



---

## **Table of Contents**

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>20</b>
<b>Budget to Support Goals</b>	<b>20</b>

# Galaxy Elementary School

301 GALAXY WAY, Boynton Beach, FL 33435

<https://gxes.palmbeachschools.org>

## Demographics

**Principal: Lisa Steele**

Start Date for this Principal: 7/20/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	94%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
<b>School Grades History</b>	2018-19: C (53%) 2017-18: C (50%) 2016-17: C (41%) 2015-16: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Palm Beach 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](http://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.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement**

Galaxy E3 Elementary is an environmental and engineering "Green" school of academic excellence. Our mission is not only to educate young minds through a rigorous STEAM curriculum, but also to teach children the principles of sustainability and how to protect, preserve, and be productive environmental stewards of this world.

#### **Provide the school's vision statement**

The aim of Galaxy E3 is to produce responsible and productive citizens with strong critical thinking and academic skills by providing a rigorous, dynamic, comprehensive curriculum delivered in partnership with the community, family and a competent, qualified staff in a safe and caring environment.

Teachers and staff work hard to provide the best educational experience for students. Parent partnership is a high priority and is essential for student success. Galaxy Elementary School has a rich tradition of outstanding student achievement and provides a sound, standards-based education, while promoting high moral character of all students.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Steele, Lisa	Principal	The Instructional leader in charge of executing and monitoring personnel, resources, and strategies to ensure all students have equitable access to standards based instruction.
White, Bryan	Assistant Principal	The Instructional leader who supports the monitoring of personnel, resources, and strategies to ensure all students have equitable access to standards based instruction.
Espinoza, Jennifer	Other	The single school culture coordinator who supports students through the School Based Team and RTI process, attendance, and schedules interventions for students who have not increased their academic proficiency
Campbell, Matthew	Instructional Coach	The math coach/resource teachers supports teachers in building their capacity to teach rigorous standards based math content. He identifies students in need of intervention, plans and facilitates small group instruction, and monitors student data.
Brown, Ruth	Instructional Coach	The literacy coach supports teachers in building their capacity in planning and delivering rigorous standards based instruction, monitors student data, identifies students in need of intervention and plans and facilitates small group instruction.
Denson, Gloria	Other	Parent Liaison is responsible for linking home to school connections, providing parent trainings, and matching families with needed community and government resources as needed

### Demographic Information

**Principal start date**

Wednesday 7/20/2016, Lisa Steele

**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.*

3

**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.*

6

**Total number of teacher positions allocated to the school**

51

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	94%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: C (53%) 2017-18: C (50%) 2016-17: C (41%) 2015-16: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	76	111	88	96	108	82	0	0	0	0	0	0	0	561
Attendance below 90 percent	0	25	31	35	23	16	0	0	0	0	0	0	0	130
One or more suspensions	0	2	1	4	2	6	0	0	0	0	0	0	0	15
Course failure in ELA	0	20	45	38	58	25	0	0	0	0	0	0	0	186
Course failure in Math	0	13	23	28	38	20	0	0	0	0	0	0	0	122
Level 1 on 2019 statewide ELA assessment	0	0	0	0	17	18	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	11	0	0	0	0	0	0	0	19
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	58	37	39	0	0	0	0	0	0	0	134
FY20 Math Winter Diag Levels 1 & 2	0	0	0	39	25	35	0	0	0	0	0	0	0	99

**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	19	28	31	50	27	0	0	0	0	0	0	0	155

**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	1	3	0	18	11	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Monday 8/31/2020

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	95	112	111	98	86	0	0	0	0	0	0	0	610
Attendance below 90 percent	17	11	8	18	3	16	0	0	0	0	0	0	0	73
One or more suspensions	0	0	1	8	11	9	0	0	0	0	0	0	0	29
Course failure in ELA or Math	36	60	42	67	46	46	0	0	0	0	0	0	0	297
Level 1 on statewide assessment	0	0	0	47	27	46	0	0	0	0	0	0	0	120



**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	5	8	5	53	25	40	0	0	0	0	0	0	0	136

**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	2	2	19	12	14	0	0	0	0	0	0	0	49
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	108	95	112	111	98	86	0	0	0	0	0	0	0	610
Attendance below 90 percent	17	11	8	18	3	16	0	0	0	0	0	0	0	73
One or more suspensions	0	0	1	8	11	9	0	0	0	0	0	0	0	29
Course failure in ELA or Math	36	60	42	67	46	46	0	0	0	0	0	0	0	297
Level 1 on statewide assessment	0	0	0	47	27	46	0	0	0	0	0	0	0	120

**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	5	8	5	53	25	40	0	0	0	0	0	0	0	136

**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	2	2	19	12	14	0	0	0	0	0	0	0	49
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	58%	57%	45%	57%	56%
ELA Learning Gains	58%	63%	58%	56%	61%	55%
ELA Lowest 25th Percentile	52%	56%	53%	58%	56%	48%
Math Achievement	57%	68%	63%	52%	65%	62%
Math Learning Gains	61%	68%	62%	52%	63%	59%
Math Lowest 25th Percentile	50%	59%	51%	34%	53%	47%
Science Achievement	45%	51%	53%	50%	56%	55%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	54%	-11%	58%	-15%
	2018	47%	56%	-9%	57%	-10%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	55%	62%	-7%	58%	-3%
	2018	43%	58%	-15%	56%	-13%
Same Grade Comparison		12%				
Cohort Comparison		8%				
05	2019	39%	59%	-20%	56%	-17%
	2018	39%	59%	-20%	55%	-16%
Same Grade Comparison		0%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	61%	65%	-4%	62%	-1%
	2018	51%	63%	-12%	62%	-11%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	63%	67%	-4%	64%	-1%
	2018	49%	63%	-14%	62%	-13%
Same Grade Comparison		14%				
Cohort Comparison		12%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	43%	65%	-22%	60%	-17%
	2018	49%	66%	-17%	61%	-12%
Same Grade Comparison				-6%		
Cohort Comparison				-6%		

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	43%	51%	-8%	53%	-10%
	2018	49%	56%	-7%	55%	-6%
Same Grade Comparison				-6%		
Cohort Comparison						

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	9	44	52	30	56	48	17				
ELL	51	68	73	66	63		54				
BLK	45	58	55	54	61	51	39				
HSP	45	67		66	72		67				
WHT	58			67							
FRL	45	57	50	56	59	49	45				

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	10	47	59	26	44	38	29				
ELL	27	62	63	40	51	38	43				
BLK	43	54	57	46	47	33	44				
HSP	46	65		77	68		64				
WHT	54			85							
FRL	44	56	58	51	52	34	50				

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	53
OVERALL Federal Index Below 41% All Students	NO

<b>ESSA Federal Index</b>	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	8
Percent Tested	100%

<b>Subgroup Data</b>	
----------------------	--

<b>Students With Disabilities</b>	
-----------------------------------	--

Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
----------------------------------	--

Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Asian Students</b>	
-----------------------	--

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

<b>Black/African American Students</b>	
--	--

Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

<b>Hispanic Students</b>	
--------------------------	--

Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

<b>Multiracial Students</b>	
-----------------------------	--

Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
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	63
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

Using the data from FY20 diagnostic, Only 35% of students in grade 3 performed at a proficient level. This is a decrease from the previous year's FSA (43%). Teacher capacity and a lack of foundational skills in primary grades may have led to this decrease in proficiency.

5th Grade science proficiency was 38%, Since ELA proficiency in this grade was 55% it is evident that the students are having difficulty with the content of science and not the text level of the test. A contributing factor could be the implementation of a new science curriculum, critical thinking skills and vocabulary.

ELA Lowest 25th Percentile Gains decreased by 6% points from the previous year (from 58% to 52%) 5th grade reading proficiency was significantly lower than grade 3 and 4.(3rd - 43%, 4th - 55%, 5th - 39%) This is a trend from last years data as the 5th grade students performed below the expected goal. Teacher capacity, the lack of of tiered complexity in questioning, and limited exposure to complex text in small group contributed to this decline.

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

5th grade science declined from 45% (FY19 FSA) to 38% (FY20 Diag). Science proficiency declined from 50% (FY19) to 45% (FY20) ELA (45% - 47% proficient) and Math (52% - 57%) achievement both increased. The use of new science curriculum and capacity in delivering instruction using this resource contributed to a decrease in science proficiency.

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

ELA Achievement had the greatest gap compared to the state average (47% Galaxy 57%State) Lack of readiness in primary grades, limited explicit vocabulary instruction and limited reteaching of unmastered standards contributed to the ELA achievement gap. A lack in the capacity for teachers to differentiate instruction and plan for effective small groups could also have lead to this gap.

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

The most improvement was in math achievement and math learning gains. The use of academic tutors, a math resource teacher providing differentiated math intervention groups, many after school hours tutoring opportunities and increased capacity in delivering mathematics instruction lead to this improvement. Focused and targeted PLCs where standards are unpacked, assessments are examined, data is analyzed and instruction is carefully planned contributed to this increase. Math tutorial groups were carefully chosen by analyzing individual student data and planning lessons to focus on the standards they were lacking. Incentives and engaging activities were included in the tutorial program to encourage students to participate.

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

According to EWS data 58 students in grade 3 scored level 1 or 2 on the ELA winter diagnostic. This is a potential concern as this data indicates a large number of third grade students are not proficient in reading. This indicates a need for remediation and intensive strategies. Also, according to EWS data 18 students in grade 4 have been retained in a prior grade. This is a concern because these students will need intensive support to show academic improvement. In addition students with past retentions have a higher chance of not graduating high school.

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

1. Increase academic achievement gains in ELA for the lowest performing 25%  
Our highest priority is to increase our gains in ELA among our lowest performing students in grades 3 - 5. This subgroup has shown a trend that results in the lowest improvement in ELA across the grade levels.
2. Increase ELA proficiency in third grade. The goal identified in the School District of Palm Beach County for third grade reading proficiency is 75%. To align with this goal and to prepare our students to be college an career ready, we aspire to increase reading proficiency for third grade students.
3. Our third highest priority is to Increase science proficiency. Science proficiency is measured by the FCAT science test administered to 5th grade students. To increase science proficiency in 5th grade we must teach explicit standards based science in

grades K-4. Students in these grades need the vocabulary and background knowledge to be prepared for the rigor of the science content in grade 5.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Small Group Instruction**

**Area of Focus Description and Rationale:** The area of focus is to increase academic achievement in ELA, Math and Science in all subgroups in alignment with the district's strategic plan. We will provide effective and relevant instruction to meet the needs of all students.  
**Rationale**  
 Although ELA proficiency performed at 47% which is a 2 point gain from last year, Galaxy still performed 10% below the state. This data indicates a need for a focus on academic achievement in ELA.  
 Although math achievement increased from 52% to 57%, Galaxy still performed 6% below the state.  
 Science proficiency dropped by 5 percentage point from 50% to 45% and is 8% lower than the state. This significant drop in academic achievement indicates a need to focus on an increase in science proficiency.  
 ESSA data identified only 36% of SWD were proficient in ELA This data indicates a need to focus on the academic achievement of students with disabilities in ELA.

**Measureable Outcome:** 3rd grade Increase from 43% - 48%  
 ELA Percentile from 52% - 60%  
 Mathematics Achievement 52% to 57%  
 Science Achievement from 45% to 52%  
 SWD achivement will increase from 36% to 42%

**Person responsible for monitoring outcome:** Lisa Steele (lisa.steele@palmbeachschools.org)

**Evidence-based Strategy:**

1. During the 30 minute tiered reading support period, grade 3-5 classrooms will have two teachers facilitating small group instruction to increase reading proficiency
2. Fine arts teachers and identified resource teachers will facilitate the Fountas and Pinnell LLI lessons to students identified as in need based on their literacy assessment data.
3. Through PLC, all classroom teachers will meet weekly to develop targeted learning objectives and create effective lesson plans with guidance from academic coaches, administration and district support staff. PLCs will also be used to review assessments and discuss individual and class data
4. In addition to attend tutorial sessions before and after school and on Saturdays, academic tutors will work with students in small groups during the school day.
5. Foundations
6. Goal Setting/Data Chats

**Rationale for Evidence-based Strategy:**

1. Small Group Instruction: Florida Ready meets the criteria in the USDOE guidance as an evidence-based intervention that qualifies for Title I funding and is eligible for School Improvement Grants under Section 1003. Students benefit from being taught explicit skills during intensive small group instruction.
2. Fountas and Pinnell: use with intervention students to give them support in a small group setting, utilizing comprehension and skill-based strategies.
3. Research supports collaborative planning and its positive results on student learning. Scheduling planning periods and Professional Learning



Communities that focus on collaboratively planning will lead to increased academic achievement. Teachers foster a mastery orientation when they focus on individual improvement, recognize and reward effort, evaluate students privately, involve students in decision making, foster students' sense of responsibility and independence, provide meaningful and interesting learning activities, and encourage students to set short-term, self-referenced goals (Ames, 1992; Epstein, 1988).

4. Tutorial opportunities give students the chance to have lower teacher/student ratios in small groups where instruction is planned to address their deficiencies and increase their academic achievement.

5. Foundations: to bridge the early literacy gap in grades K-2 to help them be successful in grades 3-5.

6. Goal Setting/Data Chats: data chats are held with stakeholders to monitor student progress

### Action Steps to Implement

1. Teachers in grades K-5 will utilize the Florida Ready curriculum for small group instruction during the scheduled reading block. PLC will be used to plan and prepare rigorous, standards-based lessons.
  - a. Academic coaches, support staff, administration, and academic tutors will push into classes in grades 3-5 to facilitate a small group of reading instruction utilizing the Rally Mastering Reading lessons, Sadlier vocabulary lessons, and Florida Ready, Sadlier Close Reading.
  - b. Student progress will be monitored using interim assessments
  - c. Data from each group will be evaluated each trimester and groups will be adjusted if needed.
  - d. Administration and academic coaches will monitor through walkthroughs, review of lesson plans, and formative assessments.

**Person Responsible** Lisa Steele (lisa.steele@palmbeachschools.org)

2. Leveled Literacy Intervention (LLI) small groups
  - a. All fine arts/resource teachers have been trained in facilitating LLI lessons
  - b. A schedule will be created to form groups and assign staff to facilitate the lessons. Tiered & ESE students will be targeted for this intervention if it aligns with their goals.
  - c. Administration and academic coaches will closely monitor attendance, lesson plans, and progress of students.

**Person Responsible** Ruth Brown (ruth.brown@palmbeachschools.org)

3. Collaborative planning/PLC
  - a. All teachers will have scheduled collaborative planning sessions as well as PLCs to plan rigorous standards based lessons that will be attended by administration, academic coaches and district resource staff
  - b. Administration and academic coaches will utilize walkthroughs to monitor effectiveness of planning, alignment with the standards and rigor of instruction.

**Person Responsible** Ruth Brown (ruth.brown@palmbeachschools.org)

4. Tutorial - Before/During/After school and Saturdays
  - a. Administration and academic coaches will identify students who would benefit from tutorial, based on class assessments, diagnostics, current reading levels, as well as interim assessments, These students will be grouped according to level and skill and will be provided

instruction by teachers and resource staff.

b. Students performing in the lowest 25% will be targeted for intensive small group instruction.

c. Administration and academic coaches will monitor attendance, lesson plans, and progress of students on a bi-weekly basis.

**Person Responsible** Jennifer Espinoza (jennifer.espinoza@palmbeachschools.org)

#### 5. Wilson Foundations

a. All teachers in grades K-2 are trained to use the Foundations method to teach early literacy and alphabetic skills.

b. A 30 minute block is ingrained in the master schedule to ensure fidelity of implementation

c. Weekly monitoring occurs with interim assessments and reteaching is facilitated as needed

**Person Responsible** Bryan White (bryan.white@palmbeachschools.org)

#### 6. Goal Setting/Data Chats

a. Administration will utilize prior and current data to help classroom teachers set class goals and compile data sets to be utilized for data chats with students, teachers, parents, and stakeholders.

b. Teachers will post class goals and monitor student progress towards the goal, as interim assessments are administered.

c. Teachers and administration will schedule data chats to help students develop individual goals.

d. Administration will use walkthroughs, teacher data chats, and PLCs to continue to analyze data and monitor progress towards goals.

**Person Responsible** Lisa Steele (lisa.steele@palmbeachschools.org)

### Additional Schoolwide Improvement Priorities

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

**Pillars of Effective Instruction: students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:**

- The History of the Holocaust**
- The History of Black and African Americans**
- The Contributions of Latino and Hispanics**
- The Contributions of Women**
- The Sacrifices of Veterans and Medal of Honor recipients within US History**

**Galaxy E3 Elementary uses the Schoolwide Positive Behavior Support model to set guidelines for appropriate behavior and to reinforce adherence to these guidelines, rather than simply attempt to punish violations of these rules. SWPBS is implemented across all areas of a school. The SWPBS matrix is shared with students, staff and parents and posted around the campus. The students are all aware of the STARR expectations. (Safety, Teamwork, Attitude, Responsibility and Respect) The SWPBS committee meets monthly to review discipline data, plan incentives and activities to promote positive behavior. All Galaxy students participate in a Morning Meeting daily to address their Social Emotional Learning. The Sanford Harmony curriculum is used to guide the morning meetings. There are about 20 students have been identified to participate in a "check in / check out" system with administration, teachers and staff members on campus each day to support and mentor them. Our School integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SWPBS through data. In alignment to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum, the arts and through our afterschool program. Our students participate in art exhibitions, study music from different eras and countries, and our media center contains books related to a variety of cultures and countries. Our students present a Hispanic Heritage performance and display artwork in September as well as participate in an African American History program each year in February. In December students present a program highlighting the music and dances from other cultures and countries.**

## Part IV: Positive Culture & Environment

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

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

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

Galaxy Elementary promotes positive culture and environment through daily Morning Meetings using the Sanford Harmony Curriculum in every grade level and classroom. This enables teachers and staff to build positive relationships within the classroom environment, both virtually and on campus. Galaxy has a School Wide Positive Behavior team that meets monthly to review universal expectations and rules throughout the campus. A matrix is referred to in classrooms, both virtually and in the school building to promote positive behaviors. Teachers and staff encourage and support the PBIS team in setting high expectations throughout the campus. Galaxy also has established community partnerships with local businesses to encourage a positive school culture and environment. As part of Galaxy’s mission to ensure all students have access to the services they need to be successful daily, we provide weekend food bags, a clothing closet, hygiene products, family assistance, etc. Stakeholders are encouraged to participate in virtual and school-wide activities such as SAC and PTO meetings, Annual Title 1 meetings, Saturday Parent Conferences, Parent Teacher Conferences, Kindergarten Parent night, Bingo for Books, Math Night, Science Saturday, Literacy Night, and other special events.

### Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$609.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0821 - Galaxy Elementary School	School Improvement Funds		\$609.00
<b>Total:</b>						<b>\$609.00</b>