Galaxy Middle School

2014-15 School Improvement Plan

Galaxy Middle School

2400 EUSTACE AVE, Deltona, FL 32725

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	72%

Alternative/ESE Center	Charter School	Minority
No	No	55%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	B

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Environment

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

We have a 6th grade orientation program that is two-fold - we have Orbit which welcomes the families and students to our campus in May of the previous year. This allows them to tour our campus, meet some teachers, and learn about different clubs we have to offer. We also do a short presentation to the parents about what middle school s all about, and what Galaxy is all about. We also invite just the students to Nebula in the summer, a couple weeks before school starts, where they spend three hours at our school, get their schedules, and tour the campus. They also work on team building activities and learn about what it is like to be a Galaxy student.
We also have Rocket Time where we can have additional time with our students on a rotating basis. We spend the first couple weeks going over processes and procedures, and also getting to know the students in a setting that is outside the normal classroom time.

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

Before school, we have different areas around the campus where each grade level is located. We have supervision, and allows the students to sit with friends in a relaxed environment, but also to feel safe with teachers circulating. After school, we have many clubs and organizations who meet throughout the week. After these clubs, we make sure the sponsoring teachers have stayed until all students have been accounted for and are gone from the campus. Throughout the day we have teachers go to 'hotspots' around campus right before their planning period. This gives us a consistent schedule of supervision around campus between classes. We also walk our students out to pick up areas after school, along with specific scheduled supervision areas.
Last year, we also raised awareness of different needs, and many teachers around campus have 'Safe Space' stickers on their doors where students know they can come talk to an adult about issues that are concerning them. We are also implementing a Bulling Awareness program (OLWEUS) and raising awareness and giving students strategies as how to deal if faced with a bullying situation.
The school-based Behavior Leadership Team develops processes and procedures intended for all students and staff, in all settings and across campus which promote positive behavior and build a school community based upon safety and responsibility.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We have implemented school-wide classroom rules/expectations, so the same basic rules are present and posted in each classroom. We have a consistent plan of consequences in each classroom, utilizing tiered interventions, including warning, parent contact, time out to another teacher, and office referrals. Once a student has gone to the office, there is another tiered list of interventions. Students have been made aware of these consequences by individual classroom visits from the administration. Also, many veteran and all new teachers, have been trained in the CHAMPS program of setting clear expectations and procedures.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

In addition to our 'Safe Space' stickers and OLWEUS program on campus, we have also three school counselors, one for each grade level. Each counselor has a plan in place to take counselor requests from the students to meet with them and counsel as needed. We also have a school psychologist who meets with students based on their needs. We also have an EBD unit and a behavioral specialist working with our students with extreme social and behavior needs.
Staff is also trained by school counselors on Child and Family Services and reporting incidences involving our students. Teachers were also trained on suicide warning signs and intervention strategies.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school regularly (i.e., at least quarterly) accesses the early warning system, which is a specialized report available to middle schools. The indicators are as follows:
* Attendance below 90%, regardless of whether absence is excused or due to out-of-school suspensions
* Year to date suspensions (at risk if 1 or more) including in school or out of school
* Course failure in ELA or mathematics
* Level 1 score on the statewide, standardized assessment in English Language Arts or Mathematics
Pursuant to Florida Statute, any student who meets at least 2 of the aforementioned indicators is identified on the Early Warning System and the parents are invited to a Problem Solving Team (PST) meeting at the school.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	0	
BL: Attendance below 90%	3	2	2	7
Qtr 1: Attendance below 90%	0	0	0	
Qtr 2: Attendance below 90%	0	0	0	
Qtr 3: Attendance below 90%	0	0	0	
Qtr 4: Attendance below 90%	0	0	0	
BL: Year-to-date suspensions 1+	3	1	4	8
Qtr 1: Year-to-date suspensions 1+	0	0	0	
Qtr 2: Year-to-date suspensions 1+	0	0	0	
Qtr 3: Year-to-date suspensions 1+	0	0	0	
Qtr 4: Year-to-date suspensions 1+	0	0	0	
BL: Students failing a core class	0	0	0	
Qtr 1: Students failing a core class	0	0	0	
Qtr 2: Students failing a core class	0	0	0	
Qtr 3: Students failing a core class	0	0	0	
Qtr 4: Students failing a core class	0	0	0	
BL: Office discipline referrals (2+)	4	6	5	15
Qtr 1: Office discipline referrals (2+)	0	0	0	
Qtr 2: Office discipline referrals (2+)	0	0	0	
Qtr 3: Office discipline referrals (2+)	0	0	0	
Qtr 4: Office discipline referrals (2+)	0	0	0	
BL: Overage for grade	34	40	34	108
Qtr 1: Overage for grade	0	0	0	
Qtr 2: Overage for grade	0	0	0	
Qtr 3: Overage for grade	0	0	0	
Qtr 4: Overage for grade	0	0	0	
BL: Level 1 assessment ELA or math	35	39	33	107
Qtr 1: Level 1 assessment ELA or math	0	0	0	
Qtr 2: Level 1 assessment ELA or math	0	0	0	
Qtr 3: Level 1 assessment ELA or math	0	0	0	
Qtr 4: Level 1 assessment ELA or math	0	0	0	
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	35	41	34	110

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

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

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

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/195078.

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We have a School Advisory Counsel which includes administration, teachers, support personnel, parents, and business partners. Our SAC meets at least eight times a year, once a month for an hour. During this time we discuss issues specific to our school and address concerns of our stakeholders. During the year, we have various events in which we invite the community to come to our campus and be involved with our students. In the fall, we have our Annual Galaxy Showcase, in which we celebrate our talent and share what we are doing in our classrooms with parents and community. We make it a free event, and give free lunch and snacks, but also allow groups and clubs to do fundraising and sales. This year we are also hosting our first 5K Run/Walk. This will encourage the community to come to our campus and also to focus on health and wellness. This will be open to all the surrounding community, not just our students and their families.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Corr, Patricia	Principal
Krob, April	Teacher, K-12
YOUNG, SHANNON	Assistant Principal
Robinson, Cameron	Assistant Principal
Allard, Thomas	Teacher, ESE
Derochers, Leslie	Teacher, K-12
DeRosa, Nicole	Teacher, K-12
DeRosier, Christopher	Instructional Media
Gonzalez, Yania	Instructional Coach
Hill, Jeanne	Teacher, K-12
Howard, Benjamin	Teacher, K-12
McClarty, Kellie	Teacher, K-12
Nehrig, Christina	Teacher, K-12
Richard, Christine	Instructional Coach
Whited, Brandon	Teacher, K-12
Blanton, Sharon	Assistant Principal
Sotomayor, Valentin	Instructional Coach

Duties

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

We actively review the data for the lowest quartile and also our list of "early warning signs" students based on their overall performance from the previous school year. We also have all teachers and school counselors looking at students this year who are struggling and are working together to complete PST (Pupil Success Team) interventions. We also modify ability grouped students in classes together so they are being taught to their strengths and to also be challenged academically. Our focus has changed based on the student data, With resources available, we are monitoring students test scores by way of each department reviewing student trends weekly. Additionally, we are given the resource of a part-time math coach and a full time reading coach to assist with monitoring student trends. We are using our school counselors to be the ambassadors to each grade level PLC team. Each grade level is looking at early warning sign indicators and setting up interventions prior to students failing,

TITLE I, PART D

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

TITLE II

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

TITLE III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to

ensure instructional best practices are utilized. Teachers consistently progress / monitor the ELL students to

identify specific needs, target interventions/enrichment to ensure the appropriate pathway toward graduation

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TITLE X - Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the

materials and resources they need to be successful.

VIOLENCE PREVENTION PROGRAMS

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

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

NUTRITION PROGRAMS

Galaxy Middle offers a variety of nutrition programs including:

•Free and Reduced Meal Plan
•Wellness Policy School Plan
•Health classes
•Personal Fitness classes

CAREER AND TECHNICAL EDUCATION

Our school offers elective classes in the following technical courses:

•Graphic Design/Communications
•Technology

School Advisory Council (SAC)

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

Name	Stakeholder Group
Patricia Corr	Principal
April Krob	Teacher
Jeanne Hill	Teacher
Laura Wallace	Education Support Employee
Amy Wilder	Parent
Sandra Galuppo	Parent
Donesha Goodson-Collado	Parent
Maria del Pilar Hogan	Parent
Lynette Moore	Parent
Tammy Soukup	Parent
Danielle Semprini-Peele	Parent
Kim Burgess	Parent
Yasshira Del Hoyo	Parent
Susan Malyszka	Parent
Richard Cerezo	Parent
Dawn Drysdale	Parent
Iris Wiseman	Parent
Sharon Blanton	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During our SAC meeting at the beginning of the new school year, we look at the school grade and results and discuss our successes and areas that are still a concern. We have the opportunity to answer questions and concerns from our stakeholders.
Also, our School Leadership Team met to engage in Step Zero. our school leadership team then shared results with the faculty, as well as the School Advisory Council, to receive input.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
YOUNG, SHANNON	Assistant Principal
Corr, Patricia	Principal
DeRosa, Nicole	Teacher, K-12
DeRosier, Christopher	Instructional Media
Gonzalez, Yania	Instructional Coach
Richard, Christine	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets monthly. The LLT chair provides an agenda and facilitates the meeting. LLT member responsibilities include: attend all meetings to review data, share literacy strategies presented with their PLC, assist with development of classroom implementation strategies, and supervise and support the school-wide writing initiative and implementation of Florida Standards.
The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. this year we will sponsor two Scholastic Book Fairs, one in September, and another in the spring. The LLT will support the District Literacy Fair through student projects and contests.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

We spend time working on the master schedule to ensure our subject area teachers have common planning, allowing them to meet in large group or grade level PLCs. We have scheduled meetings once a week to meet as a department or PLC. We also have our teachers located in common areas for their subject and grade. For example, all 6th grade history teachers have rooms near each other so there is the opportunity for discussion throughout the day and during planning, even when time is not specifically scheduled.

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

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

Recruiting is a strength at Galaxy Middle School. We interview as many qualified applicants as possible in order to attain highly qualified personnel. We strive to choose the best fit for our school and our students. We also assign a mentor to every teacher that is new to our school in order to provide maximum support. All administrators are responsible.

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

All teachers new to Galaxy are assigned a peer mentor, on campus, who share their subject area. When available, the mentor teacher is also teaching the same grade. In addition, first year teachers receive a PAR teacher and mentor supplied by the district. Ms. Bridge and Mr. Robinson work closely with all new teachers to ensure their transition is as successful as possible. They meet with teachers new to Galaxy on a monthly basis and the mentor teachers meet with new teachers on an ongoing/as needed basis.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At the start of the year, Ms. Corr sits with each subject area and discusses our school report card and shows us how each sub group of our population scored on the state assessment. We have data chats with our teachers and look to see what our focus should be for the upcoming school year.
This year our district and school are focusing on differentiated instruction. We have numerous professional development opportunities throughout the year to specifically target differentiated instruction and helping teachers to implement these strategies in their classrooms.
As a school we have also assessed our personal needs, and as PLCs and small groups, we are doing additional professional development in the area of differentiated instruction.
We have also implemented Rocket Time, a time scheduled each day to allow for remediation or enrichment for those students who need extra attention.

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

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

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

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

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Our school works with the feeder elementary schools to assist incoming 6th grade students with the registration process, as well as to help students and parents become familiar with their new campus. Our exceptional education teachers also visit feeder school to have IEP meetings with our incoming students with disabilities , and EP meetings with our incoming gifted students.
In addition, we work with high schools in our feeder pattern to assist outgoing 8th grade students with their transition to high school. high school personnel visit our campus to provide information about student academics and activities, as well as to assist with high school registration.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

All 8th grade students participate in Career Planning through their Social Studies class with the support of their school counselor. This planning allows students to explore a variety of careers and create an academic plan for high school.

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

Our school uses AVID, and we have expanded this program into 7th grade and 6th grade. This
focuses on students who have potential, but based on a number of factors may not be applying
themselves and achieving success. his program begins to prepare students for college, but also takes
into account those who may be on a career track after graduation.

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

N/A

***Describe strategies for improving student readiness for the public postsecondary level based
on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4),
Florida Statutes***

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To create an environment of ambitious instruction where all students can achieve learning gains.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To create an environment of ambitious instruction where all students can achieve learning gains. 1a

G047197

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	60.0
Math Gains	50.0
Algebra I EOC Pass Rate	100.0
FSA - Mathematics - Proficiency Rate	50.0
ELA/Reading Lowest 25% Gains	68.0
ELA/Reading Gains	58.0
FSA - English Language Arts - Proficiency Rate	50.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- High percentage of students who are low SES
- Not meeting AMOs in reading for the previous year
- Not meeting AMOs in writing for the previous year
- Not meeting AMOs in math for the previous year

Plan to Monitor Progress Toward G1. 8

Student data on district and state assessments; percentage of students who fail a core class;

Person Responsible
Patricia Corr

Schedule
Quarterly, from 8/18/2014 to 6/5/2015

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. To create an environment of ambitious instruction where all students can achieve learning gains. `1`

🔑 G047197

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

🔑 B117657

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

🔑 S129422

Strategy Rationale

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

Action Step 1 `5`

Students achieving a level 1 in reading on the state assessment were invited to attend our STAR tutoring. These students will receive one hour of tutoring on Tuesdays and Thursdays, for a total of 30 hours of reading tutoring.

Person Responsible

April Krob

Schedule

Weekly, from 9/1/2014 to 4/1/2015

Evidence of Completion

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

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

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

Person Responsible

Patricia Corr

Schedule

Monthly, from 8/18/2014 to 4/1/2015

Evidence of Completion

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

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

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

Person Responsible

Yania Gonzalez

Schedule

Weekly, from 8/18/2014 to 3/31/2015

Evidence of Completion

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

G1.B5 Not meeting AMOs in reading for the previous year 2

🔑 B117772

G1.B5.S1 AVID - Advancement Via Individual Determination. We have expanded our AVID program to include all grade levels to encourage students to reach their full potential. 4

🔑 S140088

Strategy Rationale

Many of our students are from families who have not attended college, or think they should be content to attend a local state college - we want to encourage students to dream big and work to achieve those goals. We are giving them support and strategies that will help them reach their fullest potential.

Action Step 1 5

Expand AVID to include all grade levels, 6-8th.

Person Responsible

Leslie Derochers

Schedule

On 6/5/2015

Evidence of Completion

Master schedule and student schedules showing enrollment from all grade levels.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monitoring class rosters and Pinnacle information for the AVID classes.

Person Responsible

Leslie Derochers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

At the end of the year, the AVID binder will have all documentation of the implementation of our program at Galaxy Middle.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

We have a team of AVID teachers, along with our AVID coordinator. We have regular AVID meetings on campus, along with county meetings among all AVID coordinators.

Person Responsible

Leslie Derochers

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

All AVID documentation will be collected and referenced in the AVID binder to be completed by the end of the year.

G1.B5.S2 Reading teachers plan to up their rigor by creating effective questions that will make students think critically. Reading teachers will increase their use of text dependent questions to encourage students to use evidence to prove their positions. `4`

🔑 S140096

Strategy Rationale

As students are more familiar answering text dependent questions, they will have better comprehension of what they are reading and be able to explain and support their positions when asked to do so on district and state assessments.

Action Step 1 `5`

Teachers will increase the rigor in their classroom by creating effective text dependent questions.

Person Responsible

Yania Gonzalez

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Test question bank to be shared and used by all reading teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

To monitor, teachers will give feedback during weekly PLC meetings, and support will also be given at thes meetings, along with a chance to share and encourage each other.

Person Responsible

Yania Gonzalez

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

PLC meeting minutes and feedback/surveys form teachers; students data from district and state assessments.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Person Responsible

Schedule

Evidence of Completion

G1.B6 Not meeting AMOs in writing for the previous year 2

B117773

G1.B6.S2 Social studies teachers will continue to use DBQ (Document Based Questions) essays in their classrooms, on the average of one per quarter. 4

S140092

Strategy Rationale

Students will use the primary and secondary source documents to develop a thesis, and use evidence from the documents to support the thesis, increasing the students' ability to perform higher level thinking and write about it.

Action Step 1 5

Social studies teacher will implement one DBQ essay each quarter.

Person Responsible

Jeanne Hill

Schedule

Quarterly, from 9/1/2014 to 5/31/2015

Evidence of Completion

Pinnacle grade books of each teacher showing the assignment and grades for the essays.

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Teachers will report during PLC meetings, and also share their Pinnacle grade book information.

Person Responsible

Jeanne Hill

Schedule

Monthly, from 9/1/2014 to 5/31/2015

Evidence of Completion

PLC minutes, Pinnacle grade book pages.

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Person Responsible

Schedule

Evidence of Completion

G1.B7 Not meeting AMOs in math for the previous year 2

B117774

G1.B7.S2 Math teachers are using a wide variety of best practice strategies to increase the rigor and effectiveness of their teaching. 4

S140099

Strategy Rationale

Teachers are going to incorporate reading and writing into their math classes to encourage higher levels of thought and critical thinking from their students.

Action Step 1 5

Math teachers will incorporate a wide variety of best practice strategies into their lesson planning and teaching.

Person Responsible

Christina Nehrig

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, Pinnacle grade book, student data on district and state assessments.

Plan to Monitor Fidelity of Implementation of G1.B7.S2 `6`

Checking lesson plans and teacher discussion at PLC meetings

Person Responsible

Christina Nehrig

Schedule

Weekly, from 8/18/2014 to 5/31/2015

Evidence of Completion

PLC minutes; Pinnacle grade book; lesson plans

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students achieving a level 1 in reading on the state assessment were invited to attend our STAR tutoring. These students will receive one hour of tutoring on Tuesdays and Thursdays, for a total of 30 hours of reading tutoring.	Krob, April	9/1/2014	Students will take a diagnostic assessment to see their levels before we begin, a mid-point assessment, and a final assessment to see the areas of growth for these students.	4/1/2015 weekly
G1.B5.S1.A1	Expand AVID to include all grade levels, 6-8th.	Derochers, Leslie	8/18/2014	Master schedule and student schedules showing enrollment from all grade levels.	6/5/2015 one-time
G1.B5.S2.A1	Teachers will increase the rigor in their classroom by creating effective text dependent questions.	Gonzalez, Yania	8/12/2014	Test question bank to be shared and used by all reading teachers	6/5/2015 weekly
G1.B6.S2.A1	Social studies teacher will implement one DBQ essay each quarter.	Hill, Jeanne	9/1/2014	Pinnacle grade books of each teacher showing the assignment and grades for the essays.	5/31/2015 quarterly
G1.B7.S2.A1	Math teachers will incorporate a wide variety of best practice strategies into their lesson planning and teaching.	Nehrig, Christina	8/18/2014	Lesson plans, Pinnacle grade book, student data on district and state assessments.	6/5/2015 daily
G1.MA1	Student data on district and state assessments; percentage of students who fail a core class;	Corr, Patricia	8/18/2014	School grade; student data on district and state assessments.	6/5/2015 quarterly
G1.B1.S1.MA1	To support the effectiveness, reading teachers are recruiting students to participate, and encouraging those in the program to attend on a regular basis.	Gonzalez, Yania	8/18/2014	Student attendance sheets; pre- and port- test data of the student sin the program.	3/31/2015 weekly
G1.B1.S1.MA1	Time sheets for facilitator and monthly update meetings with the Title I district office.	Corr, Patricia	8/18/2014	Monthly time sheets, sign in sheets for district meetings; attendance sheets for students attending the STAR program.	4/1/2015 monthly
G1.B5.S1.MA1	We have a team of AVID teachers, along with our AVID coordinator. We have regular AVID meetings on campus, along with county meetings among all AVID coordinators.	Derochers, Leslie	8/18/2014	All AVID documentation will be collected and referenced in the AVID binder to be completed by the end of the year.	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.MA1	Monitoring class rosters and Pinnacle information for the AVID classes.	Derochers, Leslie	8/18/2014	At the end of the year, the AVID binder will have all documentation of the implementation of our program at Galaxy Middle.	6/5/2015 weekly
G1.B6.S2.MA1	[no content entered]			one-time	
G1.B6.S2.MA1	Teachers will report during PLC meetings, and also share their Pinnacle grade book information.	Hill, Jeanne	9/1/2014	PLC minutes, Pinnacle grade book pages.	5/31/2015 monthly
G1.B5.S2.MA1	[no content entered]			one-time	
G1.B5.S2.MA1	To monitor, teachers will give feedback during weekly PLC meetings, and support will also be given at thes meetings, along with a chance to share and encourage each other.	Gonzalez, Yania	8/12/2014	PLC meeting minutes and feedback/ surveys form teachers; students data from district and state assessments.	6/5/2015 weekly
G1.B7.S2.MA1	Checking lesson plans and teacher discussion at PLC meetings	Nehrig, Christina	8/18/2014	PLC minutes; Pinnacle grade book; lesson plans	5/31/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**