide interventions and support by school personnel which may include school-based guidance or community resources. In addition, the School-Wide Positive Behavior Support model used at Galaxy E3 promotes positive social interactions among students, families, and staff. Each teacher will be instructing students and supporting social-emotional growth and development utilizing strategically planned lessons through Morning Meetings.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The early warning system for Galaxy E3 consists of data compilation, parent and district support contact and follow up. Below are the steps that are taken to satisfy the requirements of our early warning system:

Attendance Below 90% - Attendance data is regularly reviewed by administration. Students with excessive tardies or absences are flagged by the attendance clerk. Parent contact is made immediately. A plan is put into place to assist with absences (transportation assistance, reinforcement with the student, etc.). Follow-up consists of continuing to monitor the student's attendance and if required further intervention or district support.

Suspensions - Students who receive a suspension have a mandatory parent meeting with the teacher and all staff involved with that student. An intervention is begun and immediate referral to the school based team to get feedback from teachers, guidance, and ESE support. The RTI process is implemented if there is a need.

Level 1 on Statewide Assessment in Reading or Math - Any students that score a level 1 in reading receive iii (immediate intensive instruction) for an extra 30 minutes per day. These students also are offered tutorial services and have small group reading each day during their reading block. Students who receive a level 1 in math receive extra support in small group, and tutorial services are offered.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	19	12	11	10	9	13	0	0	0	0	0	0	0	74
One or more suspensions	3	2	1	19	6	11	0	0	0	0	0	0	0	42
Course failure in ELA or Math	33	60	49	74	39	18	0	0	0	0	0	0	0	273
Level 1 on statewide assessment	0	0	0	63	41	59	0	0	0	0	0	0	0	163

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	13	9	4	62	29	26	0	0	0	0	0	0	0	143

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Strategies in place to improve the academic performance of students identified by the early warning system include, guidance services, tutorial services, addition small group in math and reading, Supplemental Academic Instruction, and iii (Immediate Intensive Instruction). Students that are identified as in need of additional interventions are put on the agenda for the School Based Team to be evaluated for additional interventions. Students for whom interventions are not successful will go through the RTI process where they may eventually need to be tested to determine what other services may be needed.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

At Galaxy E3, we make every effort to include the parents of our students in their child's education. Parents meet with staff during predetermined scheduled events such as "open house," "Curriculum Night," and "Parent Cafe's" (trainings)." This year we held our "Meet the Teacher" event on the Saturday before school began. This resulted in the highest participation rate we have ever had. We made this decision to accommodate working families and to involve the local Boynton Beach community. Parents also meet with teachers to monitor their child's progress throughout the year which is scheduled through the guidance counselor's office. Additionally, monthly School Advisory Meetings are held to keep parents, community members, and local stakeholders informed of the schools's academic progress as well as current events that are available throughout the school year. Parents are informed through Community Language Facilitators to ensure that all parents hear the same message and have equitable opportunities to participate in their child's academic growth. Use

of Facebook, our school marquee, student agendas, and call outs helps us to communicate with the families of our students.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Through business and community partners, Galaxy E3 works together with the community to benefit the students and families of our school. We have partnerships that provide food for parent training opportunities and partnerships that provide community resources to our students. Our business partner liaison reaches out to local business and organizations to request assistance for various school events and programs. Once business and community partners are acquired they receive regular communication and updates about school programs. Local business and community partners attend School Advisory Council and are invited to all school events.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Steele, Lisa	Principal
Espinoza, Jennifer	Instructional Coach
Blue, Sheena	Other
White, Bryan	Assistant Principal
Clarke, Desreen	

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: Provides a common vision for the use of data-based decision-making, ensures the school based team is implementing MTSS/Rtl, monitors implementation of intervention support and documentation, provides for adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school based MTSS/Rtl plans and activities.

General Education Teachers (Teachers who identify students for the MTSS/Rtl process) - Provides information about cores instruction, participates in student data collection, delivers Tier 1 instruction and interventions, collaborates with other staff to implement Tier 2 interventions and integrate Tier 1 materials/instruction with Tier2/3 activities.

Single School Culture Coordinator- Participates in student data collection, supports teachers in utilizing core instructional activities/materials into Tier 2 and 3 instruction, and collaborates with general education teachers through such activities as co-teaching and planning. The SSC also leads professional learning communities as they collaboratively plan for effective instruction, analyze data to make instructional decisions, differentiated their teaching based on the needs of their students and develop intervention strategies

Academic Coaches - Identifies and analyzes scientifically based curriculum, interventions and assessments. Identifies systematic patterns of student need while working with district personnel to identify appropriate evidence based intervention strategies. Assists with screening programs that

provide early intervening services for children at risk. Assists in the design and implementation for progress monitoring, data collection and data analysis. Participates in the design and delivery of professional development.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Step 1 - Identify goals using an analysis of relevant demographic school data, school-wide and grade-level data, disaggregated data and an assessment of school staff's skill development .

Step 2 - Identify available resources and potential barriers

Step 3 - Address each barrier and analyze how changes in curriculum, instruction, environment, and organization can eliminate barriers from impacting student achievement.

Step 4 - Prioritize strategies to decide or eliminate each barrier.

Step 5 - Identify action steps to implement strategies.

Step 6 - Determine how strategies will be monitored for fidelity of implementation (instructional focus calendars, assessment calendars, regular review of data, student and teacher data chats, learning team meetings, utilization of academic coaches)

Step 7 - Determine how strategies will be monitored for effectiveness - Monitoring of data

Step 8 - Determine how progress towards each goal will be monitored - Monitoring of data

Title 1, Part A

Title 1 funds will be used to provide professional development opportunities for teachers to address the specific academic achievement needs of Galaxy E3 Elementary. Title 1 funds will be used to provide professional development to further integrate STEM (Science Technology Engineering Math) into other academic subjects.

Title I, Part C - Migrant

Title 1, Part C - Migrant funds will be used to provide additional services to migrant and/or homeless students at Galaxy E3 Elementary.

Title II

Title II and Title 1 funding will be used to provide professional development opportunities to teachers to address the specific academic achievement needs of Galaxy E3 Elementary.

Title III

Title III funds will be coordinated with Title 1 funds to provide extra support to English Language Learners (ELLs) by providing educational/academic enhancements such as computer equipment, translation services, staff development and multicultural curriculum resources.

Title X - Homeless

Title X will coordinate with the Education of Homeless Children and Youth Project to provide stability for homeless students.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title 1 funds to provide supplemental reading instruction for students in grades 2 and 3 as well as provide summer reading academy for third grade Level 1 readers as determined by the FCAT.

The Florida Department of Children and Families, Florida Department of Juvenile Justice, Child and Family Connections, and Early Learning Coalition of Palm Beach County will coordinate responsibilities with the school to support children known to the Department of Children and Families who are either remaining in their own home or have been placed with a foster family, group home or child care institution.

Safe and Drug Free Schools - Funding for Red Ribbon Week, and the Olweus Anti-Bullying Program will be used to continue programs that prevent the use of alcohol, tobacco and drugs and foster a safe, drug free learning environment that supports student achievement.

Violence Prevention Programs

Kids Against Bullying is utilized in conjunction with school resources to raise awareness of bullying and prevention.

Nutrition Programs

Galaxy E3 Elementary is involved in the national Commit 2 B Fit program that focuses on making healthy choices in nutrition and exercise.

Housing Programs

Coordination with local section 8 housing that surrounds the school. Galaxy has partnered with Bridges of Boynton which provides to parents assistance with finding housing and completing applications for public assistance.

HeadStart

HeadStart has two preschool classrooms at Galaxy E3 Elementary School that provide essential early childhood services to 3 and 4 year old children. Through this program health screenings and nutrition resources are provided.

Adult Education

N/A

Job Training

N/A

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kristal Richmond	Parent
Sara Tobias	Parent
Wanda Thomas	Teacher
Christina Chow	Teacher
Jennifer Espinoza	Teacher
Diana Elias	Parent
Carolyn Coniglio	Teacher
Erika McDermott	Parent
Sheena Blue	Education Support Employee
Gloria Denson	Business/Community
Steve Beson	Business/Community
Rita Simmons	Business/Community
Kristal Richmond	Parent
Matthew Campbell	Teacher
Angela Girtman	Teacher
Cynthia Perry	Teacher
	Business/Community
Roxanne Hosein and Tyler Goverman (AXA Advisors)	Parent
Bertide Pacius	Parent
Natalie Jordat	Parent
Jill Duvall	Teacher
Desreen Clarke	Parent
Alan Rossman	Education Support Employee
Aurelia Harden	Education Support Employee
Christna Chow	Education Support Employee
Andrea Platt	Student
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Galaxy E3's School Advisory Council (SAC) is directly involved with the School Improvement plan's (SIP) creation and implementation. Our SAC makes empirical suggestions based on our school data as outlined in the previous year's school accountability report as we as the School Improvement Plan. By evaluating last year's SIP, our stakeholders are able to suggest edits to keep moving the school forward in the best interest of student well being and academics.

b. Development of this school improvement plan

The SAC meets during regular specified dates per month to add specific information, updates, or plan future assessments based on our school's needs and requirements.

c. Preparation of the school's annual budget and plan

Our school's budget is a School District of Palm Beach County fixed budget but the SAC does create suggestion for spending Title 1 funding if said funding is available. In addition, SAC has funded supplemental materials such as assessments for ESE students, and literacy programs.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Goal 1: If we deliver effective relevant instruction to meet the needs of all students, then we will increase

mathematics proficiency in grades 3-5.

Math Coach \$36,577.28

Math Resource Teacher \$33,171.23

Supplies \$2500.00

Goal 2: If we deliver effective relevant instruction to meet the needs of all students, then we will increase students reading on grade level by grade 3.

Parent Liaison - \$3,875.12

Supplies for Parent Trainings - \$2,000

Learning Team Facilitator - \$36,577,28

Reading Coach \$73,154.55

Professional Development \$4,000.00

Reading Resource Teacher \$66,342.45

Tutorial \$5,000.00

Instructional resources \$3,500.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Steele, Lisa	Principal
Blue, Sheena	Other
White, Bryan	Assistant Principal
Clarke, Desreen	Instructional Coach
Espinoza, Jennifer	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team creates a collaborative system of school-wide literacy that supports effective teaching and student learning. The team, comprised by a variety of teacher administrators, teacher-leaders and teachers develop and communicate a shared vision for the literacy of the school. Their role is to establish a framework for identifying challenges and supports in order to build a community of successful learners. In addition, the team determines a plan of action to meet the literacy challenges which may include developing timely professional development for teachers and staff. Finally, the team supports the professional development and determines its' effectiveness through teacher-feedback and student data. Some of the data source include: informal assessments (running records, reading journal entries) and formal assessments (diagnostics, classroom assessments and prior year's FSA

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

Teachers collaborate by participating in schedule common planning periods and scheduled Professional Learning Communities (PLC). The master schedule was designed to promote grade level and content area common planning. PLC's are focused on analyzing and unpacking the new standards to focus instruction. In addition, PLCs analyze assessment data and develop intervention strategies to address the needs of students who are not mastering standards. Student improvement is monitored by classroom teachers and support teachers. Teachers collaborate and share best practices to differentiate instruction for all students. All teachers collaboratively plan on Wednesdays. Having this day set aside allows teams to plan and for the leadership team to circulate among teams to support.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Galaxy E3 recruits from job fairs, online advertisements and postings, and through teacher communication. Once a new teacher is employed, they are mentored in our ESP program which is a part of our process of induction. All new teachers work with a mentor throughout the year for support and collegiality. Individuals responsible are the Principal and the Assistant principal. New teachers are given professional development opportunities both within the school and from the district based on their specific needs. The academic coaches support new teachers by modeling lessons, assisting with planning and giving suggestions and feedback.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Galaxy E3 Elementary offers teacher mentoring to beginning teachers, veteran teachers in new assignments and teachers in need of support. Beginning teachers are assigned mentors who have completed the Clinical Education training provided by the district. These new teachers complete the Palm Beach County Educator Support Program along with their mentor who supports them through observation, feedback, collegiality, and professional development. Mentors are paired with teachers

based on content knowledge and experience with different grade levels. New teachers and mentors follow a timeline of activities including observations, support meetings, development of personal growth plans and informal walk-throughs. Monthly meetings are held with all new teachers and their mentors to collaborate and share resources and ideas.

Veteran teachers assigned to new areas and teachers in need of support are paired with teachers who are experts in the discipline in which further development is needed. For example, a teacher in need of classroom management support will be assigned a mentor that has demonstrated this area as a strength. In addition the academic coaches, learning facilitators and literacy center professional developers will be available to model instructional practices, observe teaching practices and provide feedback.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Galaxy E3 utilizes adopted curriculum resources from the school district that align with the Florida Standards. In addition, Professional Learning Communities are scheduled to unpack standards and align instruction. Professional Development from school based support personnel and district personnel is ongoing to continue to provide training in best practices.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data from classroom assessments, Palm Beach County Literacy Assessment, Palm Beach County Diagnostics and prior year FSA are all analyzed at the beginning of the year to make instructional plans from students. Assessment folders are used to document individual standards as well as mixed standards assessments. Learning Team meetings are held to analyze data and create instructional plans to meet the needs of students that are not proficient or making gains. Tutorial services are provided to students who have shown through assessment that they would benefit from more individualized instruction. These tutorial services are provided by highly qualified teachers prior to the start of the regular school day. Progress monitoring is an ongoing process that involves all teachers, support staff and administration. Administration keeps individual student data cards on all students to currently update progress. LLI (Leveled Literacy Intervention) is utilized in SAI and by the Americorp tutors based on need as shown through the literacy assessment's running records.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 162,000

At Galaxy E3, students receive an extra 30 minutes of reading per day. Florida Ready, a research based program is the core instruction utilized at this time. In addition word study is intergrated to build word reading fluency.

Strategy Rationale

Students need additional strategies other than what is provided during the regular 90 minute literacy block.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Steele, Lisa, lisa.steele@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through our Reading Running Records, District formatives (FSQs and USAs) and Florida Ready Assessments

Strategy: Before School Program

Minutes added to school year: 1,920

Before and after school tutorial is offered to students in grades 3-5. S tudents are targeted for extra support in mathematics and English language arts (reading)

Strategy Rationale

Facilitating small groups with explicit standards based lessons will increase proficiency in students in grades 3-5

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Steele, Lisa, lisa.steele@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre- and Post tests, lesson plans are collected and evaluated. Walkthroughs by administration and academic coaches are utilized to provide feedback and improve instructional practices.

Strategy: After School Program

Minutes added to school year: 2,560

Students in grades 3-5 participate in after school tutorial twice a week to increase reading proficiency

Strategy Rationale

Students in tutorial groups get extra help and interventions based on their individual needs

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Steele, Lisa, thorsworld.lisa@aol.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Galaxy E3 Elementary has two Headstart prekindergarten classrooms. These students are able to transition easily into the kindergarten program after they complete their 4 year old program. Head Start teachers meet with kindergarten teachers so that they understand the standards and progression of skills that will best enhance their students' transition.

At Galaxy E3 Elementary an annual "Kindergarten Roundup" is held to introduce incoming students and their parents to the school facility and the expectations of kindergarten. HeadStart students that currently attend Galaxy E3 are given the opportunity to continue their education here as Choice Program students if they do not live in our SAC area. This gives these students the opportunity to have already become familiar with the school setting, procedures and expectations.

All incoming kindergarten students are assessed prior to entering kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. In addition to the Palm Beach County Literacy Assessment, incoming kindergarten students are administered the Florida Kindergarten Readiness Screener to collect valuable information about a child's readiness for school. This helps teachers develop lessonplans to meet each child's individual needs and offers useful information to parents.

All kindergarten academic and behavior instruction will include daily explicit instruction, modeling, guided practice and independent practice to provide scaffolding to assist students in making the transition from preschool to kindergarten.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective relevant instruction to meet the needs of all students, then we will increase Mathematics achievement by 10%

- G2.** If we deliver effective relevant instruction to meet the needs of all students we will increase students reading achievement by 10%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective relevant instruction to meet the needs of all students, then we will increase Mathematics achievement by 10% **1a**

G094959

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	75.0
FSA Mathematics Achievement	52.0

Targeted Barriers to Achieving the Goal **3**

- Lack of parent understanding or rigor regarding new standards and how to best support their children
- Teachers have varying abilities to analyze mathematics data to best differentiate instruction
- One hour math block limits time for remediation and enrichment
- Lack of science background hinders students' ability to make connections between mathematics and science

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Parent Liaison for Grades K-5
- iReady Implementation
- Use of Florida Standards Quizzes and district Unit Assessments
- Utilization of Performance Matters, Unify and EDW to monitor student achievement

Plan to Monitor Progress Toward G1. **8**

Review of student data, classroom walkthrough data, formative assessments, iReady data, Marzano evaluation tool data

Person Responsible

Lisa Steele

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Student summative achievement data

G2. If we deliver effective relevant instruction to meet the needs of all students we will increase students reading achievement by 10%. 1a

G094960

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	61.0
FSA ELA Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Alignment of instruction to Florida standards and assessment is needed
- Teachers lack of understanding of how to teach standards explicitly throughout the literacy block
- lack of appropriate and rigorous independent tasks for students during the literacy block
- Lack of collaboration between classroom teachers and ESE/ELL teachers
- Students' lack of basic word work skills, phonics and phonemic awareness are hindering them from becoming proficient readers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Trainings - Parent Cafe'
- Utilization of Community Language Facilitators
- Use of social media for parent/community communication
- Pre-planned 2016-2017 calendar with all family/community events established
- K-5 Reading Coach
- Utilization of PLCs and Learning Team to collaboratively plan, unpack standards and monitor assessment data
- iReady Program

Plan to Monitor Progress Toward G2. 8

Classroom walkthroughs, formative assessments, iReady data, Marzano evaluation tool, Fountas and Pinnell running record data

Person Responsible

Lisa Steele

Schedule

Monthly, from 9/25/2017 to 5/31/2018

Evidence of Completion

iObservation data, formative and summative ELA data, Running Record data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we deliver effective relevant instruction to meet the needs of all students, then we will increase Mathematics achievement by 10% **1**

 G094959

G1.B2 Lack of parent understanding or rigor regarding new standards and how to best support their children **2**

 B255528

G1.B2.S2 Part time family involvement liaison will work with parents and the community to provide parent trainings and market academic and cultural nights. **4**

 S270045

Strategy Rationale

A family liaison that is from the local community is able to reach out to families, local business and community organizations to build and strengthen existing partnerships.

Action Step 1 **5**

Parent liaison will facilitate parent trainings and coordinate with the local community to provide resources.

Person Responsible

Gloria Denson

Schedule

Monthly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Agendas, sign ins and reflections

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Monthly review of parent trainings (agendas, sign ins, feedback)

Person Responsible

Lisa Steele

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Parent training agendas, sign ins, feedback / Notes from meetings with community organizations

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration attendance at parent trainings

Person Responsible

Lisa Steele

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Parent feedback, administration attendance, notes of meetings between administration and parent liaison

G1.B3 Teachers have varying abilities to analyze mathematics data to best differentiate instruction **2**

 B255529

G1.B3.S1 Develop a comprehensive mathematics and Science professional development plan to support teachers in the rigor of the standards and that build capacity of teacherse in strategies to best support studetns. **4**

 S270047

Strategy Rationale

Increasing teacher's capacity in delivering explicit standards based instruction will increase student proficiency in mathematics

Action Step 1 **5**

Plan and develop rigorous standards based mathematics tasks for students

Person Responsible

Jennifer Espinoza

Schedule

Weekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Walkthroughs utilizing iObservation to monitor implementation of mathematics strategies and rigorous tasks

Person Responsible

Lisa Steele

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

iOBservation feedback and data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom walkthrough data, rigor walks, learning tasks reviewed, mathematics assessments reviewed by admin

Person Responsible

Schedule

Biweekly, from 8/22/2017 to 5/31/2018

Evidence of Completion

Teacher feedback from PLC planning sessions on development of rigorous learning tasks, data from formatives especially questions with high complexity levels

G1.B4 One hour math block limits time for remediation and enrichment 2

 B255530

G1.B4.S1 Teachers of mathematics will provide extra instruction outside of the school day. 4

 S270048

Strategy Rationale

Extra instruction in mathematics will increase proficiency

Action Step 1 5

Implement before and afterschool as well as Saturday tutorial to provide intervention and enrichment in mathematics

Person Responsible

Lisa Steele

Schedule

Weekly, from 10/23/2017 to 3/30/2018

Evidence of Completion

Student and Teacher Sign Ins / Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Walkthroughs during tutorial sessions, tutorial scope and sequence, lesson plan

Person Responsible

Lisa Steele

Schedule

Biweekly, from 10/23/2017 to 3/30/2018

Evidence of Completion

walkthrough notes, lesson plan reviews

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Formative assessment data will be reviewed to assess effectiveness of tutorial

Person Responsible

Jennifer Espinoza

Schedule

Evidence of Completion

Comparisons of pre and post tests

G1.B4.S2 Extra periods of mathematics will be provided during the school day **4**

 S270049

Strategy Rationale

Extra periods of explicit mathematics instruction will increase proficiency

Action Step 1 **5**

Out of system tutors will be used during the school day to provide "push in" support during the school day

Person Responsible

Jennifer Espinoza

Schedule

Weekly, from 1/8/2018 to 3/30/2018

Evidence of Completion

Turtor Sign ins, lesson plans, feedback from classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S2 **6**

Schedules and lesson plans will be reviewed

Person Responsible

Jennifer Espinoza

Schedule

On 3/30/2018

Evidence of Completion

Lesson plans and tutor schedules

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Formative assessments of students

Person Responsible

Jennifer Espinoza

Schedule

Every 3 Weeks, from 1/8/2018 to 3/30/2018

Evidence of Completion

USAs and FSQs , Unify reports, EDW

G1.B6 Lack of science background hinders students' ability to make connections between mathematics and science 2

 B255532

G1.B6.S1 Science teacher will work with all classes on a weekly rotation to provide science background, vocabulary and to make connections to mathematics 4

 S270051

Strategy Rationale

Integrating mathematics and science will enable students to make connections and build proficiency

Action Step 1 5

Science resource teacher will deliver explicit instruction on science standards and connect mathematics

Person Responsible

Lisa Steele

Schedule

Daily, from 8/15/2017 to 5/31/2018

Evidence of Completion

Lesson Plans, formative assessments

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Classroom walkthroughs in the science room, lesson plan checks

Person Responsible

Bryan White

Schedule

Biweekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

iObservation data, lesson plan reviews, feedback

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Review of formative science data

Person Responsible

Bryan White

Schedule

Monthly, from 9/19/2017 to 5/31/2018

Evidence of Completion

Unify, EDW, lesson plans

G1.B6.S2 Off and on/campus field experiences will provide students with hands on experiences and vocabulary **4**

 S270052

Strategy Rationale

Exposure to hands on and real experiences will increase students knowledge in science and math connections

Action Step 1 **5**

Students will have the opportunity to have hands on opportunities in science through visits to natural areas, museums and other science experiences.

Person Responsible

Cynthia Adams

Schedule

Annually, from 12/4/2017 to 5/18/2018

Evidence of Completion

Schedules and trip documentation, consultant agreements when applicable

Plan to Monitor Fidelity of Implementation of G1.B6.S2 **6**

Alignment of standards to field experiences

Person Responsible

Cynthia Adams

Schedule

On 5/31/2018

Evidence of Completion

PLC notes on field experience and standards alignment / curriculum tiein activities

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Review formative assessments and standards based tie-in tasks prior and after field experience

Person Responsible

Cynthia Adams

Schedule

On 5/31/2018

Evidence of Completion

Science unit assessments, review rubrics of standards based tasks

G2. If we deliver effective relevant instruction to meet the needs of all students we will increase students reading achievement by 10%. 1

G094960

G2.B2 Alignment of instruction to Florida standards and assessment is needed 2

B255534

G2.B2.S1 The reading coach will be utilized to develop the capacity of teachers to deliver effective core and tiered instruction that is customized to the individual strengths, needs, interests and aspirations of each learner. 4

S270054

Strategy Rationale

"In a five-year study of Title I schools, serving more than 14,000 students in all, our team documented the significant contribution of teacher learning teams that were part of a school improvement model we evaluated. Using a rigorous research design, we found that achievement rose by 41 percent overall, and by 54 percent for Hispanic students, after schools converted routine meetings into teacher learning teams focused on what students were struggling to learn."

Five Keys to Effective Learning Teams

<http://www.edweek.org/ew/articles/2010/04/13/29gallimore.h29.html>

Action Step 1 5

The reading coach will work with instructional teams to align instruction to Florida standards and assessments.

Person Responsible

Desreen Clarke

Schedule

Biweekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Coaching continuum, coach logs, PLC notes, agendas / Sign Ins/ Meeting Notes

Action Step 2 5

The Single School Culture Coordinator will facilitate professional learning teams to align instruction, unpack standards, assist teams in collaboratively planning and review and analyze assessment data.

Person Responsible

Sheena Blue

Schedule

Daily, from 8/22/2016 to 6/1/2018

Evidence of Completion

SLTM / PLC Agendas, Sign Ins, Data Analysis, Marzano Scales, Lesson Plans, Instructional focus calendars

Action Step 3 5

Provide opportunities for teachers to attend school based and district professional development

Person Responsible

Lisa Steele

Schedule

Monthly, from 8/15/2016 to 5/31/2018

Evidence of Completion

Agendas, Sign Ins, Handouts, Work Products (scales, lesson plans, etc.)

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Observation of Professional Learning Community meetings, Lesson Studies, Professional Development Sessions and Coaching Cycle Sessions

Person Responsible

Lisa Steele

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC and LTM agendas, minutes and sign ins, PD Agendas, sign ins and Minutes, Coaching Cycle documentation with anecdotal notes and reflections.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Review of classroom assessments, Unit Assessments, Palm Beach Performance Assessments, and FSA

Person Responsible

Lisa Steele

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Student achievement data: Unit assessments, classroom assessments, Palm Beach Performance Assessments, FSA results

G2.B4 Teachers lack of understanding of how to teach standards explicitly throughout the literacy block 2

 B255536

G2.B4.S1 Develop the capacity of teachers to provide explicit, standards based instruction during the literacy block 4

 S270057

Strategy Rationale

Explicit standards based instruction will increase proficiency in the English Language Arts

Action Step 1 5

Teachers will receive professional development in and utilize Reading A-Z to provide resources for teaching explicit standards based small group reading lessons

Person Responsible

Desreen Clarke

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Small Group Lesson Plans/ Formative assessment data (Unit assessments) and running records

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Walkthroughs during small group instruction and lesson plan reviews

Person Responsible

Lisa Steele

Schedule

Biweekly, from 10/23/2017 to 5/31/2018

Evidence of Completion

iobservation, lesson plan review feedback

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Review of small group reading data , running record data, anecdotal notes

Person Responsible

Lisa Steele

Schedule

Monthly, from 10/23/2017 to 5/31/2018

Evidence of Completion

Running record data from EDW, Unit assessment data from Unify

G2.B4.S2 Provide teachers the opportunity to make instructional rounds at like schools with patterns of success in literacy achievement **4**

 S270058

Strategy Rationale

Observing effective literacy instruction will build capacity in teachers and therefore increase reading proficiency

Action Step 1 **5**

Teachers will be able to visit schools with similar student populations to observe teaching practices and student tasks.

Person Responsible

Lisa Steele

Schedule

Semiannually, from 11/10/2017 to 3/9/2018

Evidence of Completion

TDEs, teacher sign in, teacher notes

Plan to Monitor Fidelity of Implementation of G2.B4.S2 **6**

Teachers will debrief after school visits during PLC to share best practices

Person Responsible

Sheena Blue

Schedule

Semiannually, from 11/20/2017 to 2/1/2018

Evidence of Completion

Teacher notes and photographs of best practices

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Classroom walkthroughs using iobservation, lesson plan reviews

Person Responsible

Lisa Steele

Schedule

Semiannually, from 11/20/2017 to 2/2/2018

Evidence of Completion

iobservation notes, walkthrough feedback, formative assessment data

G2.B5 lack of appropriate and rigorous independent tasks for students during the literacy block 2

 B255537

G2.B5.S1 Teachers will have access to complex texts from a variety of genres to provide independent reading tasks during the literacy block 4

 S270059

Strategy Rationale

"Reading complex text to uncover deep meaning is an expectation across standards documents for all grade levels. Doing so equips students with necessary skills that position them well in whatever endeavor they pursue after high school. Various interpretative and critical reading skills are in play when learning to read a variety of complex text intently, so students need practice with a wide assortment of strategies to acquire and apply what they learn to new situations." Kathy T. Glass Complex Text Decoded ASCD

Action Step 1 5

Teachers will use Scholastic Storyworks, Reading A-Z, and Scholastic Super Science to provide complex text for instruction and independent tasks

Person Responsible

Lisa Steele

Schedule

On 6/1/2018

Evidence of Completion

Lesson plans, instructional focus calendars, and classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Lesson plans will be reviewed and observations will be facilitated to ensure these texts are being utilized to support reading instruction

Person Responsible

Lisa Steele

Schedule

Monthly, from 10/2/2017 to 5/4/2018

Evidence of Completion

Lesson plan reviews, iobservation walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Lesson plans will be reviewed and observations will be facilitated to ensure these texts are being utilized to support reading instruction

Person Responsible

Lisa Steele

Schedule

Monthly, from 10/2/2017 to 5/4/2018

Evidence of Completion

Lesson plan reviews, iobservation walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Lesson plans will be reviewed and observations will be facilitated to ensure these texts are being utilized to support reading instruction

Person Responsible

Lisa Steele

Schedule

Monthly, from 10/2/2017 to 5/4/2018

Evidence of Completion

Lesson plan reviews, iobservation walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Lesson plans will be reviewed and observations will be facilitated to ensure these texts are being utilized to support reading instruction

Person Responsible

Lisa Steele

Schedule

Monthly, from 10/2/2017 to 5/4/2018

Evidence of Completion

Lesson plan reviews, iobservation walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Monitor use of supplemental texts by reviewing lesson plans and performing classroom walkthroughs

Person Responsible

Lisa Steele

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Lesson plan reviews and feedback, iobservation feedback

G2.B7 Students' lack of basic word work skills, phonics and phonemic awareness are hindering them from becoming proficient readers **2**

 B255539

G2.B7.S1 Teachers will utilize word work manipulatives and explicit word work instruction to increase reading proficiency. **4**

 S270062

Strategy Rationale

Increasing students' ability to understand how words work and to manipulate sounds and letters will increase reading proficiency

Action Step 1 **5**

Teachers will utilize Words Their Way to increase phonics and word reading skills

Person Responsible

Lisa Steele

Schedule

Daily, from 9/18/2017 to 5/31/2018

Evidence of Completion

Lesson plans and instructional focus calendars will show words their way lessons and activities

Plan to Monitor Fidelity of Implementation of G2.B7.S1 **6**

Monitor lesson plans and utilize classroom walktroughs to evaluate fidelity of the program

Person Responsible

Lisa Steele

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Lesson plan reviews, iobservation data

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

iReady data in phonics will be analyzed to assess effectiveness

Person Responsible

Lisa Steele

Schedule

Weekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

iReady Diagnostics

G2.B7.S2 ESE teachers will utilize Foundations to increase phonics skills to build reading proficiency for ESE students 4

 S270063

Strategy Rationale

Increasing students foundational knowledge in phonics and word work will increase reading proficiency

Action Step 1 5

ESE teachers will implement Wilson Foundations to students identified as having a weaknesses in foundational skills

Person Responsible

Sheena Blue

Schedule

Daily, from 10/27/2017 to 6/1/2018

Evidence of Completion

Foundations lesson plans, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B7.S2 6

Lesson plans will be reviewed and classroom walkthroughs will take place

Person Responsible

Lisa Steele

Schedule

Weekly, from 11/6/2017 to 5/31/2018

Evidence of Completion

Lesson plans, walkthrough checklists

Plan to Monitor Effectiveness of Implementation of G2.B7.S2 7

Student data in foundational skills will be assessed for determining effectiveness of program

Person Responsible

Lisa Steele

Schedule

Monthly, from 12/1/2017 to 6/1/2018

Evidence of Completion

Palm Beach County Literacy Assessment Data, ELA formative data (FSQs, USAs) and Assessment from Wilson resources

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B4.S1.MA1 M385895	Formative assessment data will be reviewed to assess effectiveness of tutorial	Espinoza, Jennifer	No Start Date	Comparisons of pre and post tests	No End Date one-time
G2.B4.S2.MA1 M385915	Teachers will debrief after school visits during PLC to share best practices	Blue, Sheena	11/20/2017	Teacher notes and photographs of best practices	2/1/2018 semiannually
G2.B4.S2.MA1 M385914	Classroom walkthroughs using iobservation, lesson plan reviews	Steele, Lisa	11/20/2017	iobservation notes, walkthrough feedback, formative assessment data	2/2/2018 semiannually
G2.B4.S2.A1 A361240	Teachers will be able to visit schools with similar student populations to observe teaching...	Steele, Lisa	11/10/2017	TDEs, teacher sign in, teacher notes	3/9/2018 semiannually
G1.B4.S1.MA1 M385896	Walkthroughs during tutorial sessions, tutorial scope and sequence, lesson plan	Steele, Lisa	10/23/2017	walkthrough notes, lesson plan reviews	3/30/2018 biweekly
G1.B4.S1.A1 A361226	Implement before and afterschool as well as Saturday tutorial to provide intervention and...	Steele, Lisa	10/23/2017	Student and Teacher Sign Ins / Lesson Plans	3/30/2018 weekly
G1.B4.S2.MA1 M385897	Formative assessments of students	Espinoza, Jennifer	1/8/2018	USAs and FSQs , Unify reports, EDW	3/30/2018 every-3-weeks
G1.B4.S2.MA1 M385898	Schedules and lesson plans will be reviewed	Espinoza, Jennifer	1/8/2018	Lesson plans and tutor schedules	3/30/2018 one-time
G1.B4.S2.A1 A361227	Out of system tutors will be used during the school day to provide "push in" support during the...	Espinoza, Jennifer	1/8/2018	Turtor Sign ins, lesson plans, feedback from classroom teachers	3/30/2018 weekly
G2.B5.S1.MA1 M385917	Lesson plans will be reviewed and observations will be facilitated to ensure these texts are being...	Steele, Lisa	10/2/2017	Lesson plan reviews, iobservation walkthroughs	5/4/2018 monthly
G2.B5.S1.MA1 M385918	Lesson plans will be reviewed and observations will be facilitated to ensure these texts are being...	Steele, Lisa	10/2/2017	Lesson plan reviews, iobservation walkthroughs	5/4/2018 monthly
G2.B5.S1.MA1 M385919	Lesson plans will be reviewed and observations will be facilitated to ensure these texts are being...	Steele, Lisa	10/2/2017	Lesson plan reviews, iobservation walkthroughs	5/4/2018 monthly
G2.B5.S1.MA1 M385920	Lesson plans will be reviewed and observations will be facilitated to ensure these texts are being...	Steele, Lisa	10/2/2017	Lesson plan reviews, iobservation walkthroughs	5/4/2018 monthly
G1.B6.S2.A1 A361229	Students will have the opportunity to have hands on opportunities in science through visits to...	Adams, Cynthia	12/4/2017	Schedules and trip documentation, consultant agreements when applicable	5/18/2018 annually
G1.MA1 M385903	Review of student data, classroom walkthrough data, formative assessments, iReady data, Marzano...	Steele, Lisa	9/1/2017	Student summative achievement data	5/31/2018 monthly
G2.MA1 M385925	Classroom walkthroughs, formative assessments, iReady data, Marzano evaluation tool, Fountas and...	Steele, Lisa	9/25/2017	iObservation data, formative and summative ELA data, Running Record data	5/31/2018 monthly
G1.B3.S1.MA1 M385893	Classroom walkthrough data, rigor walks, learning tasks reviewed, mathematics assessments reviewed...		8/22/2017	Teacher feedback from PLC planning sessions on development of rigorous learning tasks, data from formatives especially questions with high complexity levels	5/31/2018 biweekly
G1.B3.S1.MA1 M385894	Walkthroughs utilizing iObservation to monitor implementation of mathematics strategies and...	Steele, Lisa	9/1/2017	iOBservation feedback and data	5/31/2018 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1 A361225	Plan and develop rigorous standards based mathematics tasks for students	Espinoza, Jennifer	8/15/2017		5/31/2018 weekly
G1.B6.S1.MA1 M385899	Review of formative science data	White, Bryan	9/19/2017	Unify, EDW, lesson plans	5/31/2018 monthly
G1.B6.S1.MA1 M385900	Classroom walkthroughs in the science room, lesson plan checks	White, Bryan	8/15/2017	iObservation data, lesson plan reviews, feedback	5/31/2018 biweekly
G1.B6.S1.A1 A361228	Science resource teacher will deliver explicit instruction on science standards and connect...	Steele, Lisa	8/15/2017	Lesson Plans, formative assessments	5/31/2018 daily
G2.B2.S1.A3 A361234	Provide opportunities for teachers to attend school based and district professional development	Steele, Lisa	8/15/2016	Agendas, Sign Ins, Handouts, Work Products (scales, lesson plans, etc.)	5/31/2018 monthly
G2.B4.S1.MA1 M385912	Review of small group reading data , running record data, anecdotal notes	Steele, Lisa	10/23/2017	Running record data from EDW, Unit assessment data from Unify	5/31/2018 monthly
G2.B4.S1.MA1 M385913	Walkthroughs during small group instruction and lesson plan reviews	Steele, Lisa	10/23/2017	iobservation, lesson plan review feedback	5/31/2018 biweekly
G2.B4.S1.A1 A361239	Teachers will receive professional development in and utilize Reading A-Z to provide resources for...	Clarke, Desreen	10/2/2017	Small Group Lesson Plans/ Formative assessment data (Unit assessments) and running records	5/31/2018 weekly
G2.B7.S1.MA1 M385922	Monitor lesson plans and utilize classroom walktroughs to evaluate fidelity of the program	Steele, Lisa	10/2/2017	Lesson plan reviews, iobservation data	5/31/2018 weekly
G2.B7.S1.A1 A361242	Teachers will utilize Words Their Way to increase phonics and word reading skills	Steele, Lisa	9/18/2017	Lesson plans and instructional focus calendars will show words their way lessons and activities	5/31/2018 daily
G1.B2.S2.MA1 M385891	Administration attendance at parent trainings	Steele, Lisa	9/1/2017	Parent feedback, administration attendance, notes of meetings between administration and parent liaison	5/31/2018 monthly
G1.B2.S2.MA1 M385892	Monthly review of parent trainings (agendas, sign ins, feedback)	Steele, Lisa	9/1/2017	Parent training agendas, sign ins, feedback / Notes from meetings with community organizations	5/31/2018 monthly
G1.B2.S2.A1 A361224	Parent liaison will facilitate parent trainings and coordinate with the local community to provide...	Denson, Gloria	8/15/2017	Agendas, sign ins and reflections	5/31/2018 monthly
G1.B6.S2.MA1 M385901	Review formative assessments and standards based tie-in tasks prior and after field experience	Adams, Cynthia	12/15/2017	Science unit assessments, review rubrics of standards based tasks	5/31/2018 one-time
G1.B6.S2.MA1 M385902	Alignment of standards to field experiences	Adams, Cynthia	3/30/2018	PLC notes on field exprience and standards alignment / cruiculum tiein activities	5/31/2018 one-time
G2.B7.S2.MA1 M385924	Lesson plans will be reviewed and classroom walkthroughs will take place	Steele, Lisa	11/6/2017	Lesson plans, walkthrough checklists	5/31/2018 weekly
G2.B2.S1.MA1 M385906	Review of classroom assessments, Unit Assessments, Palm Beach Performance Assessments, and FSA	Steele, Lisa	8/21/2017	Student achievement data: Unit assessments, classroom assessments, Palm Beach Performance Assessments, FSA results	6/1/2018 biweekly
G2.B2.S1.MA1 M385907	Observation of Professional Learning Community meetings, Lesson Studies, Professional Development...	Steele, Lisa	8/21/2017	PLC and LTM agendas, minutes and sign ins, PD Agendas, sign ins and Minutes, Coaching Cycle documentation with anecdotal notes and reflections.	6/1/2018 weekly
G2.B2.S1.A1 A361232	The reading coach will work with instructional teams to align instruction to Florida standards...	Clarke, Desreen	9/4/2017	Coaching continuum, coach logs, PLC notes, agendas / Sign Ins/ Meeting Notes	6/1/2018 biweekly
G2.B2.S1.A2 A361233	The Single School Culture Coordinator will facilitate professional learning teams to align...	Blue, Sheena	8/22/2016	SLTM / PLC Agendas, Sign Ins, Data Analysis, Marzano Scales, Lesson Plans, Instructional focus calendars	6/1/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B5.S1.MA1  M385916	Monitor use of supplemental texts by reviewing lesson plans and performing classroom walkthroughs	Steele, Lisa	10/2/2017	Lesson plan reviews and feedback, iobservation feedback	6/1/2018 monthly
G2.B5.S1.A1  A361241	Teachers wil use Scholastic Storyworks, Reading A-Z, and Scholastic Super Science to provide...	Steele, Lisa	8/21/2017	Lesson plans, instructional focus calendars, and classroom walkthroughs	6/1/2018 one-time
G2.B7.S1.MA1  M385921	iReady data in phonics will be analyzed to assess effectiveness	Steele, Lisa	10/2/2017	iReady Diagnostics	6/1/2018 weekly
G2.B7.S2.MA1  M385923	Student data in foundational skills will be assessed for determining effectiveness of program	Steele, Lisa	12/1/2017	Palm Beach County Literacy Assessment Data, ELA formative data (FSQs, USAs) and Assessment from Wilson resources	6/1/2018 monthly
G2.B7.S2.A1  A361243	ESE teachers will implement Wilson Foundations to students identified as having a weaknesses in...	Blue, Sheena	10/27/2017	Foundations lesson plans, classroom walkthroughs	6/1/2018 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we deliver effective relevant instruction to meet the needs of all students, then we will increase Mathematics achievement by 10%

G1.B3 Teachers have varying abilities to analyze mathematics data to best differentiate instruction

G1.B3.S1 Develop a comprehensive mathematics and Science professional development plan to support teachers in the rigor of the standards and that build capacity of teacherse in strategies to best support studetns.

PD Opportunity 1

Plan and develop rigorous standards based mathematics tasks for students

Facilitator

Jennifere Espinoza

Participants

All teachers of mathematics

Schedule

Weekly, from 8/15/2017 to 5/31/2018

G2. If we deliver effective relevant instruction to meet the needs of all students we will increase students reading achievement by 10%.

G2.B2 Alignment of instruction to Florida standards and assessment is needed

G2.B2.S1 The reading coach will be utilized to develop the capacity of teachers to deliver effective core and tiered instruction that is customized to the individual strengths, needs, interests and aspirations of each learner.

PD Opportunity 1

The reading coach will work with instructional teams to align instruction to Florida standards and assessments.

Facilitator

Desreen Clarke

Participants

Classroom Teachers by Content

Schedule

Biweekly, from 9/4/2017 to 6/1/2018

PD Opportunity 2

The Single School Culture Coordinator will facilitate professional learning teams to align instruction, unpack standards, assist teams in collaboratively planning and review and analyze assessment data.

Facilitator

Sheena Blue

Participants

All Instructional Staff

Schedule

Daily, from 8/22/2016 to 6/1/2018

PD Opportunity 3

Provide opportunities for teachers to attend school based and district professional development

Facilitator

Various school and district staff developers

Participants

all teachers

Schedule

Monthly, from 8/15/2016 to 5/31/2018

G2.B4 Teachers lack of understanding of how to teach standards explicitly throughout the literacy block

G2.B4.S1 Develop the capacity of teachers to provide explicit, standards based instruction during the literacy block

PD Opportunity 1

Teachers will receive professional development in and utilize Reading A-Z to provide resources for teaching explicit standards based small group reading lessons

Facilitator

Desreen Clarke

Participants

Teachers in Grades K-3

Schedule

Weekly, from 10/2/2017 to 5/31/2018

G2.B7 Students' lack of basic word work skills, phonics and phonemic awareness are hindering them from becoming proficient readers

G2.B7.S2 ESE teachers will utilize Foundations to increase phonics skills to build reading proficiency for ESE students

PD Opportunity 1

ESE teachers will implement Wilson Foundations to students identified as having a weaknesses in foundational skills

Facilitator

District ESE Prof. Developers

Participants

ESE teachers

Schedule

Daily, from 10/27/2017 to 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S2.A1	Parent liaison will facilitate parent trainings and coordinate with the local community to provide resources.				\$0.00
2	G1.B3.S1.A1	Plan and develop rigorous standards based mathematics tasks for students				\$0.00
3	G1.B4.S1.A1	Implement before and afterschool as well as Saturday tutorial to provide intervention and enrichment in mathematics				\$0.00
4	G1.B4.S2.A1	Out of system tutors will be used during the school day to provide "push in" support during the school day				\$0.00
5	G1.B6.S1.A1	Science resource teacher will deliver explicit instruction on science standards and connect mathematics				\$0.00
6	G1.B6.S2.A1	Students will have the opportunity to have hands on opportunities in science through visits to natural areas, museums and other science experiences.				\$0.00
7	G2.B2.S1.A1	The reading coach will work with instructional teams to align instruction to Florida standards and assessments.				\$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0821 - Galaxy Elementary School	Title I, Part A	0.5	\$36,577.28
<i>Notes: Learning Team Facilitator - .5 LaDeshia Brooks</i>						
8	G2.B2.S1.A2	The Single School Culture Coordinator will facilitate professional learning teams to align instruction, unpack standards, assist teams in collaboratively planning and review and analyze assessment data.				\$73,154.55
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0821 - Galaxy Elementary School	Title I, Part A	1.0	\$73,154.55
<i>Notes: Reading Coach Melissa Trinchini 1.0</i>						
9	G2.B2.S1.A3	Provide opportunities for teachers to attend school based and district professional development				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0821 - Galaxy Elementary School	Title I, Part A		\$4,000.00
<i>Notes: Substitutes for PD</i>						
10	G2.B4.S1.A1	Teachers will receive professional development in and utilize Reading A-Z to provide resources for teaching explicit standards based small group reading lessons				\$0.00
11	G2.B4.S2.A1	Teachers will be able to visit schools with similar student populations to observe teaching practices and student tasks.				\$0.00

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12	G2.B5.S1.A1	Teachers will use Scholastic Storyworks, Reading A-Z, and Scholastic Super Science to provide complex text for instruction and independent tasks	\$0.00
13	G2.B7.S1.A1	Teachers will utilize Words Their Way to increase phonics and word reading skills	\$0.00
14	G2.B7.S2.A1	ESE teachers will implement Wilson Foundations to students identified as having a weaknesses in foundational skills	\$0.00
Total:			\$113,731.83