Galaxy Middle School

2020-21 Schoolwide Improvement Plan

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Galaxy Middle School

2400 EUSTACE AVE, Deltona, FL 32725

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

Demographics

Principal: Eidie Velez

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (56%) 2017-18: C (50%) 2016-17: B (54%) 2015-16: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	78%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Galaxy Middle School will work toward ensuring each student receive a superior 21st century education.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Goodin, Tony	Assistant Principal	
Pough, Sherry	Assistant Principal	
Stemberger LaRuss, Rosemary	Assistant Principal	
Bynum, Jackie	Dean	
Barringer, Ashley	School Counselor	
Krob, April	Teacher, K-12	
Derochers, Leslie	Teacher, K-12	
DeRosier, Christopher	Instructional Media	
Hirth, Tiffany	Teacher, K-12	
Howard, Benjamin	Teacher, K-12	
Goodwin, Catherine	Teacher, ESE	
Dunbar, Kristin	Teacher, K-12	
Young, Shawna	Teacher, K-12	
Alejandro, Efrain	Principal	
Velez, Lisbeth	Teacher, K-12	

Demographic Information

Principal start date
Wednesday 7/1/2020, Eidie Velez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
65

Demographic Data

2020-21 Status (per MSID File)	Active
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SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
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Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	371	360	352	0	0	0	0	1083
Attendance below 90 percent	0	0	0	0	0	0	20	25	27	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	85	93	97	0	0	0	0	275
Course failure in ELA	0	0	0	0	0	0	14	28	18	0	0	0	0	60
Course failure in Math	0	0	0	0	0	0	19	38	38	0	0	0	0	95
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	79	90	84	0	0	0	0	253
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	88	83	91	0	0	0	0	262

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	89	98	103	0	0	0	0	290

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	17	28	23	0	0	0	0	68
Students retained two or more times	0	0	0	0	0	0	9	10	12	0	0	0	0	31

Date this data was collected or last updated

Wednesday 7/29/2020

Prior Year - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	10	30	20	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	3	4	3	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	30	53	46	0	0	0	0	129
Level 1 on statewide assessment	0	0	0	0	0	0	120	118	111	0	0	0	0	349

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	34	55	31	0	0	0	0	120

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	22	31	26	0	0	0	0	79
Students retained two or more times	0	0	0	0	0	0	3	3	4	0	0	0	0	10

Prior Year - Updated

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	
Number of students enrolled	0	0	0	0	0	0	345	350	341	0	0	0	0	1036
Attendance below 90 percent	0	0	0	0	0	0	28	26	36	0	0	0	0	90
One or more suspensions	0	0	0	0	0	0	107	85	107	0	0	0	0	299
Course failure in ELA or Math	0	0	0	0	0	0	55	54	28	0	0	0	0	137
Level 1 on statewide assessment	0	0	0	0	0	0	136	180	118	0	0	0	0	434

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	80	103	119	0	0	0	0	302

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	8	4	10	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	5	4	7	0	0	0	0	16

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	51%	54%	50%	51%	52%
ELA Learning Gains	50%	51%	54%	54%	53%	54%
ELA Lowest 25th Percentile	42%	42%	47%	43%	40%	44%
Math Achievement	53%	54%	58%	52%	53%	56%
Math Learning Gains	56%	51%	57%	50%	53%	57%
Math Lowest 25th Percentile	42%	42%	51%	45%	42%	50%
Science Achievement	60%	58%	51%	52%	59%	50%
Social Studies Achievement	76%	71%	72%	73%	71%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	43%	50%	-7%	54%	-11%
	2018	48%	48%	0%	52%	-4%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2019	49%	47%	2%	52%	-3%
	2018	43%	47%	-4%	51%	-8%
Same Grade Comparison		6%				
Cohort Comparison		1%				
08	2019	46%	50%	-4%	56%	-10%
	2018	52%	56%	-4%	58%	-6%
Same Grade Comparison		-6%				
Cohort Comparison		3%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	53%	48%	5%	55%	-2%
	2018	44%	49%	-5%	52%	-8%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	42%	47%	-5%	54%	-12%
	2018	34%	44%	-10%	54%	-20%
Same Grade Comparison		8%				
Cohort Comparison		-2%				
08	2019	21%	29%	-8%	46%	-25%
	2018	28%	37%	-9%	45%	-17%
Same Grade Comparison		-7%				
Cohort Comparison		-13%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	56%	57%	-1%	48%	8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	62%	60%	2%	50%	12%
Same Grade Comparison		-6%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	68%	6%	71%	3%
2018	65%	66%	-1%	71%	-6%
Compare		9%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	54%	28%	61%	21%
2018	83%	57%	26%	62%	21%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	55%	35%	57%	33%
2018	84%	55%	29%	56%	28%
Compare		6%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	39	40	13	35	36	16	34			
ELL	25	43	39	35	46	41	36	45	83		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	82	64		100	80						
BLK	37	45	38	36	50	40	41	74	67		
HSP	43	47	42	46	52	40	53	73	72		
MUL	35	43		53	57		80	85	85		
WHT	56	55	43	62	61	45	69	78	76		
FRL	44	50	41	47	54	42	54	72	70		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	29	32	7	28	28	20	26			
ELL	11	27	28	19	30	32	17	33			
ASN	90	70		100	70						
BLK	44	44	33	39	40	30	54	62	55		
HSP	42	45	37	39	40	33	56	59	60		
MUL	39	42		67	59			91			
WHT	56	52	38	56	48	33	75	76	66		
FRL	44	45	34	43	41	32	62	64	58		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	40	38	17	37	34	13	40			
ELL	16	47	46	20	38	40	14	26			
ASN	93	77		100	85						
BLK	41	53	50	36	44	38	42	67	68		
HSP	44	53	42	46	49	43	39	67	75		
MUL	50	56		57	49		56				
WHT	58	54	41	60	52	51	68	80	69		
FRL	46	52	46	48	49	45	43	71	69		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

At Galaxy Middle School, Students with Disabilities scored a 10% in ELA achievement, 13% in math achievement, 16% in science achievement and 34% in social studies.

The contributing factors to the low performance of our SWD include: Galaxy's SWDs (18%) exceed the state (14%) and District (17%) average, substitute teachers staffed several core classes.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data reveals that Galaxy's greatest decline was 17% points in ELP.

The primary contributing factor was that Galaxy received several students from Puerto Rico as a result of multiple devastating hurricanes; forcing families to relocate mid-year

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Although Galaxy's ELA Lowest Quartile achieved a 6% increase, it was below the state average by 5 percentage points at 42%.

Contributing factors to this gap include: minimal classroom management which lead to low student engagement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the greatest improvement is math with Learning Gains of 12 points and middle school acceleration of a 12% increase.

The contributing factors for these gains are: Galaxy had a school-based math coach, strong math PLCs, math tutoring before and after school. Pass rate of students taking IC3 and acceleration points earned by our students taking high school math courses.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

It is concerning that almost 20% of the school population are identified on the Early Warning System. A significant number of EWS students are the Level 1's in math and ELA.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Students with Disabilities in core subjects
2. ELA Lowest Quartile
3. Early Warning Systems with an emphasis on our lowest quartile and discipline indicators
4. Safety and Security Plan, specifically related to COVID

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Based on the data, Students with Disabilities is a critical area. Students with Disabilities scored 10% on ELA achievement, 13% on math achievement, 16% science achievement, and 34% social studies achievement.
Measurable Outcome:	Students with Disabilities will increase 5 percentage points in core subject areas.
Person responsible for monitoring outcome:	Sherry Pough (sdpough@volusia.k12.fl.us)
Evidence-based Strategy:	Galaxy will place a concerted effort on Collaborative Planning and Professional Learning in areas such as ESE and SEL.
Rationale for Evidence-based Strategy:	Collaborative Planning supports Collective Teacher Efficacy. After analyzing the data, teacher leaders indicated they needed professional development on ESE topics and strategies. According to Hattie, professional development as an effect size of .62.

Action Steps to Implement

Teachers will participate in Universal Design for Learning training to better understand how to plan for ESE and structure lessons that meet the needs and learning style of SWDs.

Person Responsible	Sherry Pough (sdpough@volusia.k12.fl.us)

Teachers will participate in autism training to acquire a basic understanding of how to design and facilitate lessons for students on the spectrum.

Person Responsible	Sherry Pough (sdpough@volusia.k12.fl.us)

Teachers will participate in ESE Best Practices training to ensure they understand how to meet the needs of SWDs by providing modifications and accommodations as outlined in the IEP.

Person Responsible	Sherry Pough (sdpough@volusia.k12.fl.us)

Teachers will participate in PST Training so that they are familiar with the process, including the steps teachers must take to start the process for students.

Person Responsible	Ashley Barringer (armorin@volusia.k12.fl.us)

Action steps will be monitored by weekly walk-throughs and observations.

Person Responsible	Efrain Alejandro (ealejan1@volusia.k12.fl.us)

#2. Other specifically relating to Instructional Leadership	
Area of Focus Description and Rationale:	Instructional Leadership is an area of focus at Galaxy over 18% of the school population qualify for EWS, 30% of the school population scored Level 1 on FSA, 19% of the school population had 1 or more out-of-school suspensions.
Measurable Outcome:	Galaxy will decrease out of school suspensions by 10% and Level 1 performers will decrease by 10%.
Person responsible for monitoring outcome:	Efrain Alejandro (ealejan1@volusia.k12.fl.us)
Evidence-based Strategy:	Galaxy will place an emphasis on Teacher Feedback this year; specifically, feedback from administrators.
Rationale for Evidence-based Strategy:	Research shows that students need feedback from the teacher. Consequently, the teachers required feedback from administration. According to Hattie, feedback has a 75% effect size.

Action Steps to Implement

Administrative team will conduct weekly walk throughs providing feedback on various strategies.

Person Responsible	Rosemary Stemberger LaRuss (rstembe1@volusia.k12.fl.us)

Behavior Leadership Team will meet more often in order to address arising issues, specifically, the team will meet monthly rather than quarterly.

Person Responsible	Leslie Derochers (llderoch@volusia.k12.fl.us)

Galaxy will focus on school-wide systems (such as uniform passes, uniform tardy policy, uniform time out sheet (Reflection Form), uniform behavior chart, uniform restroom sign-out sheets.

Person Responsible	Rosemary Stemberger LaRuss (rstembe1@volusia.k12.fl.us)

Galaxy will utilize teacher expertise to offer local trainings.

Person Responsible	Jackie Bynum (jebynum@volusia.k12.fl.us)

#3. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	The third area of focus is Culture and Climate. Galaxy will target the culture and climate within our school community. The rationale is 19% of the school population received 1 or more out of school suspensions. 4% teachers missed 13-27 days of school, 17.2% teachers missed 5-7 days of school.
Measurable Outcome:	Measure outcome is for out of school suspensions to decrease by 10% and for teacher attendance to increase by 12%.
Person responsible for monitoring outcome:	Sherry Pough (sdpough@volusia.k12.fl.us)
Evidence-based Strategy:	Promoting Respect and Relationships and Student Voice
Rationale for Evidence-based Strategy:	Research has shown that strong teacher-student relationships affects student performance in engagement, attendance, grades, and numbers of referrals. Further, promoting student voice has an influence on teacher student relationships.

Action Steps to Implement

Behavior Leadership Team is launching a new mentoring group, titled "Sky Rockets." The BLT committee will identify students with 3 or more indicators on the EWS and those students will be assigned a teacher volunteer mentor to work with the student throughout the year.

Person Responsible	Kristin Dunbar (kldunbar@volusia.k12.fl.us)

Galaxy will implement school-wide use of RULER's mood meter to support Social Emotional Learning.

Person Responsible	Rosemary Stemberger LaRuss (rstembe1@volusia.k12.fl.us)

No description entered

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In reviewing the data, Galaxy Middle School has a large number (almost 20%) of EWS students. The school Behavior Leadership Team is launching a mentoring group "Sky Rockets" that will specifically targets students with 3 or more indicators on the EWS.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Galaxy creates a positive school culture and environment in a number of different ways. Striving for one voice, one culture, Galaxy has a unified administration and staff. At Galaxy, consistency is of the utmost importance.
Most recently staff has been inspired to use a common language. The School Advisory Council includes teachers, students, parents, and community members. While Galaxy is known in the community for its STEM program, it has recently launched two exciting new academies: Sports and Wellness and Creative Arts. These programs allow students to experience a richer education including guest speakers, field trips, and special events. In the fall, Galaxy's Showcase event boasts a 700 plus guest list. Showcase is an extra-curricular event with curricula related activities: booths, tables, food, performance. Students, parents, and community members as well as vendors support this event. An assortment of business partners support the various clubs and programs at Galaxy. Within the Deltona community, Galaxy is also known for its annual Science Lock-in. Numerous staff members, experts, and vendors participate in this overnight science event. All of these show how Galaxy builds a positive school culture.

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Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.