Galaxy Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* 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)	**2020-21 Title I School**	**2020-21 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	65%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

School Board Approval

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SIP Authority

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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. 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: 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	Position Title	Job Duties and Responsibilities
Alejandro, Efrain	Principal	The principal determines the school's vision and conveys it to the teacher leaders on the Lighthouse Leadership Team. He holds the leaders accountable and directs the discussion for leader input on SIP.
Goodin, Tony	Assistant Principal	Mr. Goodin oversees 8th grade business. He serves as data expert and oversees master schedule and facilities. He provides input on SIP.
Pough, Sherry	Assistant Principal	Dr. Pough oversees 6th grade and is the ESE administrator. She provides input on SIP.
Dunbar, Kristin	Teacher, K-12	Ms. Dunbar is the science department chair and is the coordinator of Leader in Me. She provides input for SIP.
Krob, April	Teacher, K-12	Ms. Krob serves as a department chair for social studies. She provides input on SIP.
Velez, Lisbeth	Teacher, K-12	Ms. Velez represents ESOL Language Arts students. She provides input on SIP.
DeRosier, Christopher	Instructional Media	Mr. DeRosier is the academy director for STEM. He also provides input on school wide events and SIP.
Hirth, Tiffany	Teacher, K-12	Ms. Hirth serves as the director of the Sports and Wellness Academy. She provides input on SIP.
Stemberger LaRuss, Rosemary	Assistant Principal	Ms. Stemberger LaRussa oversees 7th grade and is responsible for safety and security. She provides input and is responsible for SIP.
Edgell, Kelli	Instructional Coach	Dr. Edgell is the academic coach. She provides input and assists with inputting data and information to SIP.
Whited, Amanda	Teacher, K-12	Ms. Whited is co-chair of the math department. She also serves as DLTL and Lead Mentor Teacher. She provides input on SIP.
Wade, Sharon	Teacher, K-12	Ms. Wade serves as the director for the Creative Arts Academy. She provides input on SIP.
Felder, Carla	Teacher, K-12	Ms. Felder serves as the director for AVID and provides input for SIP.
Campbell, Caroline	Administrative Support	Ms. Campbell is our IEP facilitator and provides input for SIP.

Name	Position Title	Job Duties and Responsibilities
Macmurdo, Savita	Teacher, K-12	Ms. MacMurdo serves as co-chair for the math department and provides input on SIP.

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

60

Total number of students enrolled at the school

1,046

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

Identify the number of instructional staff who joined the school during the 2021-22 school year.

15

Demographic Data

Early Warning Systems

2021-22

> **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	385	375	298	0	0	0	0	1058
Attendance below 90 percent	0	0	0	0	0	0	89	91	82	0	0	0	0	262
One or more suspensions	0	0	0	0	0	0	37	97	54	0	0	0	0	188
Course failure in ELA	0	0	0	0	0	0	32	47	22	0	0	0	0	101
Course failure in Math	0	0	0	0	0	0	29	73	57	0	0	0	0	159
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	95	105	80	0	0	0	0	280
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	143	139	100	0	0	0	0	382
Number of students with a substantial reading deficiency	0	0	0	0	0	0	55	50	31	0	0	0	0	136

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	117	157	111	0	0	0	0	385

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	23	41	11	0	0	0	0	75
Students retained two or more times	0	0	0	0	0	0	5	15	7	0	0	0	0	27

Date this data was collected or last updated

Monday 8/16/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	51%	54%	49%	51%	53%
ELA Learning Gains				50%	51%	54%	48%	53%	54%
ELA Lowest 25th Percentile				42%	42%	47%	36%	43%	47%
Math Achievement				53%	54%	58%	48%	54%	58%
Math Learning Gains				56%	51%	57%	44%	55%	57%
Math Lowest 25th Percentile				42%	42%	51%	32%	46%	51%
Science Achievement				60%	58%	51%	65%	61%	52%
Social Studies Achievement				76%	71%	72%	68%	69%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	43%	50%	-7%	54%	-11%
Cohort Comparison						
07	2021					
	2019	49%	47%	2%	52%	-3%
Cohort Comparison		-43%				
08	2021					
	2019	46%	50%	-4%	56%	-10%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	53%	48%	5%	55%	-2%
Cohort Comparison						
07	2021					
	2019	42%	47%	-5%	54%	-12%
Cohort Comparison		-53%				
08	2021					
	2019	21%	29%	-8%	46%	-25%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	56%	57%	-1%	48%	8%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	68%	6%	71%	3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	54%	28%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	55%	35%	57%	33%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring data for 6th, 7th, and 8th grade ELA is based on the Volusia Literacy Test (VLT I & II), Administration of Assessment Standards (AOS I, II, & III), and District Interim Assessment (DIA I & II). For math, progress monitoring data was gathered from the Standards Measurement Test (SMT) and the District Interim Assessment (DIA) for all grade levels and subject areas. Civics progress monitoring data were based on the Standards Measurement Test (SMT) and the District Interim Assessment (DIA). For science, the data were also gathered from the Standards Measurement Test (SMT) and District Interim Assessments (DIA) progress monitoring formatives for that subject area. The DIA was used in 8th grade only.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	590/23%	590/24%	298/5%
	Economically Disadvantaged	457/19%	459/20%	228/5%
	Students With Disabilities	101/5%	110/5%	51/0%
	English Language Learners	149/15%	150/16%	75/7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	511/9%	557/8%	160/25%
	Economically Disadvantaged	407/7%	421/5%	115/20%
	Students With Disabilities	99/5%	88/1%	3/0%
	English Language Learners	138/4%	139/4%	28/21%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	550/23%	539/39%	294/18%
	Economically Disadvantaged	439/20%	422/33%	230/17%
	Students With Disabilities	108/8%	111/14%	55/9%
	English Language Learners	86/16%	73/27%	46/20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	507/10%	309/4%	7/0%
	Economically Disadvantaged	408/8%	237/3%	5/0%
	Students With Disabilities	96/3%	58/2%	2/0%
	English Language Learners	81/6%	44/0%	
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	486/36%	515/9%	1047/34%
	Economically Disadvantaged	381/28%	407/33%	811/31%
	Students With Disabilities	80/18%	87/17%	188/19%
	English Language Learners	72/33%	77/32%	170/28%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	346/38%	344/43%	257/23%
	Economically Disadvantaged	261/33%	255/39%	187/22%
	Students With Disabilities	63/13%	63/21%	34/6%
	English Language Learners	55/20%	40/25%	31/32%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	352/7%	180/2%	102/3%
	Economically Disadvantaged	265/6%	124/1%	80/4%
	Students With Disabilities	70/6%	11/0%	25/0%
	English Language Learners	59/3%	15/0%	17/0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	401/60%	485/57%	513/58%
	Economically Disadvantaged	301/56%	359/53/%	367/54%
	Students With Disabilities	57/39%	73/38%	75/25%
	English Language Learners	54/44%	59/41%	59/44%

Subgroup Data Review

2021 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 2019-20**	**C & C Accel 2019-20**
SWD	6	18	19	8	13	15	12	21	46		
ELL	29	33	26	28	26	18	23	54	69		
BLK	29	40	38	23	23	26	37	38	47		
HSP	39	37	27	31	25	23	43	57	53		
MUL	29	33		28	33			50			
WHT	53	49	37	51	30	31	62	67	64		
FRL	38	39	31	32	26	27	42	50	54		
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		
ASN	82	64		100	80						

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends from the progress monitoring data were that 8th grade ELA scores on DIA 2, AOS2, and VLT 2 were above the district's averages. 6th grade science throughout the year scored higher than the district average. Math scores were consistently below the district averages throughout the year. Civics scores are consistently below the district's percent of proficiency. According to the state assessment data, ELA percent of proficiency was below the district in 6th grade (43%) and 8th grade (46%), but above the district average in 7th grade (49%). For math, FSA scores were higher than the district scores in 6th grade (53%) and below the district for 7th grade (42%) and 8th grade (21%). Science state assessment scores were one percent below the district (56%) and Civics scores (74%) were above the district. Algebra I EOC (82%) and Geometry scores (90%) were significantly above the district proficiency. For subgroups, the trends indicate that SWD scored the lowest in proficiency in ELA (10%), math (13%), science (16%), and Social Studies (34%).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is Students with Disabilities in all core subjects and all levels of math. Additionally, 6th and 8th grade ELA, 7th and 8th grade math, and science show a need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors that contributed to low scores for Students with Disabilities were attendance, discipline issues, some students chose not to be on campus to receive the best version of their education, etc. Factors that contributed to low scores in ELA, math, and science was staffing issues and not having qualified instructors in these classes. Galaxy Middle School has instituted PBIS initiatives to provide schoolwide incentives positive behavior. All students are on campus for face-to-face instruction which benefits the SWD population. Teacher best practices professional development has been instituted to improve the quality of instruction and learning on campus. This includes AVID learning strategies, project based learning, data analysis, remediation, increased support of new teachers, and instructional coaching support.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

6th grade science showed the greatest improvement and was consistently higher than the district on every test.
Math learning gains showed a 12 percent increase from the 2018 state assessment to the 2019 state

assessment. The greatest improvement from the 2019 to 2021 FSA administration was observed in 6th grade ELA with a 1 percent increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Factors that contribute to this is a cohesive Professional Learning Community that communicates well and is highly collaborative. This PLC used data driven decision making to drive student achievement. Other PLCs should be modeled after the 6th grade science PLC.
For math, the department members were a cohesive unit of veteran teachers knowledgeable in the subject matter and pedagogy. The Professional Learning Community took the initiative to collaboratively plan rigorous lessons to increase student proficiency. The PLC also utilized data driven decision making based on formatives assessments to drive instruction.

What strategies will need to be implemented in order to accelerate learning?

Galaxy will utilize intervention teachers, promote collaborative practices, institute AVID strategies, and highly utilize PLC based data driven decision making. In the classroom, teachers will implement academic press, rigorous standards-based instruction, create a culture for learning, and increase student engagement through questioning and discussion techniques and project-based learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

During the 2021-2022 school year, professional development opportunities to support teachers and leaders include: Student Engagement, Teacher Clarity, Differentiated Instruction, Higher Level Questioning, Using Data to Drive Instruction, and Project Based Learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

All professional development opportunities will be sustained through PLC follow-up, discussions, and walkthrough checks for fidelity in the classroom. In an effort to strengthen collaborative practices and a culture for learning and academic press, AVID is being implemented in sixth grade this school year. During the 2022-23 school year, AVID will expand to include seventh grade students. During the 2023-24 school year, AVID will further expand to include eighth grade students.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	This Area of Focus was based on the significant decrease in all subjects areas for Studens with Disabilities.
Measurable Outcome:	Students with Disabilities will have a Learning Gain increase in ELA by 10 percent. Learning Gains during the 2020-21 school year for this subgroup was 18 percent. This will increase to 28 percent during the 2021-22 school year. Students with Disabilities with have a Learning Gain increase in math by 10 percent. Learning Gains during the 2020-21 school year for this subgroup was 14 percent. This will increase to 24 percent for the for the 2021-22 school year.
Monitoring:	Administrative team will review DIA and SMT scores of Students with Disabilities throughout the year.
Person responsible for monitoring outcome:	Efrain Alejandro (ealejan1@volusia.k12.fl.us)
Evidence-based Strategy:	Progress monitoring is crucial for data driven instruction and determining if a student or class has a probability for success on standardized assessments.
Rationale for Evidence-based Strategy:	According to Fuchs and Fuchs, student progress monitoring is key. While teachers tracking student progress yield a 26 percent gain, students tracking their own progress can yield a 32 percent gain.

Action Steps to Implement

Parent training to navigate FOCUS and VPortal. Training will give the parents the sills needed to assist their students in monitoring grades, progress and assessment results to determine if understanding and learning gains are being achieved. Parents will also have the ability to guide their students to programs V Portal that will increase learning and understanding.

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

Utilize School City feedback cards to monitor progress and learning gains and provide students the tools to self progress monitor using this information.

Person Responsible Kelli Edgell (kjedgell@volusia.k12.fl.us)

Become a Stocktake school in order to enhance the progress monitoring process and ensure accountability measures are in place and monitored with fidelity.

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

Implementation and on-going progress monitoring support will be provided to teachers through PLCs by training teachers how to monitor student proficiency and learning gains through data chats and remediation activities.

Person Responsible Kelli Edgell (kjedgell@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	This Area of Focus was based on the data that indicate 30% of the student population qualifies for Early Warning Systems. The EWS element that will be focused on during the 2021-2022 school year is course performance.
Measurable Outcome:	During the 2020-2021 school year, 101 students earned a grade of F in ELA and 159 students earned an F in math. During the 2021-2022 school year, this number will decrease by 15 percent or by 15 students in ELA and 24 in math. Overall school proficiency in both ELA and math will increase by 15%. ELA proficiency will increase to 58% and math proficiency will increase to 53%.
Monitoring:	Dr. Amaro will monitor this data quarterly based on indicators of Early Warning Systems.
Person responsible for monitoring outcome:	Leslie Amaro (lamaro@volusia.k12.fl.us)
Evidence-based Strategy:	Professional Learning-Implementation and on-going progress monitoring support will be provided to teachers through PLCs by training teachers how to monitor student proficiency and learning gains through data chats.
Rationale for Evidence-based Strategy:	According to Darrell Frazer, not only is Professional Learning essential but it must be based on student outcomes, not individual teacher need. It should be collaborative; involving reflection and feedback.

Action Steps to Implement

Teachers and students alike are placed in teams to provide greater collaboration and communication about students. This allows allows added support for students who are in the EWS category so teachers on the team can work together to provide the most conducive learning environment the these students.

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

PLC teams meet weekly to make deep dives in standards and assessment data to provide appropriate instruction and remediation to the EWS population.

Person Responsible	Kelli Edgell (kjedgell@volusia.k12.fl.us)

Provide training in student-centered learning and student led progress monitoring conferences to increase students engagement and self-progress monitoring. Students, in particular, will be trained in the Leader in Me 4 Disciplines to learn to create and monitor their own academic goals.

Person Responsible	Kellie McClarty (kmcclart@volusia.k12.fl.us)

Provide training in question and discussion techniques and DOK (depth of knowledge) identification ad scaffolding techniques to increase rigor and student knowledge.

Person Responsible	Kelli Edgell (kjedgell@volusia.k12.fl.us)

Teachers will be trained on the strategy of WICOR (writing, inquiry, collaboration, organization, and reading) in all subject areas.

Person Responsible	Kelli Edgell (kjedgell@volusia.k12.fl.us)

#3. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	Student Climate Survey results indicated that 42 percent of students do not want to be at school. The Student Climate survey also revealed that students do not feel heard or have a voice on campus.
Measurable Outcome:	Student Climate Survey will have a 10 percent increase in students who do want to be at school. Student Climate Survey will further show a 10 percent increase in students reporting that they feel they have a voice
Monitoring:	Ms. Stemberger LaRussa will monitor the Student Climate Survey for the 2021-22 school year.
Person responsible for monitoring outcome:	Rosemary Stemberger LaRuss (rstembe1@volusia.k12.fl.us)
Evidence-based Strategy:	Galaxy will promote respect and relationships through a variety or programs such as Leader in Me programming, PBIS school-wide incentives, mentoring programs, a school-wide respect campaign and Leader in Me student action teams.
Rationale for Evidence-based Strategy:	Leader in Me is a a research based program that is founded in Steven Covey's Seven Habits of Highly Effective Teens.

Action Steps to Implement

As a Leader in Me school, LEAD time is devoted initially to introducing students to the Seven Habits of Highly Effective Teens Also, Galaxy offers a leadership course to all students.

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

Implement PBIS strategies that offers a school-wide incentive program to promote acts of kindness.

Person Responsible	Caroline Campbell (cecampbe@volusia.k12.fl.us)

Promote involvement in clubs and school-wide activities for all students.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Galaxy's violent incidents are 11.3 per 100 students in comparison with the state average which is 4.2 per 100 students. According to the Alex system, this number of incidents is rated as very high. Our area of concern and focus during the 2021-2022 school year, will be violent incidents, particularly fighting. This will be monitored through PBIS. PBIS meets monthly and will review referral data, particularly fights. PBIS is running a respect campaign to teach and model students having respect for self and others.

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.

Through the efforts of the students, staff, parents, and community, Galaxy will work toward the overall success of every individual student while also ensuring each receives a 21st century education. We know that this can be accomplished through the application of best practices to benefit the whole child. Creating a positive culture and environment is paramount in this pursuit. Faculty and staff have embraced the five pillars that result in increased student achievement: Ambitious Instruction, Ambitious Leadership, Collaborative Practices, Vision and Mission, and Parent and Family Engagement. These are the keys to providing a 21st century education.

Galaxy Middle School is focusing on improving student achievement and learning gains through the use of research-based classroom practices. This year, faculty members are concentrating on academic press to move our young leaders forward. Together, we are creating a culture for learning where there is high student engagement and instruction based on standards-based, data-driven decision making. Students know the learning target in each class and use that information to strive to achieve the success criteria. Students accomplish academic success by teachers using rigorous question and discussion techniques and continuously checking for understanding to correct for misconceptions. Strong Professional Learning Communities (PLCs) synergize to review data, plan for meaningful remediation and enrichment, and create rigorous instruction. This is accomplished in a collaborative environment that cultivates trust.

Galaxy Middle School recently became a Leader in Me school. Faculty and students are encouraged to find their voice and become leaders in their own areas of expertise or interest. A Leader in Me semester elective class is provided to all sixth grade students. This program teaches staff and students to "control their own weather" and to take responsibility for their words, actions, and how they feel. All students have been involved in learning how to implement the 7 Habits of Highly Effective People in their own lives through daily instruction during LEAD time. These habits include: Be proactive, Begin with the End in Mind, Put First Things First, Think-Win-Win, Seek First to Understand, then to Be Understood, Synergize, and Sharpen the Saw. Practicing the 7 Habits leads to more balanced, intrinsically motivated students and staff possessing strong character ethic.

This year, our school also became a PBIS (Positive Behavioral Intervention and Support) school. The PBIS team is continuously looking at data related to behavior and school climate to create new pathways to support student behavior in a positive way. PBIS created a school-wide incentive for acts of kindness, a school-wide incentive for tardies, and a news club to celebrate what students and teachers are doing on campus. PBIS is also offering some incentives for teachers to create a more positive atmosphere for them as well.

Finally, Galaxy is offering the Advancement Via Individual Determination (AVID) program this year. This program is designed to help students break down personal barriers and achieve their self-determined goals regardless of their circumstances. Sixth graders applied and were selected for this college and career

readiness program. This program will teach them how to become more organized, study effectively, work collaboratively, and think critically while helping them to prepare for future college enrollment or careers. This will be implemented in seventh and eighth grade in the future. AVID strategies will help to close the opportunity gap that our students experience.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

One of our key Stakeholder groups is SAC. SAC members give input on SIP and happenings at the school. We also have business partners. They have donated money and coupons to celebrate student success.