

Volusia County Schools

Galaxy Middle School



2022-23 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: Eidle Velez

Start Date for this Principal: 8/4/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (43%) 2018-19: B (56%) 2017-18: C (50%)
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	TSI
* 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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Galaxy Middle School

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>66%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	B	B

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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.

Galaxy Middle School will empower ALL students towards achieving academic success through superior standards-aligned instruction, equity, collaborative practices, and positive educational experiences that will prepare students for high school and beyond.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Goodin, Tony	Assistant Principal	As an assistant principal, Mr. Goodin contributes to and supports the School Improvement Plan. He is an instructional leader that supports standards aligned instruction.
Stemberger LaRuss, Rosemary	Assistant Principal	As an assistant principal, Ms. Stemberger LaRussa contributes to the School Improvement Plan, inputs the information in CIMs and supports standards aligned instruction.
Amaro, Leslie	Dean	As the dean of the school, Dr. Amaro gives input on the School Improvement Plan, proves discipline data, and supports standards aligned instrucion.
Campbell, Caroline	Other	
Krob, April	Instructional Coach	As an academic coach, Mr. Krob supports all instructional staff, provides coaching support and strategies to ensure alignment with standards.
Goropeuschek, Audrey	Instructional Coach	As an academic coach, Ms. Goropeuschek supports all instructional staff, provides coaching support and strategies to ensure alignment with standards.
Velez, Eidie	Principal	As the principal and instructional leader of the school, Dr. Velez leads the administrative team and the school leadership team in establishing goals for standards aligned instrucion.
Swift, Tai	Assistant Principal	As an assistant principal, Dr. Swift contributes to and supports the School Improvement Plan. As an instructional leader, she supports for standards aligned instrucion.

Demographic Information

Principal start date

Thursday 8/4/2022, Eidie Velez

Number of teachers with a 2022 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 2022 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

71

Total number of students enrolled at the school

1,063

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

30

Identify the number of instructional staff who joined the school during the 2022-23 school year.

25

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	348	363	332	0	0	0	0	1043
Attendance below 90 percent	0	0	0	0	0	0	103	116	85	0	0	0	0	304
One or more suspensions	0	0	0	0	0	0	89	118	85	0	0	0	0	292
Course failure in ELA	0	0	0	0	0	0	21	34	18	0	0	0	0	73
Course failure in Math	0	0	0	0	0	0	11	43	55	0	0	0	0	109
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	122	137	133	0	0	0	0	392
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	152	147	150	0	0	0	0	449
Number of students with a substantial reading deficiency	0	0	0	0	0	0	68	64	46	0	0	0	0	178

Using the table above, complete the table below with the number of students by current grade level who have 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	125	151	127	0	0	0	0	403

Using current year data, complete the table below with the number of students identified as being "retained.":

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	9	19	25	0	0	0	0	53
Students retained two or more times	0	0	0	0	0	0	1	5	9	0	0	0	0	15

Date this data was collected or last updated

Tuesday 7/19/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	45%	50%				48%	51%	54%
ELA Learning Gains	40%						50%	51%	54%
ELA Lowest 25th Percentile	33%						42%	42%	47%
Math Achievement	33%	31%	36%				53%	54%	58%
Math Learning Gains	39%						56%	51%	57%
Math Lowest 25th Percentile	40%						42%	42%	51%
Science Achievement	51%	46%	53%				60%	58%	51%
Social Studies Achievement	59%	49%	58%				76%	71%	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	2022					
	2019	43%	50%	-7%	54%	-11%
Cohort Comparison						
07	2022					
	2019	49%	47%	2%	52%	-3%
Cohort Comparison		-43%				
08	2022					
	2019	46%	50%	-4%	56%	-10%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	53%	48%	5%	55%	-2%
Cohort Comparison						
07	2022					
	2019	42%	47%	-5%	54%	-12%
Cohort Comparison		-53%				
08	2022					
	2019	21%	29%	-8%	46%	-25%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	56%	57%	-1%	48%	8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	68%	6%	71%	3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	54%	28%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	55%	35%	57%	33%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	8	27	29	12	32	34	13	20			
ELL	22	35	27	16	33	33	28	31	45		
BLK	31	34	24	23	37	42	27	49	25		
HSP	34	37	33	25	34	34	47	53	42		
MUL	50	38		43	54		63	83			
WHT	47	45	39	45	43	46	63	67	69		
FRL	35	38	31	27	36	37	44	55	46		
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		

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
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						
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
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	52
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall, Galaxy had increases in 7th grade ELA, Math, and Civics. There was a decrease in 6th and 8th grade ELA, Math, Algebra 1, and Geometry. Also, there was an increase in the overall school grade by 2 percentage points from a 41 to a 43. However, there was a decrease in overall ELA achievement scores from a 43 to a 39 and a decrease in the overall Learning Gains from a 42 to a 40. The overall math achievement decreased from a 38 to a 33. The overall acceleration decreased from 58 to 54. Overall, the subgroups in areas of multi-racial, Hispanic, ELL, and Students with Disabilities had an increase in scores.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to the data, the areas of greatest need for improvement are ELA, Math, and Acceleration.

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

Contributing factors to this is a high number of new instructional staff, poor teacher attendance, and lack of standards aligned instruction noted by walkthroughs and student data. New actions that need to be taken are coaching support, visibility, and consistency.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Areas of greatest improvement are science, civics, and 7th grade ELA and math. There was also an improvement in the following ESSA subgroups: ELL, SWD, Multi-racial, Hispanic, and White.

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

Contributing factors were strong collaborative work within the civics team and high student engagement in civics and science. Strong mentoring programs in place for Multi-racial students.

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

There is a need for standards aligned instruction, student engagement (across the board), and a positive culture.

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.

Professional learning will be provided in subject area instruction for higher student engagement: AVID strategies, Teacher Clarity, and SEL lessons.

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

Additional services that will be offered this year is coaching support, PBIS, administrative team support and teaming redesign, continuation of mentoring groups. Administrative team will create a tool that will help support instructional staff align to the focus areas to address the areas of need.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus
Description and Rationale: This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. As a result of the Needs Assessment and Analysis it revealed that overall, Galaxy had increases in 7th grade ELA, math, and civics. Scores showed a decrease in 6th and 8th grade ELA and math and Algebra 1 and Geometry. Galaxy's ELA proficiency is at 39% and Learning Gains were 40%. The overall math achievement decreased from a 38% to a 33%. Further, the overall acceleration proficiency decreased from 58% to 54%. Overall, the subgroups in areas of multi-racial, Hispanic, ELL, and Students with Disabilities had an increase in scores; however performed below 41%
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Galaxy will work towards increasing ELA and Math overall proficiency to 45% or more. Increase ELA and Math LQ learning gains to 45% or higher, including ESSA subgroups, SWD, ELL, and BLK. Increase our overall acceleration proficiency rate to 60% or higher. Teachers will consistently implement school-based look fors related to standards-aligned instruction 80% of time,
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: This Area of Focus will be monitored through frequent classroom observations using a walkthrough tool with specific instructional look fors, and data chats to determine instructional adjustments needed to impact student growth. Also, coaching cycles will occur based on teacher need as demonstrated through weekly classroom observations and student performance data. We can also monitor our desired outcome through administrative walkthrough calendars, agendas, walkthroughs, observations, feedback sessions
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Eidie Velez (evelez@volusia.k12.fl.us)

Evidence-based Strategy: The evidence based strategy being implemented for this area is Teacher Clarity. Fendick (1990) defines teacher clarity as “a measure of the clarity of communication between teachers and students in both directions. Teacher clarity relates to organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes, and values that the student needs to learn.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence- Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average effect size is 0.40, which is equal to approximately one year of learning. At 0.75, it is likely that the impact

based

Strategy: on students is significantly greater than average when teacher clarity is implemented with fidelity. John Hattie describes Teacher Clarity and excellent teachers as those who:

Explain the rationale for selecting this specific strategy.

- have appropriately high expectations.
- share their notions of success criteria with their students.
- ensure that there is constructive alignment between the lesson, the task, and the assignment.

Describe the resources/criteria used for selecting this strategy.

- ensure that the delivery of the lesson is relevant, accurate, and comprehensible to students; and
- provide welcome feedback about where to move to next.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Share with the entire faculty and staff, the data the SLT examined that determined the need for implementation of Teacher Clarity.

Person Responsible Eidie Velez (evelez@volusia.k12.fl.us)

Provide ongoing professional learning in Teacher Clarity during ERPLs and Teacher duty day.

Person Responsible Eidie Velez (evelez@volusia.k12.fl.us)

Conduct Collaborative Planning that includes planning for alignment between the standard/benchmark, the lesson, and the tasks.

Person Responsible Audrey Goropeuschek (amgorope@volusia.k12.fl.us)

Conduct PLCs focused on identifying learning targets/intentions, discuss ideas for instruction, review student work, determine students who need additional instruction or intervention to be successful.

Person Responsible April Krob (adkrob@volusia.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Social and Emotional Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of focus is aligned to the District Strategic Plan Goal 3: Provide a safe, healthy, and supportive environment. Discipline data shows a high number of discipline referrals for the 21-22 school year need for developing a positive culture that promotes positive attitudes, management of emotions, and achieving positive goals. Additionally, district data shows disproportionate discipline of minority students and students with disabilities.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2021-2022 school year, Galaxy had a total of 3353 discipline referrals for a population of 1043 students. Our goal is to decrease discipline referrals by at least 10% during the 2022-23 school year and increase social emotional learning that promotes positive skills, attitudes, and management of behaviors necessary for maintaining positive relationships and making responsible decisions. Teachers will utilize and provide students with SEL weekly lessons (at least 2 out 5 days per week).

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through monthly PBIS meetings and administrative team meetings. Outcomes will be measured & monitored: office discipline referrals will be monitored by the district MTSS planning team and by the school based PBIS PLCs on a monthly basis.

Person responsible for monitoring outcome:

Leslie Amaro (lamaro@volusia.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

PBIS strategies, Restorative Practices, District Provided SEL lessons, use of RULER Mood Meter

Rationale for Evidence-based Strategy: Explain the rationale for

Based on Hattie's Effect Size and Influences Related to Student Achievement, building positive relationships with students has a .72 effect size. Galaxy will initiate PBIS which is a Positive Behavior Intervention Support that will provide our school with school-wide positive expectations and structures to promote positive student behavior. Galaxy will also conduct SEL lessons at least 2 times weekly through first period. SEL is the process through which children and adults develop the fundamental skills for life

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

effectiveness. These are the skills students need to handle themselves, their relationships, and to work effectively and ethically.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Share with faculty SEL lesson expectation and schedule.

Person Responsible Leslie Amaro (lamaro@volusia.k12.fl.us)

Professional Learning through ERPLs on MTSS/PBIS systems and structures.

Person Responsible Eidle Velez (evelez@volusia.k12.fl.us)

Monthly PBIS PLCs closely follow Positive Behavioral Interventions & Supports (PBIS) Year-at-a-Glance 2022-23 SY for monthly PBIS Goals and activities

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

Monthly monitoring of student discipline & observation data

Person Responsible Leslie Amaro (lamaro@volusia.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Middle School Teaming Redesign focus will include teaming instructional staff to build consistency structures among throughout the school day for student success. PBIS will provide school-wide expectations and incentives to promote a positive culture. This includes school-wide positive student expectations, team points and incentives, and individual student positive recognitions. SEL lessons will be conducted weekly to provide practice with social skills and communication skills,

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

The Administrative team will provide school-wide structures for promoting a positive school culture. Instructional staff will support students in the classroom with positive behaviors and SEL lessons. The SEL TOA will support both instructional staff and students with Restorative Practices. In addition the PBIS Team will create school-wide initiatives for promoting a positive school culture by hosting or supporting: PBIS Rewards App, Clubs, Mentoring groups, Recognitions, and Team incentives.