Volusia County Schools

Galaxy Middle School

2017-18 Schoolwide Improvement Plan

Galaxy Middle School

2400 EUSTACE AVE, Deltona, FL 32725

http://myvolusiaschools.org/school/galaxymiddle/pages/default.aspx

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)
Middle School 6-8	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	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 is pending approval by the Volusia County School Board.

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 Middle 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.

Through the united effort of students, parents, staff, and community, Galaxy Middle School will work toward the overall success of every individual student.

b. Provide the school's vision statement.

Ensuring all students receive a superior 21st century education.

2. School Environment

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

We have a 6th grade orientation program that is two-fold - we have Orbit which welcomes the families and students to our campus in May of the previous year. This allows them to tour our campus, meet some teachers, and learn about different clubs we have to offer. We also do a short presentation to the parents about what to expect from middle school, and what Galaxy is all about. A couple weeks before school begins, we also invite the 6th grade students to Nebula, where students spend three hours getting their schedules, and touring the campus. They also work on team building activities and learn about what it is like to be a Galaxy student.

We also have Rocket Time where we have additional remediation and enrichment time with our students on a rotating basis. We spend the first couple weeks going over processes and procedures, and also getting to know the students in a setting that is outside the normal classroom time. For the remainder of the year, this time is built into the school day to ensure early and ongoing intervention is occurring.

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

Before school, we have different areas around the campus where each grade level is located. Within these supervised areas, students are allowed to sit with friends in a relaxed environment, with teachers circulating throughout. After school, we have many clubs and organizations which meet throughout the week. Upon dismissal of clubs, we make sure the sponsoring teachers have stayed until all students have been accounted for and exited from the campus. Throughout the day, teachers go to 'hotspots' around campus right before their planning period. This gives us a consistent schedule of supervision around campus between classes. We also walk our students out to pick up areas after school, along with specific scheduled supervision areas.

We also raised awareness of individual needs of students. Teachers posted 'Safe Space' stickers on their doors where students know they can come talk to an adult about issues that are concerning them. We are also have implemented a Bullying Awareness program (OLWEUS) to raise awareness and giving students strategies to deal to use if they are faced with a bullying situation.

The school-based Behavior Leadership Team develops processes and procedures intended for all students and staff, for all settings and across campus, which promote positive behavior and build a school community based upon safety and responsibility.

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.

Our school motto is, "Students First". Any and all decisions are made with the students' best interest in mind. All classroom have posters that state: "Wrong is wrong; even if everyone is doing it. Right is right; even if no one is doing it." We teach students to do what's right at all times. We also have a culture of respect and relationship building at Galaxy between adults and students. We have implemented school-wide classroom rules/expectations, so the same basic rules are present and posted in each classroom. We have a consistent plan of consequences in each classroom, utilizing tiered interventions, including warning, parent contact, time out to another teacher, and office referrals. Once a student has gone to the office, there is another tiered list of interventions. Students have been made aware of these consequences by individual classroom visits from the administration. Also, many veteran and all new teachers, have been trained in the CHAMPS program of setting clear expectations and procedures.

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.

In addition to our 'Safe Space' stickers and OLWEUS program on campus, we also have three school counselors, one for each grade level. Each counselor has a plan in place to take counselor requests from the students to meet with them and counsel as needed. We also have a school psychologist who meets with students based on their needs. In addition, we have an EBD unit and a behavioral specialist working with our students with extreme social and behavior needs.

Staff is also trained by school counselors on Child and Family Services and reporting situations involving our students. Teachers were also trained on suicide warning signs and intervention strategies.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 school regularly (i.e., at least monthly) accesses the early warning system, which is a specialized report available to middle schools. The I.E.P. Facilitator, administrators, and School Counselors meet to discuss the high risk students that are on the report. The indicators are as follows:

* Attendance below 90%, regardless of whether absence is excused or due to out-of-school suspensions
* Year to date suspensions (at risk if 1 or more) including in school or out of school
* Course failure in ELA or mathematics
* Level 1 score on the statewide, standardized assessment in English Language Arts or Mathematics

Pursuant to Florida Statute, any student who meets at least 2 of the aforementioned indicators is identified on the Early Warning System and the parents are invited to a Problem Solving Team (PST) meeting at the school.

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 1: Attendance below 90%	0	0	0	0	0	0	2	0	2	0	0	0	0	4
Qtr 2: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 3: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 4: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Year-to-date suspensions 1+	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 1: Year-to-date suspensions 1+	0	0	0	0	0	0	9	5	9	0	0	0	0	23
Qtr 2: Year-to-date suspensions 1+	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 3: Year-to-date suspensions 1+	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 4: Year-to-date suspensions 1+	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Students failing a core class	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 1: Students failing a core class	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 2: Students failing a core class	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 3: Students failing a core class	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 4: Students failing a core class	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Office discipline referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 1: Office discipline referrals (2+)	0	0	0	0	0	0	9	7	11	0	0	0	0	27
Qtr 2: Office discipline referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 3: Office discipline referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 4: Office discipline referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Overage for grade	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 1: Overage for grade	0	0	0	0	0	0	62	39	42	0	0	0	0	143
Qtr 2: Overage for grade	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 3: Overage for grade	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 4: Overage for grade	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Level 1 assessment ELA or math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 1: Level 1 assessment ELA or math	0	0	0	0	0	0	18	21	22	0	0	0	0	61
Qtr 2: Level 1 assessment ELA or math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 3: Level 1 assessment ELA or math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr 4: Level 1 assessment ELA or math	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	19	23	27	0	0	0	0	69

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g., attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues (e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing. For students exhibiting difficulties beyond larger systemic issues being addressed by the school through EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/443722.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

We have a School Advisory Counsel which includes administration, teachers, support personnel, parents, and business partners. Our SAC meets at least eight times a year, once a month for an hour. During this time we discuss issues specific to our school and address concerns from our stakeholders. During the year, we have various events in which we invite the community to come to our campus and

be involved with our students. In the fall, we have our Annual Galaxy Showcase, in which we celebrate our talent and share what we are doing in our classrooms with parents and community. We make it a free event, and give free lunch and snacks, but also allow groups and clubs to do fundraising and sales. We also host a "survival night" where parents and students come to learn more about each core area curriculum. Each department sets up a booth and shares their curriculum and plays brain games with the parents and students who can earn a small prize.

We are providing a Science Fair training for parents to have a better understanding of the essentials of what their child will need for successful completion of the project. Our new idea for our school improvement plan is a FSA Family Prep Night providing valuable information regarding the Florida Standards Assessments. This interactive night will provide families with sessions to navigate the FSA portal and help parents understand the state assessment. There will be a technology center, test-taking strategy session, session regarding reporting categories and a session for our Spanish speaking families.

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
Corr, Patricia	Principal
Krob, April	Teacher, K-12
Derochers, Leslie	Teacher, K-12
DeRosier, Christopher	Instructional Media
Hill, Jeanne	Teacher, K-12
Howard, Benjamin	Teacher, K-12
McClarty, Kellie	Teacher, K-12
Whited , Brandon	Instructional Coach
Lavallee, Sharon	Assistant Principal
Goodin, Tony	Assistant Principal
Haigh, Vincent	Teacher, K-12
Coll, Timothy	Teacher, K-12
Velez, Lisbeth	Teacher, K-12
Cromer, Kristina	Dean
McCrory, Kristin	Instructional Coach
Nehrig, Christina	Instructional Coach
Pough, Sherry	Assistant Principal

b. Duties

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

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how best to support students and teachers. Teacher feedback, classroom

observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Team, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School-Based Leadership Team is representative of other teams (EWS, PLCs, LLT) and serves as a liaison between the SBLT and their respective team. For example, the Instructional Coaches work through PLCs to provide teacher instructional support, professional support, and guide response to data, including the coordination of tiered academic interventions.

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.

We actively review the data for the lowest quartile and also our list of "early warning signs" students based on their overall performance from the previous school year. We also have all teachers and school counselors looking at students this year who are struggling and are working together to complete PST (Pupil Success Team) interventions. We also modify ability grouped students in classes together so they are being taught to their strengths and to also be challenged academically.

Our focus has changed based on the student data, With resources available, we are monitoring students test scores by way of each department reviewing student trends during PLC. Additionally, we are given the resource of a part-time math coach and a full time reading coach to assist with monitoring student trends. We are using our school counselors to be the ambassadors to each grade level PLC team. Each grade level is looking at early warning sign indicators and setting up interventions prior to students failing,

TITLE I, PART D
The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

TITLE II
The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

TITLE III
The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to
ensure instructional best practices are utilized. Teachers consistently progress / monitor the ELL students to
identify specific needs, target interventions/enrichment to ensure the appropriate pathway toward graduation
.
TITLE X - Homeless
The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the
materials and resources they need to be successful.

VIOLENCE PREVENTION PROGRAMS
The school offers the following non - violence and anti - drug programs:

•Student mentoring
•Peer Mediation
•Crisis training
•Suicide Awareness Training
•Bullying Awareness and Prevention program

NUTRITION PROGRAMS
Galaxy Middle offers a variety of nutrition programs including:
•Free and Reduced Meal Plan
•Wellness Policy School Plan
•Health classes
•Personal Fitness classes

CAREER AND TECHNICAL EDUCATION
Our school offers elective classes in the following technical courses:
•Graphic Design/Business Communications
•Technology
•Photoshop Certification through Business Keyboarding

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Patricia Corr	Principal
Jeanne Hill	Teacher
Laura Wallace	Education Support Employee
Amy Wilder	Parent
Donesha Goodson-Collado	Parent
Kim Burgess	Parent
Meriannn Frederick	Teacher
Marla Barto	Business/Community
Phyllis Jones	Parent
Dana Hinton	Parent
Nathan Johnson	Parent
Christopher Derosier	Teacher
Thelma Dickens	Parent
Andrew Dickens	Parent
Carla Felder	Teacher
Nancy King	Parent
Maria McCoy	Teacher
Michelle Marrone	Parent
Heather Plummer	Parent
Debbie Soto	Parent
Erica Clerk	Parent
Maria Martha Clerk	Parent
Martita Clerk	Parent
Sherry Davis	Parent
Philip Hester	Teacher
Dana Hinton	Parent
Nathan Johnson	Parent
Deidre Jones	Student
Phyllis Jones	Parent
Maria Justiniano Ortiz	Parent
Tracy Parodi	Parent
Angie Rodriguez	Parent
Rosy Soto	Parent
Rebecca Vargas	Parent
Sharon Lavallee	Teacher

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, A§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During our SAC meeting at the beginning of the new school year, we look at the school grade and results and discuss our successes and areas that are still a concern. We have the opportunity to answer questions and concerns from our stakeholders.

Also, our School Leadership Team met to engage in Step Zero. our school leadership team then shared results with the faculty, as well as the School Advisory Council, to receive input.

b. Development of this school improvement plan

We had a Public Input SAC meeting where we invited all stakeholders to see what each department had picked as their goal for the year. We also asked for input from those in attendance to share what they see should be a goal for our school this year. We discussed as a group our overall focus for the year and how were intend to reach our goals. Once the plan was complete, we again shared the final version with the parents.

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

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support of school improvement goals.

We received funds at the end of the school year and allotted $3000 to Ms. Corr to use for end of the year awards for our students, and also to use during the summer for our 6th grade orientation program. The rest will be available to support school improvement goals.

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
	Assistant Principal
Corr, Patricia	Principal
DeRosier, Christopher	Instructional Media
Whited , Brandon	Instructional Coach
McCrory, Kristin	Instructional Coach

b. Duties

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

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets monthly. The LLT chair provides an agenda and facilitates the meeting. LLT member responsibilities include: attend all meetings to review data, share literacy strategies presented with their PLC, assist with development of classroom implementation strategies, and supervise and support the school-wide writing initiative and implementation of Florida Standards.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This year we will sponsor a Scholastic Book Fair in the spring. The LLT will support the District Literacy Fair through student projects and contests such as participation in Battle of the Books.

D. Public and Collaborative Teaching

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

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

We spend time working on the master schedule to ensure our subject area teachers have common planning, allowing them to meet in large group or grade level PLCs. We have scheduled meetings every Tuesday to meet as a department or PLC. We also have our teachers located in common areas for their subject and grade. For example, all 8th grade science teachers have rooms near each other so there is the opportunity for discussion throughout the day and during planning, even when time is not specifically scheduled.

Grade level PLCs are encouraged to plan together, give their students common summative assessments, and share best practices. This ensures that students are receiving the same curriculum and instruction across classrooms. If there was to be a schedule change and the student had to go to a different teacher, they would still be learning the same content at approximately the same time and a child would not be ahead or behind.

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

Recruiting is a strength at Galaxy Middle School. We interview as many qualified applicants as possible in order to attain highly qualified personnel. We strive to choose the best fit for our school and our students. We also assign a mentor to every teacher that is new to our school in order to provide maximum support, most parings have similar subject area and certifications. All administrators are responsible for recruiting, mentoring, and retaining high quality instructors. Ms.Cromer, teacher on assignment, along with Principal Corr and Dr. Lavallee, Principal Intern, hosts a monthly breakfast called Rock It Fuel for teachers new to Galaxy Middle School to discuss current questions and concerns as well as logistical information related to their everyday productivity and success. This year, we only have 10 teachers new to our school.

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

All teachers new to Galaxy are assigned a peer mentor, most of which share a common subject area. When available, the mentor teacher is also teaching the same grade. In addition, the district facilitated Teacher Induction Program (TIPs) will provide new teachers with ongoing support such as CHAMPS training sessions throughout the year. There is one new to the profession teacher on campus who has

been assigned a PAR teacher from the district. Ms. Corr works closely with all new teachers to ensure their transition is as successful as possible. She meets with teachers new to Galaxy on a monthly basis and the mentor teachers meet with new teachers on an ongoing/as needed basis.

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.

Each subject area uses the county approved curriculum map, using state and district approved materials and resources. These standards align with the Florida Next Generation Sunshine State Standards, in addition to the Florida Standards in math, literacy, and speaking and listening. Specific courses with district assessments stay on target for these assessments, ensuring students are taught the material in a timely manner. These assessments allow us to see where our students are scoring in relation to others in the school, and others throughout the district.

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.

At the start of the year, Ms. Corr sits with each subject area and discusses our school report card and shows us how each sub group of our population scored on the state assessment. We have data chats with our teachers and look to see what our focus should be for the upcoming school year.

This year our school is focusing on classroom instruction that is aligned with the standards and focused on the instructional shifts. We have numerous professional development opportunities throughout the year to specifically target differentiated instruction, questioning, and rigor to help teachers implement these strategies in their classrooms.

As a school we have also assessed our personal needs, and as PLCs and small groups, we are doing additional professional development in the area of differentiated instruction and rigorous learning.

We have also continued the use of Rocket Time, a time scheduled each day to allow for remediation or enrichment for those students who need extra attention.

We have been given funds this year to provide STAR (SES) tutoring. We are focusing on our students who earned a level 1 on the state reading and/or math assessment. These students will receive 30 hours of reading or math tutoring after school, given two days a week, to help increase reading and math skills.

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: After School Program

Minutes added to school year: 1,800

Targeted level 1 reading students will receive reading tutoring twice each week, for 60 minutes each time. Tutoring continues throughout the school year, however, the students who are targeted to receive this assistance vary according to progress monitoring data.

Strategy Rationale

Tutoring can help struggling students to make gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Krob, April, adkrob@volusia.k12.fl.us

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

Progress Monitoring Data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

Strategy: Extended School Day

Minutes added to school year: 1,800

Targeted level 1 math students will receive reading tutoring twice each week, for 60 minutes each time. Tutoring continues throughout the school year, however, the students who are targeted to receive this assistance vary according to progress monitoring data.

Strategy Rationale

Tutoring can help struggling students to make gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Krob, April, adkrob@volusia.k12.fl.us

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

Progress Monitoring Data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

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.

Our school works with the feeder elementary schools to assist incoming 6th grade students with the registration process, as well as to help students and parents become familiar with their new campus. Our exceptional education teachers also visit feeder school to have IEP meetings with our incoming students with disabilities and EP meetings with our incoming gifted students.

In addition, we work with high schools in our feeder pattern to assist outgoing 8th grade students with their transition to high school. High school personnel visit our campus to provide information about student academics and activities as well as to assist with high school registration.

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.

All 8th grade students participate in Career Planning through their Critical Thinking class with the support of their school counselor. This planning allows students to explore a variety of careers and create an academic plan for high school. This year, we will offer our 8th grade students a Career Day, where we invite speakers to come to Galaxy and describe their career. Students will go to two sessions, which they choose. This will allow students to explore options for varying careers.

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

We offer Exploration of Technology for 7th Graders and Exploration of Production Technology for 8th graders in a simulation lab environment. Students learn how to manipulate technology and how this relates to industry jobs. We also offer Business Communications 1 for 6th graders and 2 for 7th graders with the idea that they will continue in the program and sit for the certification exam at the end of their 8th grade year.

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

We are running Blended Learning programs in 8 classrooms. We also have a Blended Learning Center, where students can go to work on project-based assessments. We have 2 3-D printers in our Media Center and are working on building a Maker Space.

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.

The principal is in contact with the principal of Deltona High where the majority of our students go after middle school. They have vertical articulation discussions and the high school principal shares areas of concern for the ninth grade students. When Ms. Corr receives that information, she shares it with the 8th grade faculty. Our goal at Galaxy is to prepare all students for the next level.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we collaboratively implement deliberate classroom instruction that is aligned with the standards and focused on the instructional shifts then student achievement will increase.

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 collaboratively implement deliberate classroom instruction that is aligned with the standards and focused on the instructional shifts then student achievement will increase. `1a`

🔍 G099206

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	54.0
Math Gains	54.0
Algebra I EOC Pass Rate	100.0
FSA Mathematics Achievement	54.0
ELA/Reading Lowest 25% Gains	54.0
ELA/Reading Gains	54.0
FSA ELA Achievement	54.0
FCAT 2.0 Science Proficiency	54.0
Civics EOC Pass	75.0

Targeted Barriers to Achieving the Goal `3`

- High percentage of students who are low SES
- Not meeting the achievement goal in ELA for the previous year
- Not meeting the achievement goal in math for the previous year

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

- Title I Funds
- School Improvement Funds
- STAR Tutoring
- Rocket Time
- PLCs
- Instructional Coaches

Plan to Monitor Progress Toward G1. `8`

Student data on district and state assessments, percentage of students who fail a core class, and students on the EWS report will be monitored for progress toward meeting the goal.

Person Responsible
Patricia Corr

Schedule
Quarterly, from 9/1/2017 to 5/1/2018

Evidence of Completion
School grade; student data on district and state assessments.

Plan to Monitor Progress Toward G1. `8`

SIP Progress Monitoring Meeting

> **Person Responsible**
> Patricia Corr
>
> **Schedule**
> On 11/8/2017
>
> *Evidence of Completion*
> SIP Progress Monitoring Meeting Minutes and Sign-in Sheet

Plan to Monitor Progress Toward G1. `8`

SIP Midyear Review

> **Person Responsible**
> Patricia Corr
>
> **Schedule**
> On 1/31/2018
>
> *Evidence of Completion*
> Midyear Review in CIMS

Plan to Monitor Progress Toward G1. `8`

State Assessment Results

> **Person Responsible**
> Patricia Corr
>
> **Schedule**
> Annually, from 5/1/2018 to 7/31/2018
>
> *Evidence of Completion*
> Step Zero for 2018-2019 SIP

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 collaboratively implement deliberate classroom instruction that is aligned with the standards and focused on the instructional shifts then student achievement will increase. `1`

🔑 G099206

G1.B1 High percentage of students who are low SES `2`

🔑 B267115

G1.B1.S1 STAR Tutoring - being a Title I school, we have been given funds to offer tutoring to targeted students in both reading and math. `4`

🔑 S282989

Strategy Rationale

Students will increase reading and math skills and this will encourage success across all content areas.

Action Step 1 `5`

Students achieving a level 1 in reading on the state assessment and students with low DIA and SMT math scores and Intensive Math students were invited to attend our STAR tutoring. These students will receive one hour of tutoring on Tuesdays and Thursdays, for a total of 30 hours of reading and/or math tutoring.

Person Responsible

April Krob

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Students will take a diagnostic assessment to see their levels before we begin, a mid-point assessment, and a final assessment to see the areas of growth for these students.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Time sheets for facilitator and monthly update meetings with the Title I district office.

Person Responsible

Patricia Corr

Schedule

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

Evidence of Completion

Monthly time sheets, sign in sheets for district meetings; attendance sheets for students attending the STAR program.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

To support the effectiveness, reading teachers are recruiting students to participate, and encouraging those in the program to attend on a regular basis.

Person Responsible

Kristin McCrory

Schedule

Weekly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Student attendance sheets; pre- and port- test data of the student in the program.

G1.B2 Not meeting the achievement goal in ELA for the previous year `2`

🔑 B267116

G1.B2.S1 The science department will embed more opportunities for students to build background knowledge in the content area by incorporating more complex texts directly related to the standards and we will purposely embed activities and strategies that require students to go back into the text to support their thinking on the science concepts. `4`

🔑 S282991

Strategy Rationale

One of the three core shifts encompasses building knowledge through content rich nonfiction material. By reading content based text and having to explain through writing, students vocabulary and exposure to a wide variety of text will help prepare our students.

Action Step 1 `5`

If we increase the quality and rigor of the texts that students utilize in the science classroom and give them more opportunities to practice finding and using evidence from the pieces of text they have read, then student achievement will increase.

Person Responsible

Kellie McClarty

Schedule

Quarterly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Every teacher in the science department will attend a training on how to use complex text in the classroom with the district specialist. The training will include how to select texts, strategies to help students read difficult texts and how to connect science based texts to real world science events. One complex text will be read and analyzed every nine weeks. This text will be on grade level and will be aligned with standards.

Action Step 2 [5]

Data analysis of student performance levels

Person Responsible

Kellie McClarty

Schedule

Quarterly, from 9/1/2017 to 5/1/2018

Evidence of Completion

On going analysis of district SMT scores through regularly scheduled PLC meetings to determine subgroup and departmental needs. This will include the incorporation of specific strategies and remediation for Exceptional Education based on district, classroom and summatives dis-aggregation of scores.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

Instructional calendars and lesson plans will be written in collaboration via PLC's and reviewed for fidelity of implement of the Instructional Shifts.

Person Responsible

Kellie McClarty

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

PLC Minutes, Lesson Plans, Instructional Calendars.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 [7]

Administration is assigned different subject areas who monitor the implementation of effective best practices and ensure that meetings address the use of data and reflection that translates to new instructional strategies.

Person Responsible

Patricia Corr

Schedule

Weekly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Lesson plans, data analysis, and PLC meeting notes.

G1.B2.S2 If the ELA Department continues to implement the Instructional Shifts for ELA and Literacy with fidelity through deliberate PLC instructional planning that is data-driven and rigorous, all students will achieve learning gains. 4

🔍 S282992

Strategy Rationale

Students of the 21st Century will be exposed to text complexity, writing- to-sources, and content-rich nonfiction to meet the demands of college and career- level reading and writing. Teachers will plan with the end in mind, lessons that intentionally build real world knowledge, are rigorous and text-centered, use academic language that requires students to habitually use text evidence to respond to oral and written tasks.

Action Step 1 5

ELA teachers will collaboratively work within their PLC's to develop instructional plans and assessments that are aligned with the Florida standards.

Person Responsible

Brandon Whited

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC Minutes, Lesson Plans, Instructional Calendars.

Action Step 2 5

Teachers will participate in data analysis professional development to determine student needs and will work with grade level PLC's to develop a plan of action to integrate the data into their lesson plans.

Person Responsible

Brandon Whited

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC Minutes, Lesson Plans, Instructional Calendars.

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

Instructional calendars and lesson plans will be written in collaboration via PLC's and reviewed for fidelity of implement of the Instructional Shifts.

Person Responsible

Brandon Whited

Schedule

On 6/1/2018

Evidence of Completion

PLC Minutes, Lesson Plans, Instructional Calendars

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

Person Responsible

Schedule

Evidence of Completion

G1.B2.S3 The Social Studies department will DBQ (document based questions), a common writing strategy known as PEE (point, evidence, explain), and Close Reading and Coding Strategies. `4`
🔍 S282993

Strategy Rationale

Action Step 1 `5`

The social studies department will collaborate with one another as well as the Writing Coach to implement DBQ's and a common writing strategy.

Person Responsible

Leslie Derochers

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Social studies teachers will select challenging text with high levels of academic language from which they will use various writing strategies that require evidence from the text.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 [6]

Teachers will report during PLC meetings, and also share their Gradebook information.

Person Responsible

Leslie Derochers

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

PLC Minutes, Gradebook

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 [7]

Data will be collected to determine individual student growth and compared by teacher and across grade levels.

Person Responsible

Leslie Derochers

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

DIA's and EOC's

G1.B3 Not meeting the achievement goal in math for the previous year 2

🔑 B267117

G1.B3.S1 The math department will foster student engagement through the use of interactive notebooks, strategic use of classroom technology, and professional development during Momma's Math sessions. 4

🔑 S282994

Strategy Rationale

By identifying conceptual understanding, procedural skills and fluency, and through the individual application of math assessments, teachers will be able to address student needs and provide appropriate focus and rigor. Momma's Math will provide teachers professional development based on the mathematical shifts so they can be implemented in the classroom with fidelity.

Action Step 1 5

Teachers will increase student achievement by attending Momma's Math sessions throughout the year to get a greater understanding of the mathematical shifts so they can be implemented with integrity.

Person Responsible

Christina Nehrig

Schedule

Quarterly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Sign-in sheets.

Action Step 2 5

STAR Tutoring will be utilized for students who did not show learning gains.

Person Responsible

Christina Nehrig

Schedule

Weekly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Sign-in sheets from tutorials.

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

Checking lesson plans and teacher discussion at PLC meetings

Person Responsible

Christina Nehrig

Schedule

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

Evidence of Completion

PLC minutes; Gradebook; lesson plans

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

Data will be collected to determine individual student growth and compared by teacher and across grade levels.

Person Responsible

Christina Nehrig

Schedule

Quarterly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Math DIA's and classroom assessments.

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.B2.S2.MA1 M415140	[no content entered]		No Start Date		No End Date one-time
G1.MA2 M415147	SIP Progress Monitoring Meeting	Corr, Patricia	11/8/2017	SIP Progress Monitoring Meeting Minutes and Sign-in Sheet	11/8/2017 one-time
G1.MA3 M415148	SIP Midyear Review	Corr, Patricia	1/31/2018	Midyear Review in CIMS	1/31/2018 one-time
G1.MA1 M415146	Student data on district and state assessments, percentage of students who fail a core class, and...	Corr, Patricia	9/1/2017	School grade; student data on district and state assessments.	5/1/2018 quarterly
G1.B1.S1.MA1 M415136	To support the effectiveness, reading teachers are recruiting students to participate, and...	McCrory, Kristin	9/1/2017	Student attendance sheets; pre- and port- test data of the student in the program.	5/1/2018 weekly
G1.B1.S1.MA1 M415137	Time sheets for facilitator and monthly update meetings with the Title I district office.	Corr, Patricia	9/1/2017	Monthly time sheets, sign in sheets for district meetings; attendance sheets for students attending the STAR program.	5/1/2018 monthly
G1.B2.S1.MA1 M415138	Administration is assigned different subject areas who monitor the implementation of effective best...	Corr, Patricia	9/1/2017	Lesson plans, data analysis, and PLC meeting notes.	5/1/2018 weekly
G1.B2.S1.A1 A381867	If we increase the quality and rigor of the texts that students utilize in the science classroom...	McClarty, Kellie	9/1/2017	Every teacher in the science department will attend a training on how to use complex text in the classroom with the district specialist. The training will include how to select texts, strategies to help students read difficult texts and how to connect science based texts to real world science events. One complex text will be read and analyzed every nine weeks. This text will be on grade level and will be aligned with standards.	5/1/2018 quarterly
G1.B2.S1.A2 A381868	Data analysis of student performance levels	McClarty, Kellie	9/1/2017	On going analysis of district SMT scores through regularly scheduled PLC meetings to determine subgroup and departmental needs. This will include the incorporation of specific strategies and remediation for Exceptional Education based on district, classroom and summatives dis-aggregation of scores.	5/1/2018 quarterly
G1.B3.S1.MA1 M415144	Data will be collected to determine individual student growth and compared by teacher and across...	Nehrig, Christina	9/1/2017	Math DIA's and classroom assessments.	5/1/2018 quarterly
G1.B3.S1.MA1 M415145	Checking lesson plans and teacher discussion at PLC meetings	Nehrig, Christina	9/1/2017	PLC minutes; Gradebook; lesson plans	5/1/2018 monthly
G1.B3.S1.A1 A381872	Teachers will increase student achievement by attending Momma's Math sessions throughout the year...	Nehrig, Christina	9/1/2017	Sign-in sheets.	5/1/2018 quarterly
G1.B3.S1.A2 A381873	STAR Tutoring will be utilized for students who did not show learning gains.	Nehrig, Christina	9/1/2017	Sign-in sheets from tutorials.	5/1/2018 weekly
G1.B1.S1.A1 A381866	Students achieving a level 1 in reading on the state assessment and students with low DIA and SMT...	Krob, April	9/1/2017	Students will take a diagnostic assessment to see their levels before we begin, a mid-point assessment, and a final assessment to see the areas of growth for these students.	6/1/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1 M415139	Instructional calendars and lesson plans will be written in collaboration via PLC's and reviewed...	McClarty, Kellie	9/1/2017	PLC Minutes, Lesson Plans, Instructional Calendars.	6/1/2018 monthly
G1.B2.S2.MA1 M415141	Instructional calendars and lesson plans will be written in collaboration via PLC's and reviewed...	Whited , Brandon	8/14/2017	PLC Minutes, Lesson Plans, Instructional Calendars	6/1/2018 one-time
G1.B2.S2.A1 A381869	ELA teachers will collaboratively work within their PLC's to develop instructional plans and...	Whited , Brandon	8/14/2017	PLC Minutes, Lesson Plans, Instructional Calendars.	6/1/2018 weekly
G1.B2.S2.A2 A381870	Teachers will participate in data analysis professional development to determine student needs and...	Whited , Brandon	8/14/2017	PLC Minutes, Lesson Plans, Instructional Calendars.	6/1/2018 weekly
G1.B2.S3.MA1 M415142	Data will be collected to determine individual student growth and compared by teacher and across...	Derochers, Leslie	9/1/2017	DIA's and EOC's	6/1/2018 monthly
G1.B2.S3.MA1 M415143	Teachers will report during PLC meetings, and also share their Gradebook information.	Derochers, Leslie	9/1/2017	PLC Minutes, Gradebook	6/1/2018 monthly
G1.B2.S3.A1 A381871	The social studies department will collaborate with one another as well as the Writing Coach to...	Derochers, Leslie	9/1/2017	Social studies teachers will select challenging text with high levels of academic language from which they will use various writing strategies that require evidence from the text.	6/1/2018 monthly
G1.MA4 M415149	State Assessment Results	Corr, Patricia	5/1/2018	Step Zero for 2018-2019 SIP	7/31/2018 annually

V. Professional Development Opportunities

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

G1. If we collaboratively implement deliberate classroom instruction that is aligned with the standards and focused on the instructional shifts then student achievement will increase.

G1.B2 Not meeting the achievement goal in ELA for the previous year

G1.B2.S3 The Social Studies department will DBQ (document based questions), a common writing strategy known as PEE (point, evidence, explain), and Close Reading and Coding Strategies.

PD Opportunity 1

The social studies department will collaborate with one another as well as the Writing Coach to implement DBQ's and a common writing strategy.

Facilitator

Christine Richard and Kristin McCrory

Participants

Social Studies Department

Schedule

Monthly, from 9/1/2017 to 6/1/2018

G1.B3 Not meeting the achievement goal in math for the previous year

G1.B3.S1 The math department will foster student engagement through the use of interactive notebooks, strategic use of classroom technology, and professional development during Momma's Math sessions.

PD Opportunity 1

Teachers will increase student achievement by attending Momma's Math sessions throughout the year to get a greater understanding of the mathematical shifts so they can be implemented with integrity.

Facilitator

District staff

Participants

Math Department

Schedule

Quarterly, from 9/1/2017 to 5/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Students achieving a level 1 in reading on the state assessment and students with low DIA and SMT math scores and Intensive Math students were invited to attend our STAR tutoring. These students will receive one hour of tutoring on Tuesdays and Thursdays, for a total of 30 hours of reading and/or math tutoring.	$0.00
2	G1.B2.S1.A1	If we increase the quality and rigor of the texts that students utilize in the science classroom and give them more opportunities to practice finding and using evidence from the pieces of text they have read, then student achievement will increase.	$0.00
3	G1.B2.S1.A2	Data analysis of student performance levels	$0.00
4	G1.B2.S2.A1	ELA teachers will collaboratively work within their PLC's to develop instructional plans and assessments that are aligned with the Florida standards.	$0.00
5	G1.B2.S2.A2	Teachers will participate in data analysis professional development to determine student needs and will work with grade level PLC's to develop a plan of action to integrate the data into their lesson plans.	$0.00
6	G1.B2.S3.A1	The social studies department will collaborate with one another as well as the Writing Coach to implement DBQ's and a common writing strategy.	$0.00
7	G1.B3.S1.A1	Teachers will increase student achievement by attending Momma's Math sessions throughout the year to get a greater understanding of the mathematical shifts so they can be implemented with integrity.	$0.00
8	G1.B3.S1.A2	STAR Tutoring will be utilized for students who did not show learning gains.	$0.00
		Total:	$0.00