

Volusia County Schools

Galaxy Middle School



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	B*

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	37
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	34
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	36

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.

2018-19 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. Teachers stand at their doorway to provide extra supervision between classes. We also walk our students out to pick up areas after school, along with specific scheduled supervision areas.

Our Social Emotional Leader (SEL), has implemented classroom visits to talk to students about various topics that are direct needs of the students at Galaxy Middle. She has created small groups for students to come together and talk about concerns and strategies to help one another feel safe and respected.

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 classrooms 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.

We have three school counselors, one for each grade level. Each counselor has a procedure in place to accept counselor requests from the students, and to meet with them/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.

The Social Emotional Leader meets with students in whole group settings, presenting lessons on student body needs. She also meets with small groups of students with similar 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, 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 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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	
Qtr 1: Attendance below 90%	0	0	0	0	0	0	2	3	4	0	0	0	0	9
Qtr 1: Year-to-date suspensions 1+	0	0	0	0	0	0	13	13	10	0	0	0	0	36
Qtr 1: Students failing a core class	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	10	7	14	0	0	0	0	31

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	20	24	32	0	0	0	0	76

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/655451>.

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 (SAC) 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 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. The Divide and Conquer Night, offers a community event meant to provide valuable information regarding the Florida Standards Math Assessments. This interactive night will train families and students with test taking strategies and helpful math reviews related to the standards assessed in hopes of increasing student achievement on the FSA Math.

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
Chenoweth, Karen	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
Lavallee, Sharon	Assistant Principal
Goodin, Tony	Assistant Principal
Coll, Timothy	Teacher, K-12
Velez, Lisbeth	Teacher, K-12
Cromer, Kristina	Dean
McCrary, Kristin	Instructional Coach
Nehrig, Christina	Instructional Coach
Pough, Sherry	Assistant Principal
Holness, Katherine	Instructional Coach
Haigh, Vincent	Teacher, K-12
Barringer, Ashley	School Counselor

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.

The school has a leadership team consisting of the principal, three assistant principals, and four academic coaches. The leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and student successes. The leadership team work collaboratively with teachers to ensure student learning.

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 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 Jennifer Watley, 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
Karen Chenoweth	Principal
Jeanne Hill	Teacher
Donesha Goodson-Collado	Parent
Marla Barto	Business/Community
Christopher Derosier	Teacher
Thelma Dickens	Parent
Andrew Dickens	Parent
Carla Felder	Teacher
Nancy King	Parent
Erica Clerk	Parent
Maria Martha Clerk	Parent
Martita Clerk	Parent
Maria Justiniano Ortiz	Parent
Tracy Parodi	Parent
Sharon Lavallee	Teacher
Phyllis Jones	Parent
Kia Love	Parent
Lindsey Novinich	Parent
Gisela Rodriguez	Parent
John Vanover	Parent
Mayza Lehrer	Parent
Tomeka King	Parent
Pamela Gilbert	Parent
Anthony Novinich	Parent
Jacqueline Drescher	Teacher
Stephanie Clerk	Student
Allie Parodi	Student
Ariel Dickens	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

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 data analysis. 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

During a Public Input SAC meeting, we invited all stakeholders to review our SIP goal. 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 we 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. Each request is evaluated by the SAC and voted upon for approval.

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
Chenoweth, Karen	Principal
DeRosier, Christopher	Instructional Media
McCrory, Kristin	Instructional Coach
Cromer, Kristina	Dean
Derochers, Leslie	Teacher, K-12
Goodin, Tony	Assistant Principal
Haigh, Vincent	Teacher, K-12
Hill, Jeanne	Teacher, K-12
Holness, Katherine	Instructional Coach
Howard, Benjamin	Teacher, K-12
Krob, April	Teacher, K-12
Lavallee, Sharon	Assistant Principal
McClarty, Kellie	
Nehrig, Christina	Instructional Coach
Pough, Sherry	Assistant Principal
Velez, Lisbeth	Teacher, K-12
Barringer, Ashley	School Counselor
Goodwin, Catherine	Teacher, ESE

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 School-wide Literacy main focus is to support reading and writing in every classroom. This year's focus will be support for teachers as we continue the focus on these initiatives, along with the lowest quartile students.

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. Galaxy will participate in a school wide event called Battle of the Books during Literacy Week. Students will also participate in Racing to Read program supported International Speedway Corporation as a reward program for reading books.

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.

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.

Grade level meetings are conducted monthly to allow interdisciplinary collaboration in addressing specific academic and behavioral concerns across the content areas. Teachers are able to better meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaboration process. Instructional reviews, combined with administrative walk throughs provide leadership with data to identify areas in which additional follow-up coaching is needed. The coaches work close with all teachers to support best practices in the classroom.

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 pairings 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 Chenoweth and Dr. Lavallee, Assistant Principal, 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 have 20 new teachers new to our school.

Additional strategies:

1. New Teacher Programs: District E3, Individualized Professional Development, mentors, peer classroom visits
2. Leadership Opportunities
3. Professional Development (district and school-based)
4. PLC Collaboration
5. Participation in the District Job Fair and recruitment Activities, including at local colleges
6. Teacher Recognition Programs

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. Any new teachers that just started in the profession, have been assigned a PAR teacher from the district. In addition to Ms. Cromer, TOA, and Dr. Lavallee, Assistant Principal, the principal, Ms. Chenoweth works closely with all new teachers to ensure their transition is

as successful as possible. They all meet 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. Chenoweth sits with each subject area and discusses our school report card and shows us how each sub groups 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 building collective efficacy and ensuring equity through standards-based instruction. 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.

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. The assessment data is used to identify groups of students to receive targeted interventions during remediation time called Rocket Time. This time can also be used for enrichment. Teachers, alongside the academic coaches, create targeted lessons to focus on the rigor and relevance of the standards. As needed, teachers make recommendations for students to begin the process for Problem Solving Team (PST), and may also seek out the assistance from a school counselor, coaches, and administrators to plan for interventions to be implemented.

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 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
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hirth, Tiffany , tmhirth@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

Hirth, Tiffany , tmhirth@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.

Dr. Lavallee, 6th grade administrator, visits all feeder elementary schools the last month of the school year. Along with the 6th grade school counselor, they both share information with the incoming 6th graders to provide smooth transition to Galaxy.

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 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. Chenoweth 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, 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 Galaxy Middle School fosters collective efficacy and ensures equity through standards-based instruction, 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 Galaxy Middle School fosters collective efficacy and ensures equity through standards-based instruction, then student achievement will increase. 1a

 G100561

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
- Performance of students within the lowest quartile on Math and ELA has decreased

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Funds
- School Improvement Funds
- STAR Tutoring
- Rocket Time
- PLCs
- Instructional Coaches
- Social Emotional Learning Teacher on Assignment

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

Karen Chenoweth

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

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

Karen Chenoweth

Schedule

On 5/31/2019

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-in Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Karen Chenoweth

Schedule

On 5/31/2019

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results during SLT for the 2019-2020 School Year

Person Responsible

Karen Chenoweth

Schedule

Annually, from 7/1/2019 to 7/2/2019

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 Galaxy Middle School fosters collective efficacy and ensures equity through standards-based instruction, then student achievement will increase. **1**

 G100561

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

 B271255

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**

 S287130

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

Tiffany Hirth

Schedule

Weekly, from 10/2/2018 to 5/31/2019

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

Karen Chenoweth

Schedule

Monthly, from 10/2/2018 to 5/31/2019

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, ELA 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 10/2/2018 to 5/31/2019

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**

 B271256

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 and tasks that require students to think like a scientist and problem solve. **4**

 S287131

Strategy Rationale

Action Step 1 **5**

Interactive Notebooks

Person Responsible

Kellie McClarty

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Every teacher in the science department will attend a training on how to implement interactive notebooks. In grade level PLCs, science teachers will collaborate on best practices for daily implementation as noted in PLC minutes. Monitoring for fidelity will take place via PLC cycles, student work protocols, and common formative assessments.

Action Step 2 **5**

Argument Driven Inquiry Model/Page Keely Formative Assessments

Person Responsible

Kellie McClarty

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Science teachers will implement the argument driven inquiry process into their instruction with the purpose of creating instruction that is inquiry-based that requires students to use evidence. Monitoring for fidelity will take place via PLC cycles, student work protocols, and common formative assessments.

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

Monitoring for fidelity will take place via PLC cycles, student work protocols, and common formative assessments.

Person Responsible

Kellie McClarty

Schedule

Monthly, from 8/13/2018 to 5/31/2019

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

Karen Chenoweth

Schedule

Weekly, from 8/31/2018 to 5/31/2019

Evidence of Completion

Lesson plans, data analysis, and PLC meeting notes.

G1.B2.S2 If the ELA department collaboratively designs high quality formative assessments and practices responsive teaching based on the needs of their students, then students will achieve learning gains. 4

 S287132

Strategy Rationale

Action Step 1 5

ELA teachers will collaboratively work within their PLCs to design common formative assessments around a specific standard based on students' needs as measured on the iReady assessment.

Person Responsible

Kristin McCrory

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC Minutes, Lesson Plans, Instructional Calendars.

Action Step 2 5

ELA teachers will collaboratively work within their PLCs to design common formative assessments around a specific standard based on students' needs as measured through the analysis of the student work protocol.

Person Responsible

Kristin McCrory

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

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.

Person Responsible

Kristin McCrory

Schedule

Evidence of Completion

PLC Minutes, Lesson Plans, Instructional Calendars

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

Karen Chenoweth

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC Minutes

G1.B2.S3 The Social Studies department will implement DBQs (document based questions) and a common writing strategy known as PEE (point, evidence, explain). 4

 S287133

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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**

 B271257

G1.B3.S1 The math department will focus on implementing technology, interactive notebooks, and utilizing data to inform instruction so that each small-group PLC can meet goals. **4**

 S287134

Strategy Rationale

Action Step 1 **5**

Interactive Notebooks

Person Responsible

Christina Nehrig

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Sign-in sheets.

Action Step 2 **5**

Data Chats using student-created data sheets

Person Responsible

Christina Nehrig

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC Minutes, Instructional Calendars

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 8/13/2018 to 5/31/2019

Evidence of Completion

PLC minutes; Gradebook; lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.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

Karen Chenoweth

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Math iReady assessment data, PLC minutes, and classroom assessments.

G1.B4 Performance of students within the lowest quartile on Math and ELA has decreased **2**

 B271258

G1.B4.S1 Professional Development opportunities will be ongoing for all faculty on engaging students with disabilities, how to initiate and complete all steps of the Problem Solving Team (PST), and 504 compliance **4**

 S287135

Strategy Rationale

Students within the lowest quartile are often represented in our ESE/504 populations or otherwise represent the general education population who express lack of motivation for learning.

Action Step 1 **5**

Ongoing professional learning focused on ESE services, delivery models, and IEP compliance/ accommodations

Person Responsible

Sherry Pough

Schedule

Annually, from 8/13/2018 to 5/31/2019

Evidence of Completion

MyPGS sign-in sheets

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

Classroom walk-throughs

Person Responsible

Sherry Pough

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

During classroom walkthroughs and evaluations, administration will discuss the observations made of best practices

Plan to Monitor Effectiveness of Implementation of G1.B4.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

Karen Chenoweth

Schedule

Weekly, from 8/13/2018 to 9/27/2018

Evidence of Completion

PLC Meetings and PLC Minutes

V. Professional Development Opportunities

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

G1. If Galaxy Middle School fosters collective efficacy and ensures equity through standards-based instruction, then student achievement will increase.

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

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 and tasks that require students to think like a scientist and problem solve.

PD Opportunity 1

Interactive Notebooks

Facilitator

McClarty, Kellie

Participants

Faculty

Schedule

Daily, from 8/13/2018 to 5/31/2019

PD Opportunity 2

Argument Driven Inquiry Model/Page Keely Formative Assessments

Facilitator

McClarty, Kellie

Participants

Science Department

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

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

G1.B3.S1 The math department will focus on implementing technology, interactive notebooks, and utilizing data to inform instruction so that each small-group PLC can meet goals.

PD Opportunity 1

Interactive Notebooks

Facilitator

Nehrig, Christina

Participants

Faculty

Schedule

Daily, from 8/13/2018 to 5/31/2019

G1.B4 Performance of students within the lowest quartile on Math and ELA has decreased

G1.B4.S1 Professional Development opportunities will be ongoing for all faculty on engaging students with disabilities, how to initiate and complete all steps of the Problem Solving Team (PST), and 504 compliance

PD Opportunity 1

Ongoing professional learning focused on ESE services, delivery models, and IEP compliance/accommodations

Facilitator

Phillips, Lori

Participants

Faculty

Schedule

Annually, from 8/13/2018 to 5/31/2019

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	Interactive Notebooks	\$0.00
3	G1.B2.S1.A2	Argument Driven Inquiry Model/Page Keely Formative Assessments	\$0.00
4	G1.B2.S2.A1	ELA teachers will collaboratively work within their PLCs to design common formative assessments around a specific standard based on students' needs as measured on the iReady assessment.	\$0.00
5	G1.B2.S2.A2	ELA teachers will collaboratively work within their PLCs to design common formative assessments around a specific standard based on students' needs as measured through the analysis of the student work protocol.	\$0.00
6	G1.B2.S3.A1		\$0.00
7	G1.B3.S1.A1	Interactive Notebooks	\$0.00
8	G1.B3.S1.A2	Data Chats using student-created data sheets	\$0.00
9	G1.B4.S1.A1	Ongoing professional learning focused on ESE services, delivery models, and IEP compliance/accommodations	\$0.00
Total:			\$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B2.S3.A1 A389353	[no content entered]		No Start Date		No End Date one-time
G1.B2.S3.MA1 M425290	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 M425291	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.B4.S1.MA1 M425294	Administration is assigned different subject areas who monitor the implementation of effective best...	Chenoweth, Karen	8/13/2018	PLC Meetings and PLC Minutes	9/27/2018 weekly
G1.MA1 M425296	Student data on district and state assessments, percentage of students who fail a core class, and...	Chenoweth, Karen	8/13/2018	School grade; student data on district and state assessments.	5/31/2019 quarterly
G1.MA2 M425297	SIP Progress Monitoring Meeting	Chenoweth, Karen	8/13/2018	SIP Progress Monitoring Meeting Minutes and Sign-in Sheet	5/31/2019 one-time
G1.MA3 M425298	SIP Midyear Review	Chenoweth, Karen	8/13/2018	Midyear Review in CIMS	5/31/2019 one-time
G1.B1.S1.MA1 M425284	To support the effectiveness, ELA teachers are recruiting students to participate, and encouraging...	McCrary, Kristin	10/2/2018	Student attendance sheets; pre- and port- test data of the student in the program.	5/31/2019 weekly
G1.B1.S1.MA1 M425285	Time sheets for facilitator and monthly update meetings with the Title I district office.	Chenoweth, Karen	10/2/2018	Monthly time sheets, sign in sheets for district meetings; attendance sheets for students attending the STAR program.	5/31/2019 monthly
G1.B1.S1.A1 A389348	Students achieving a level 1 in reading on the state assessment and students with low DIA and SMT...	Hirth, Tiffany	10/2/2018	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.	5/31/2019 weekly
G1.B2.S1.MA1 M425286	Administration is assigned different subject areas who monitor the implementation of effective best...	Chenoweth, Karen	8/31/2018	Lesson plans, data analysis, and PLC meeting notes.	5/31/2019 weekly
G1.B2.S1.MA1 M425287	Monitoring for fidelity will take place via PLC cycles, student work protocols, and common...	McClarty, Kellie	8/13/2018	PLC Minutes, Lesson Plans, Instructional Calendars.	5/31/2019 monthly
G1.B2.S1.A1 A389349	Interactive Notebooks	McClarty, Kellie	8/13/2018	Every teacher in the science department will attend a training on how to implement interactive notebooks. In grade level PLCs, science teachers will collaborate on best practices for daily implementation as noted in PLC minutes. Monitoring for fidelity will take place via PLC cycles, student work protocols, and common formative assessments.	5/31/2019 daily
G1.B2.S1.A2 A389350	Argument Driven Inquiry Model/Page Keely Formative Assessments	McClarty, Kellie	8/13/2018	Science teachers will implement the argument driven inquiry process into their instruction with the purpose of creating instruction that is inquiry-based that requires students to use evidence. Monitoring for fidelity will take place via PLC cycles, student work protocols, and common formative assessments.	5/31/2019 quarterly

Volusia - 6791 - Galaxy Middle School - 2018-19 SIP
Galaxy Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1  M425292	Administration is assigned different subject areas who monitor the implementation of effective best...	Chenoweth, Karen	8/13/2018	Math iReady assessment data, PLC minutes, and classroom assessments.	5/31/2019 quarterly
G1.B3.S1.MA1  M425293	Checking lesson plans and teacher discussion at PLC meetings	Nehrig, Christina	8/13/2018	PLC minutes; Gradebook; lesson plans	5/31/2019 monthly
G1.B3.S1.A1  A389354	Interactive Notebooks	Nehrig, Christina	8/13/2018	Sign-in sheets.	5/31/2019 daily
G1.B3.S1.A2  A389355	Data Chats using student-created data sheets	Nehrig, Christina	8/13/2018	PLC Minutes, Instructional Calendars	5/31/2019 quarterly
G1.B4.S1.MA1  M425295	Classroom walk-throughs	Pough, Sherry	8/13/2018	During classroom walkthroughs and evaluations, administration will discuss the observations made of best practices	5/31/2019 monthly
G1.B4.S1.A1  A389356	Ongoing professional learning focused on ESE services, delivery models, and IEP...	Pough, Sherry	8/13/2018	MyPGS sign-in sheets	5/31/2019 annually
G1.B2.S2.MA1  M425288	Administration is assigned different subject areas who monitor the implementation of effective best...	Chenoweth, Karen	8/13/2018	PLC Minutes	5/31/2019 weekly
G1.B2.S2.MA1  M425289	Instructional calendars and lesson plans will be written in collaboration via PLC's and reviewed...	McCrary, Kristin	No Start Date	PLC Minutes, Lesson Plans, Instructional Calendars	5/31/2019 weekly
G1.B2.S2.A1  A389351	ELA teachers will collaboratively work within their PLCs to design common formative assessments...	McCrary, Kristin	8/13/2018	PLC Minutes, Lesson Plans, Instructional Calendars.	5/31/2019 quarterly
G1.B2.S2.A2  A389352	ELA teachers will collaboratively work within their PLCs to design common formative assessments...	McCrary, Kristin	8/13/2018	PLC Minutes, Lesson Plans, Instructional Calendars.	5/31/2019 quarterly
G1.MA4  M425299	State Assessment Results during SLT for the 2019-2020 School Year	Chenoweth, Karen	7/1/2019	Step Zero for 2018-2019 SIP	7/2/2019 annually