
Title I Comprehensive Schoolwide Plan
GALAXY ELEMENTARY SCHOOL (0821)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Our FY23 school goal for proficiency in ELA is 49%. 33% of the K-5 students performed on or above grade level based on the mid-year iReady diagnostic results. 3rd grade performed at the 42 median percentile for meeting growth targets on the mid-year iReady diagnostic. In FY22, 3rd grade students performed at 38% proficiency on the ELA FSA, and based on school district unit assessments, students are consistently performing below our school target of 42%. Based on PM2 ELA F.A.S.T. results, 24.7% of 5th grade, 50.6% of 4th grade, and 37% of 3rd grade ranked 45 percentile or higher.

2. List the root causes for the needs assessment statements you prioritized.

- Staff turnover before and during the school year - New Florida Standards/curriculum - New statewide standardized assessment - Large number of novice teachers - Lack of phonics proficiency of students coming into 3rd grade - Escalation of situational behaviors impacted instruction and the ability to monitor instruction. - A large number of new students enrolling throughout the year with academic deficits - A high number of absenteeism and tardies - Assessment on the computer is new for students - Fluency has decreased as students increase in grade levels. Students need to be given independent reading on their level and for their interests - Huge gaps of instructional topics between grade levels - Curriculum and standards do not match or align - Integrate more writing - Lack of explicit reading strategies taught - Developmentally inappropriate tasks asked of students

3. Share possible solutions that address the root causes.

-ELA instructional coach/SSCC focused on the ELA framework and instructional practices - Supplemental instructional materials (reading intervention materials) -PD for ELL and ESE teachers for instructional strategies and resources -Tutorial funding -Academic tutor - Parent engagement nights -PD on explicit reading and testing strategies for K-5 -Consistent PLCs in K-2 -Book drive with variety of topics and levels -Access to library for books - PD for foundational skills K-5 -Descalation/ trauma informed decision making PD -Learning goals and objectives sent to families for the following grade level at the end of the year. -Science of reading PD

4. How will school strengthen the PFEP to support ELA?

- Newsletter for school community and staff - Social media (Facebook, Twitter, etc.) - Schoolwide class dojo or remind - Parent Link

- **Parent Training**

- Bingo for books - What's Right Book (Leveled books) - invite local library to school - ELA Cultures around the world parent engagement night

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

- Provide student dress code - Communicate with community weekly - Keeping a positive mindset that encourages all students to reach their full potential - Maintaining a culturally responsive mindset in all academic and social interactions with students - Providing teacher parent training workshops so parents can support student learning at home - Providing a safe and nurturing environment with high quality curriculum and instruction - Providing an open line of frequent communication with parents/families in a language that they understand - Providing opportunities for parents/families to share in the decision-making process related to the education of their children in order to increase their academic success

- **Students**

- Read every night for 20 minutes - Practice math fluency every night - Dress in dress code - Taking ownership of their learning each and every day with a positive mindset and willingness to learn - Sharing their learning with parents/families on a regular basis - Maintaining a high level of respect for self and others that enhances the learning environment each day - Engaging and reflecting upon ways they can advocate and participate in their academic success - Being actively involved in lessons & discussions and utilize teacher feedback to improve their academic success

- **Parents**

- Look at/check student agendas every night and sign - Keep school updated on new phone numbers, email addresses, and contacts - Check student dress code daily - Committing to their child's academic success as a priority - Attending parent/teacher workshops that are provided and other school wide events to support the academic success of their child - Creating an at-home schedule that includes time for homework, reading and limited screen time - Communicating regularly with teachers to express academic needs/concerns - Sending students to school on time and prepared for learning (backpack, school uniform, homework,...) - Actively monitoring and supporting their child's academic progress - Keeping a positive line of communication with their child's teacher on an on-going basis

- **Staff Training**

- The Science of Reading PD - ELA small group instruction - PD on foundational skills K-5 - PD on explicit reading and testing strategies for K-5 - De-escalation/ trauma informed decision making PD - PD for ELL and ESE teachers for instructional strategies and resources

- **Accessibility**

Evenings -Mornings -Weekends

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

K-3 students performed 17% on or above grade level on the math iReady diagnostic. Based on district unit assessments, 3-5 students are not meeting grade level proficiency goals of 49%, 64%, and 45%. Based on PM2 Math F.A.S.T. results, 29% of 5th grade, 37% of 4th grade, and 30.8% of 3rd grade ranked 45 percentile or higher.

2. **List the root causes for the needs assessment statements you prioritized.**

- Staff turnover before and during the school year - New Florida Standards/curriculum - New statewide standardized assessment - Large number of novice teachers - Deficiency in basic facts: addition, subtraction, and multiplication - Deficiency in number sense and place value - Lack the use of manipulatives (real world situation) - teaching academic vocabulary and the consistent use throughout instruction to assist students with the understanding of word problems - Assessment on the computer is new for students - Curriculum does not align with standards - More flexibility with strategies used - Reading deficiency

3. Share possible solutions that address the root causes.

- Math/Science SSCC focused on the math/ science framework and instructional practices - Math resource teacher - tutorial funding - Supplemental instructional materials - Academic tutor - Parent engagement nights - PD for ELL and ESE teachers for instructional strategies and resources - Math fluency competitions - PD for parents on how to use strategies with their students - Math small group PD K-5 - Integrate more math fluency outside the classroom - Math fine arts rotation for project based learning

4. How will school strengthen the PFEP to support Math?

• Communication

- Newsletter for school community and staff - Social media (Facebook, Twitter, etc.) - Schoolwide class dojo or remind - ParentLink

• Parent Training

- Math Game Night (make and take) - PD for parents on how to use strategies with their students

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

• School

- Provide student dress code - Communicate with community weekly - Keeping a positive mindset that encourages all students to reach their full potential - Maintaining a culturally responsive mindset in all academic and social interactions with students - Providing teacher parent training workshops so parents can support student learning at home - Providing a safe and nurturing environment with high quality curriculum and instruction - Providing an open line of frequent communication with parents/families in a language that they understand - Providing opportunities for parents/families to share in the decision-making process related to the education of their children in order to increase their academic success

- **Students**

- Read every night for 20 minutes - Practice math fluency every night - Dress in dress code - Taking ownership of their learning each and every day with a positive mindset and willingness to learn - Sharing their learning with parents/families on a regular basis - Maintaining a high level of respect for self and others that enhances the learning environment each day - Engaging and reflecting upon ways they can advocate and participate in their academic success - Being actively involved in lessons & discussions and utilize teacher feedback to improve their academic success

- **Parents**

- Look at/check student agendas every night and sign - Keep school updated on new phone numbers, email addresses, and contacts - Check student dress code daily - Committing to their child's academic success as a priority - Attending parent/teacher workshops that are provided and other school wide events to support the academic success of their child - Creating an at-home schedule that includes time for homework, reading and limited screen time - Communicating regularly with teachers to express academic needs/concerns - Sending students to school on time and prepared for learning (backpack, school uniform, homework,...) - Actively monitoring and supporting their child's academic progress - Keeping a positive line of communication with their child's teacher on an on-going basis

- **Staff Training**

- Small Group instruction - Math B.E.S.T. standards and instructional practices - PD for ELL and ESE teachers for instructional strategies and resources

- **Accessibility**

-Evenings -Mornings -Weekends

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Only 41% of Galaxy 5th graders scored at threshold or above on the PBC science diagnostic. For ELA PM1, 5th grade students performed at 33% for on track proficiency. Based on district winter science diagnostic results, 19% of 5th grade students are predicted to be proficient on the SSA assessment at the end of the year.

2. List the root causes for the needs assessment statements you prioritized.

- lack of science instruction throughout grade levels - Lack of academic vocabulary - below grade level readers struggle to understand concepts and assessments - a lack of hands-on learning and the connections it builds - a lack of teacher capacity in science instruction - less instructional time in K-4 for the science foundation (nature of science) - Language barrier

3. Share possible solutions that address the root causes.

- Math/Science SSCC focused on the math/ science framework and instructional practices - all grade levels have a 30 minute uninterrupted block of science. - interdisciplinary instruction - Science tutorial - Science fine arts teacher - academic tutor - Parent engagement night - Analyze USA data K-5 - Hands on Materials given to each teacher for experiments - Training on Curriculum - Academic Interactive Notebooks PD - Supplemental science resources for K-5 - Designated science lab for K-5 use - Mandatory science fair projects and resources for K-5 - Trimester STEM days with resources - Hands-on learning resources - Field trips to bring science to life

4. How will school strengthen the PFEP to support Science?

• Communication

- Newsletter for school community and staff - Social media (Facebook, Twitter, etc.) - Schoolwide class dojo or remind - ParentLink

• Parent Training

- Science Saturday parent engagement opportunity - Fair games science benchmarks learning opportunity

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

- Provide student dress code - Communicate with community weekly - Keeping a positive mindset that encourages all students to reach their full potential - Maintaining a culturally responsive mindset in all academic and social interactions with students - Providing teacher parent training workshops so parents can support student learning at home - Providing a safe and nurturing environment with high quality curriculum and instruction - Providing an open line of frequent communication with parents/families in a language that they understand - Providing opportunities for parents/families to share in the decision-making process related to the education of their children in order to increase their academic success

- **Students**

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- **Staff Training**

- STEMScopes curriculum training

- **Accessibility**

-Evenings -Mornings -Weekends

Action Step: Classroom Instruction

Develop and provide rigorous, differentiated, targeted, standards-based instruction in Reading, Writing, Math, and Science.

Budget Total: **\$83,737.56**

Acct Description	Description																																										
Resource Teacher	Resource teacher will provide Rtl support by push-in and pull-out support in intervention instruction and/or adaptation of the instructional program. The Rtl teacher will provide instructional strategies and interventions to Tier 1, Tier 2, and Tier 3 students.																																										
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Shipping</td> <td>1</td> <td>\$20.03</td> <td>General Supplies</td> <td>Original</td> <td>\$20.03</td> </tr> <tr> <td>Dry Erase Markers (pack of 36)</td> <td>15</td> <td>\$26.22</td> <td>General Supplies</td> <td>Original</td> <td>\$393.30</td> </tr> <tr> <td>Chart Paper, pk of 4</td> <td>6</td> <td>\$90.55</td> <td>General Supplies</td> <td>Original</td> <td>\$543.30</td> </tr> <tr> <td>Post- it notes (yellow 12 per pack)</td> <td>12</td> <td>\$3.33</td> <td>General Supplies</td> <td>Original</td> <td>\$39.96</td> </tr> <tr> <td>Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023</td> <td>1</td> <td>\$1,215.50</td> <td>General Supplies</td> <td>Original</td> <td>\$1,215.50</td> </tr> <tr> <td>Copy Paper</td> <td>7</td> <td>\$33.00</td> <td>General Supplies</td> <td>Original</td> <td>\$231.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Shipping	1	\$20.03	General Supplies	Original	\$20.03	Dry Erase Markers (pack of 36)	15	\$26.22	General Supplies	Original	\$393.30	Chart Paper, pk of 4	6	\$90.55	General Supplies	Original	\$543.30	Post- it notes (yellow 12 per pack)	12	\$3.33	General Supplies	Original	\$39.96	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023	1	\$1,215.50	General Supplies	Original	\$1,215.50	Copy Paper	7	\$33.00	General Supplies	Original	\$231.00
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Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Cardstock (various colors)	5	\$9.99	General Supplies	Original	\$49.95
	Markers Assorted set of 10	30	\$2.70	General Supplies	Original	\$81.00
	Colored Copy Paper	20	\$8.99	General Supplies	Original	\$179.80
	Highlighters (box of 12)	12	\$6.86	General Supplies	Original	\$82.32
	Chart Paper, 24 × 32 inches, 1-1/2in rule 25 sheets	50	\$4.02	General Supplies	Original	\$201.00
	Colored Pencils	30	\$1.60	General Supplies	Original	\$48.00
	Pencils (Pre-Sharpended, #2 box of 30)	25	\$5.28	General Supplies	Original	\$132.00
	Folders, poly pocket folders (pack of 25)	10	\$8.44	General Supplies	Original	\$84.40
Resource Teacher	Reading Resource Teacher to provide push-in and pull-out instructional support for K-5th grade students (lowest 25%, level 1 and 2 students, and students showing decreased levels of performance on PM Assessment and Unit assessments).					
Charter bus	Item	Quantity	Rate	Type	Total	
	5th grade students will take a college tour to Lynn University and Keiser University in March to learn about possible career paths and the steps to	1	\$1,250.00	Original	\$1,250.00	

Acct Description	Description				
	Item	Quantity	Rate	Type	Total
	take to become academically successful now and in their future.				

Action Step: Parent and Family Engagement

Increase communication between home and school; increase parent participation in parent training opportunities, which will increase academic achievement.

Budget Total: \$5,431.39

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper	5	\$33.00	General Supplies	Original	\$165.00
	Colored Copy Paper	15	\$8.99	General Supplies	Original	\$134.85
	Folders, poly pocket folders (pack of 25)	25	\$8.44	General Supplies	Original	\$211.00
	Highlighters	3	\$8.71	General Supplies	Original	\$26.13
	Post- it notes (3x3 18 in pack)	2	\$16.34	General Supplies	Original	\$32.68
	Student Agendas	650	\$1.80	General Supplies	Original	\$1,170.00
	Cardstock (various colors)	5	\$9.99	General Supplies	Original	\$49.95
	Pencils (Pre-Sharpended, #2 box of 30)	3	\$5.28	General Supplies	Original	\$15.84

Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type	Total		
	Ink Cartridges (Lexmark Colored Cartridges)	6	\$67.99	Technology			Original	\$407.94		
Out-of-system Subs for Parent Conferences	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	K-5 - Conference Days (1 day per Grade)	30	\$16.00	1	6.5	1	Non-Certified	Original	\$3,120.00	

Action Step: Professional Development

Build the capacity of instructional staff to increase academic achievement through targeted professional development opportunities and follow-up support in the areas of instructional strategies, social-emotional learning, and engagement techniques.

Budget Total: \$262,110.55

Acct Description	Description									
Single School Culture Coordinator	Single School Culture Coordinator to provide ongoing PD and follow-up support in instructional strategies, data analysis, and increasing academic achievement through coordination and leadership of PLCs and common planning for all teachers in the area of Reading.									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	K-5, ESE, ELL Teachers - Lesson planning, reviewing new Math/Reading curriculum, new standards - September-December	15	\$25.00	1	2	10	Certified	Original	\$7,500.00	

Acct Description	Description																																				
Coach	Reading Coach will support grades K-5 to build capacity for reading teachers of all grade levels through: observation, feedback, and coaching; leading of reading PLCs; and modeling best instructional practices in the content area of reading.																																				
Single School Culture Coordinator	Single School Culture Coordinator to provide ongoing PD and follow-up support in instructional strategies, Social-Emotional Learning, and increasing academic achievement through coordination and leadership of PL and common planning for all teachers in the area of Math/Science.																																				
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Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Galaxy Elementary ensures a true partnership with its families by encouraging them to participate in their child's education through regular communication with teachers, attendance at school events and meetings, and by supporting education in the home by providing examples of the importance of education in their child's lives. Parents are encouraged to model and practice appropriate social-emotional skills that will support their child at home and school and notify the school of any hardships so that we can provide supportive resources and personnel. Through this partnership, we are sure to prepare our children for a bright future!

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Vonda Daniels	Principal
Ruth Brown	Assistant Principal
Laura Bickel	Single School Culture Coordinator
Karen Donner	Business Partner
Laura Fredrickson	Parent
Antoinette Moorer	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Many members serve on our school's leadership team and have several responsibilities that support our schoolwide plan. These members are directly involved in supporting our school mission as well. During our meeting it was determined that these members would best serve as our members to support our parents and families. Invitations were sent to families to solicit attendance. Invitations and a callout were done to notify and invite parents and community members to the stakeholder meeting.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

The stakeholders work cooperatively, reviewing data and assisting with the decision making process to address the needs of students, teachers and families. Our team meets regularly to discuss the supports that will be necessary for student success at every level, Pre-K to 5th grade. This meeting took place March 2023 @ 2:30 pm in the media center.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders met virtually and reviewed the Title I budget and discussed the programs and resources that were necessary to improve student achievement. The outcome of the discussions allowed us to make solid decisions on the supports we will provide to students, teachers & families. Our family engagement funds will be used to support on-going communication through the purchase of agendas, paper and ink.

Name	Title
Vonda Daniels	Principal
Ruth Brown	Assistant Principal
Laura Bickel	Single School Culture Coordinator

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

Our Annual Meeting will take place on October 4, 2023. The meeting will begin at 5:00 pm in the cafeteria.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Notification of our Annual Meeting will be posted on our school's web page and Facebook page along with a call-out to families. We will also announce the meeting on our marquee.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Invitations, agenda, sign-in sheet/electronic sign-in sheet, evaluation we will be utilize the Title I Annual Meeting PowerPoint, Galaxy's FY24 School Parent Compact and FY24 PFEP Summary, evaluation for parent feedback; technology resources include computer and screen for presentation purposes.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Gradebook and Student Portfolios

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn how to create student portfolios that track student progress throughout each trimester that shows their individual progress on each standard. This process will also allow teachers to identify areas of strength and weakness and then be able to share this in detail during parent conferences.

- What is the expected impact of this training on family engagement?

Families will have better knowledge of how to best support their child academically in the areas of Reading, Mathematics and Science (5th grade). Teachers will be able to provide strategies to families to support their child at home to increase student achievement.

- What will teachers submit as evidence of implementation?

Teachers will be able to submit copies of the parent - teacher conference notes that identifies areas of strength and/or weakness. Notes will include the review of student portfolios and strategies offered to families to support their child at home.

- Month of Training

August, 2023

- Responsible Person(s)

Leadership Team

2. Reflection/Evaluation of Training #1

- Name and Brief Description

later date

- Number of Participants

later date

- What were teachers able to do as a result of the training?

tbd

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

Yes

- How do you know?

tbd

- What went well with the training

tbd

- What improvements would be made and what steps will you implement to make the training more effective

tbd

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Trauma Informed Teachers

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn how to identify students experiencing trauma and the effect it has on student performance, and which strategies work best for students in these situations. These strategies will also be extended to families so there is consistency at home and school.

- What is the expected impact of this training on family engagement?

Families will have positive strategies to implement at home that support students that have experienced trauma in their lives that will help build stronger and supportive relationships within their families.

- What will teachers submit as evidence of implementation?

Parent - teacher conference notes that outline the conversation of strategies used to support students experiencing trauma.

- Month of Training

October, 2023

- Responsible Person(s)

Leadership and District Support staff from SLL

4. Reflection/Evaluation of Training #2

- Name and Brief Description

tbd

- Number of Participants

tbd

- What were teachers able to do as a result of the training?

tbd

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

Yes

- How do you know?

tbd

- What went well with the training

tbd

- What improvements would be made and what steps will you implement to make the training more effective

tbd

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- **Name of Training**

Interpreting Grades and Understanding SIS Gateway and Student Testing

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will learn how to access student test results in SIS Gateway and discuss results with their child. This will also allow parents to see which standards their child may need additional support in to increase student proficiency.

- **Describe the interactive hands-on component of the training.**

Parents will have access to a computer and will learn in real-time how to access the Parent Portal to seek access to their child's test information throughout the school year.

- **What is the expected impact of this training on student achievement?**

Parents will better be able to monitor student growth throughout the year. This information will also allow parents to know what questions to ask during parent/teacher conferences that will promote student learning.

- **Date of Training**

September 20, 2023

- **Responsible Person(s)**

Leadership and SIS Manager

- **Resources and Materials**

student computers, instructions on how to access parent portal

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$100.00

2. Reflection/Evaluation of Training #1

- Name of Training

Interpreting Grades and Understanding SIS Gateway and Student Testing

- Number of Participants

TBD

- What were parents able to do as a result of the training?

tbd

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

tbd

- What went well with the training?

tbd

- What improvements would be made and what steps will you implement to make the training more effective?

tbd

3. Parent and Family Capacity Building Training #2

- Name of Training

Data Chat/Report Card

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn the process of tracking their child's progress from the information presented on student assessments throughout each trimester. Parents will also be given Reading, Math, and Science resources that can be utilized at home, such as Savvas Realize, iReady, and Stemsscopes resources.

- Describe the interactive hands-on component of the training.

Parents will be able to navigate the different resources presented to use at home: Savvas Realize, iReady, and Stemsscopes

- What is the expected impact of this training on student achievement?

Parents and students will become better equipped to understand and assist with the academic goals of their children. This will increase student achievement in specific areas they may be deficient in.

- Date of Training

November 6, 2023

- Responsible Person(s)

Teachers w/ Leadership support

- Resources and Materials

Student individualized data sheets, report cards Parent communication sent via Parentlink, Class Dojo, and fliers

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0.00

4. Reflection/Evaluation of Training #2

- Name of Training

SLL - Skills for Learning & Life

- Number of Participants

tbd

- What were parents able to do as a result of the training?

tbd

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

tbd

- What went well with the training?

tbd

- What improvements would be made and what steps will you implement to make the training more effective?

tbd

5. Parent and Family Capacity Building Training #3

- Name of Training

Math Engagement Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn about many math strategies that support student learning in the foundational skills of mathematics for each grade band. These strategies will be shown in a way that can be replicated easily in the home for continuous support for student learning.

- Describe the interactive hands-on component of the training.

Students and parents alike will work together on implementing the strategies presented at the training. Families will be able to create make and take kits that can be used at home to support student learning and increase family engagement.

- What is the expected impact of this training on student achievement?

Students will become more fluent in the foundational skills of mathematics that will support their progress in school.

- Date of Training

December 6, 2023

- Responsible Person(s)

Math teachers, SSCC (Bickel)

- Resources and Materials

make and take kits, power point presentation

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$100.00

6. Reflection/Evaluation of Training #3

- Name of Training

SLL - Skills for Learning & Life

- Number of Participants

tbd

- What were parents able to do as a result of the training?

tbd

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

tbd

- What went well with the training?

tbd

- What improvements would be made and what steps will you implement to make the training more effective?

tbd

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Homeless Department

- Describe how agency/organization supports families.

Provides assistance to our students that are experiencing displacement from their residence and/or homelessness. We will provide families with information on community resources that will support them and explain the levels of support and resources that could be afforded to them.

- Based on the description list the documentation you will provide to showcase this partnership.

Informational flyers from the district for Homeless

- Frequency

Throughout the year as needed and at our Title I Annual meeting and SAC meetings.

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Living Hungry

- Describe how agency/organization supports families.

Provides weekend food bags for our families that are in need of assistance and support.

- Based on the description list the documentation you will provide to showcase this partnership.

Letter of appreciation, thank you letters, and newsletter

- Frequency

Weekly

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Back to Basics

- Describe how agency/organization supports families.

Provides our students/families with 300 uniform tops and bottoms for students of families with financial challenges.

- Based on the description list the documentation you will provide to showcase this partnership.

Letter of appreciation thank you letter, newsletter.

- Frequency

Once at the start of the school year.

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

Parents will be informed through multiple avenues. Invitations and flyers will be translated and easy to read and understand by parents. Notification will also be sent via Parent Link (emails and call-out) and on our school web page and Facebook page.

- **List evidence that you will upload based on your description.**

Copies of flyers in 3 languages; copy of messages sent on Parent Link; screenshot of web page.

- **Description**

A meeting will be held with parents as part of our annual Curriculum Night that will review each grade level's curriculum and expected proficiency levels students should reach before the end of the school year. Parents will also receive updates during monthly SAC meetings and at the Annual Title I meeting. These meetings will be in person.

- **List evidence that you will upload based on your description.**

Copy of slide presentation used for meeting and invitation to the event.

- Description

We will hold a meeting (FSA Night) that will review each of the academic assessments, item types, and the achievement levels. Parents will also receive an overview of student performance on district assessments and previous year performance to determine the points necessary to reach proficiency or earn a gain for the current year.

- List evidence that you will upload based on your description.

Power point presentation, sign-ins, surveys, sample of student data sheets.

- Description

Parents will be invited monthly to our SAC meetings where input and feedback will be requested from parents on the decisions related to the education of their children. Their role as parents of a Title I school will also be explained during the Annual Title I meeting, encouraging them to voice their opinions and suggestions to certain decisions at the school. Parents will also be invited to attend parent/teacher conferences to speak directly to their child's teacher on their progress. Parents are invited to an CNA Stakeholder Meeting in the Spring.

- List evidence that you will upload based on your description.

Invitations, sign-ins, agendas and minutes

- Description

Some events are planned on Saturdays that encourage parent participation. Monthly SAC meetings take place on the first Wednesday of each month in the evening. Parent conferences are scheduled at a time convenient for them.

- List evidence that you will upload based on your description.

links to meetings, participation results, invitations, screenshots of showing various times of meetings

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• **Description**

During meetings we will have Language Facilitators or bilingual staff members present to translate information for parents with limited English proficiency during meetings and parent/teacher conferences. Any documents that are provided to parents will be translated in Spanish and Haitian Creole to meet the needs of our parents.

• **List evidence that you will upload based on your description.**

sign in sheets noting CLFs or bilingual staff members; translated documents used with presentation, translated compacts, PFEP summaries, invitations.

• **Description**

All events, meetings and activities are designed with equity to ensure that all families have the ability to participate. This includes the use of audio enhancement systems. Our building meets ADA requirements including handicap parking spaces and special seating during meetings. Our school is also prepared to conduct home visits when necessary.

- List evidence that you will upload based on your description.

pictures, screen shots, sign-in sheets, photos of handicap parking spaces and elevators, agendas.

- Description

Families will be provided information on available services through our Migrant Education Program. Families will be also be provided school uniforms and school supplies to help families.

- List evidence that you will upload based on your description.

District Migrant Families informational flyers, communication with Migrant Dept

- Description

All families will be invited to attend school meetings, trainings, activities and events. We will assist families experiencing homelessness with school uniforms, school supplies, food, Student Housing Questionnaire, information of available services. Families experiencing homelessness will be specifically contacted based on the results of the Student Housing Questionnaire.

- List evidence that you will upload based on your description.

Invitations, trainings and events, Student Housing Questionnaire, McKinney-Vento flyer of services offered.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Student's Social-Emotional skills are addressed using Morning Meeting. This program is built into each teacher's schedule from grades K-5. Students learn how to recognize their emotions and thoughts; take the perspective of and empathize with others; to regulate their own behavior; make constructive choices about their behavior; and to establish and maintain healthy relationships between one another and their teacher. Students also participate in the Sanford Harmony program which allows great discussion and guidance on topics that are relevant to students in their world. A common thread that was determined was that our students did not have the tools or strategies to effectively problem solve between one another. These programs would allow for discussions and role playing of similar situations so that they could practice how to resolve conflicts with their peers effectively. Galaxy continues to work on strengthening the Single School Culture through our School-wide Positive Behavior Plan. Students are taught the expected behaviors in all common areas of the school and are rewarded when 'caught' meeting these expectations via ClassDojo. Whole class rewards are represented through the collection of 'stars' that can then be used to 'purchase' a variety of rewards for the entire class. Teachers are also trained on utilizing common language so that students understand that we are all working towards the same goals. For example, the expectations for our younger students is the same for our intermediate students in all areas of the school. This common language and expectations make it easier for students to transition from teacher to teacher throughout the day. Classes are regularly scheduled to attend Guidance or SLL with the School Counselor or Behavior Health Professional where they further continue to receive support in developing their skills in handling conflicts appropriately and building their skills to feel positive about themselves. Classes rotate through these fine arts rotations so that they meet with the School Counselor or Behavior Health Professional regularly. Both also offer individual and small group support for students that may need additional assistance. Sometimes this is in times of grief, and other times it is to support a network of friends that may be having difficulty resolving a conflict appropriately. This is further supported through the use of character education which is a program that identifies a particular trait each month like Respect, Responsibility, Trustworthiness, etc. Monthly, students are taught a new character trait and discuss ways in which they can demonstrate attributes for that trait. At the end of the month, teachers from all grade levels submit names of students that have truly taken on these traits. These students are recognized by attending the morning news and receiving certificates. This further identifies how our students are working together to create positive citizens within the school. Our goal is to see students using these skills and strategies to deal with and resolve conflicts appropriately which results in fewer discipline incidents over the course of the school year. Galaxy Elementary also has a Mental Health Counselor on staff that is utilized to assist with students experiencing difficulty. They also work with students and their families for long-term counseling so that basic family needs can be met. The Mental Health Counselor does an exceptional job creating strong and supportive relationships with our students and provide them with a trustworthy adult that they can rely on when in need.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;

- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

At Galaxy Elementary, all students receive what is referred to as Tier 1 interventions. This means that all students receive research based core instruction from the classroom teacher. Through regular assessments and screening, some students may require additional supports to meet their needs. In this case, students receive Tier 2 Interventions which means they receive additional time in instruction in areas of weakness and receive this additional support in smaller groups of students as opposed to whole group and with a narrowed focus of instruction. This includes an additional 30 minutes of reading instruction through iiii for those students who have been identified as needing additional support. Intervention programs that are utilized for our Tier 2 and/or Tier 3 students are found within the Intervention Decision Tree. The intervention provided to students is based on student needs that will best support them. These interventions are determined by a team of teachers that meet regularly to review student data. Students are monitored for growth and if necessary, students that continue to show a need for support may receive Tier 2 and Tier 3 interventions simultaneously. We also hire out of system tutors to work with these students for additional support along with some students that continue to work with our AmeriCorps tutors on a daily basis. Students who are in the SBT/MTSS process for behavior are included in a "check in" "check out" with a mentor teacher or staff member to support them as they begin and end their day.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history,*

geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].

1. Well-Rounded Education

Our Leadership Team @ Galaxy meets biweekly. The Principal, Assistant Principal, Single School Culture Coordinators, ESE coordinator, ELL coordinator, guidance counselor and the Behavior Health Professional meet to review schedules, student services, instructional trends and achievement. The result of this task helps us to determine the instructional and social needs of students and what provisions need to be made to increase student achievement. We begin the year analyzing FAST/STAR results and determining our Lowest 25%. This helps us with the creation of our master schedule and the schedules for our resource support staff. Once schedules are in place our Leadership Team collaborates to determine which resources will best support our students and teachers. As the school-year continues our Team and grade level teachers analyze formative assessments to monitor the growth of students and teacher practices within weekly professional learning communities. At times, we may determine that the implementation of the Coaching Cycle and frequent walkthroughs is necessary in order to provide additional support for teachers. By the end of the first trimester we begin to put in place our first of several tutorial programs, K-5. Students and teachers are carefully selected based on student data. We continue throughout the year to work in PLCs to ensure instruction is aligned to state standards and that best practices are discussed and put into action. This is then followed up with classroom walkthroughs to monitor what is discussed is actually implemented. At Galaxy Elementary, our students are scheduled to attend multiple fine art classes that expose them to different areas of studies. These rotations include physical education, music, art, and media. In addition, we have placed the Guidance Counselor and Behavior Health Professional on the fine art rotation to work with specific grade levels. During this rotation, students work on finding appropriate ways to resolve conflict and strategies to develop their social-emotional learning skill set. The school's Behavioral Health Professional is available to facilitate small groups to address the SLL needs of students who need support. We also provide our students with a variety of extra curricular clubs such as Drumline, Art Club, Gardening club and Media club. Teachers communicate regularly with parents via, email, ClassDojo, and phone calls. Teachers document each point of parent contact via SIS throughout the school year. The school uses ClassDojo, Twitter, Parent Link and Newsletters to communicate events and school-wide initiatives to parents and the community.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- ACT/SAT prep programs;
- Project-based learning opportunities;

- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

At Galaxy, students are continuously reminded that the decisions and efforts made while in Elementary School are great predictors of success beyond High School. Students participate in a Career Day where community members from an array of professions present to our students and open their eyes to the possibilities of future careers. Our guidance counselor is on the fine art rotation that allow our students exposure to lessons that identify characteristics of hard working students that are skills in reaching the career of their choice. Our 5th grade students are also encouraged to think about their career choice when selecting the middle school of their choice with programs that align to their career path. This assists them in getting on the right path for the career of their choice. The art and music teacher assist in identifying students that will benefit from applying to and attending a choice school focused on the arts. These teachers support students in the application process and in preparing for their audition. The media specialist identifies students that may benefit from a film, computer, or digital choice program and supports them in applying and auditioning. Also, we have implemented college tours for our 5th grade students to learn about the many different opportunities local Florida colleges have to offer. We continue to implement an Accelerated Mathematics Program (AMP) at Galaxy which includes 3rd grade students. These students not only receive instruction in 3rd grade Mathematics, but half of the 4th grade standards. This accelerated course work may continue with these students throughout the remainder of their elementary and middle school years, advancing them so that they can begin taking college courses while still in high school.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start

- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Galaxy E3 Elementary has two Headstart prekindergarten classrooms. These students are able to transition easily into the kindergarten program after they complete their 4 year old program. At Galaxy E3 Elementary, an annual "Kindergarten Roundup" is held to introduce incoming students and their parents to the school facility and the expectations of kindergarten. "Summer Success Kindergarten Readiness" kits are provided to incoming kindergarten students. The kindergarten teachers put together a parent training to support parents at home as they use the kits to prepare their students for kindergarten in the fall. Headstart students that currently attend Galaxy E3 are given the opportunity to continue their education here as Choice Program students if they do not live in our SAC area. This gives these students the opportunity to have already become familiar with the school setting, procedures and expectations. All incoming kindergarten students are assessed prior to entering kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. Prior to school starting staff was available to assess students prior to arriving at school to assess the best placement as well as to plan intervention/enrichment activities if necessary. In addition to a school based Kindergarten Readiness assessment, kindergarten students are not assessed utilizing the STAR Early Literacy and Math Assessment to collect valuable information throughout the year. The Galaxy Head Start program supports families in transitioning to kindergarten since those students have become acclimated with the school environment, know the school staff and understand the expectations.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Mentoring
- PAR Teacher

- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Over the summer, our school district offers a wide variety of professional development that is directly related to the curriculum teachers will be responsible for teaching in addition to classroom management courses, SLL courses, Technology, and many other 'buckets' of PD. During the summer many virtual and face to face training sessions were facilitated to support a deeper dive into the new standards and curriculum. At Galaxy, Title 1 funds were used to have teachers analyze data from the progress monitoring 3 data and look for trends across each grade level. The master schedule was designed to promote grade level and content area common planning. PLC's are focused on analyzing data and unpacking standards to focus instruction. In addition, our Regional Support team assists teachers in the planning and delivery of instruction when necessary. They are scheduled to assist and support teachers on a regular basis to ensure quality instruction aligned to standards. Strategies and resources aligned with standards based instruction are shared and discussed at each PLC. Galaxy's Single School Culture Coordinators also assists in this support by attending grade level PLCs for ELA and Math and weekly grade level planning meetings along with administration and instructional coaches. Instructional support staff (ELL/ESE) are also provided professional development in Benchmark Advanced Florida as well as literacy intervention strategies to provide quality instruction for students requiring additional support. Galaxy E3 Elementary offers teacher mentoring to beginning teachers, veteran teachers in new assignments and teachers in need of support. Beginning teachers are assigned mentors who have completed the Clinical Education training provided by the district. These new teachers complete the Palm Beach County Educator Support Program along with their mentor who supports them through observation, feedback, collegiality, and professional development.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office

Retention:

- Orientation
- Mentoring/Peer Teacher

- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Galaxy E3 recruits from job fairs, online advertisements and postings, and through teacher communication. When necessary, assistance will be requested from the district's Human Resources department to find talented teachers to fill any vacancies. Online and social media platforms such as LinkedIn, Facebook and Twitter are used to advertise positions and recruit staff. All new teachers are required to attend the district's New Teacher Orientation where they are provided information on a variety of topics to help prepare them for their start as a teacher in Palm Beach County. They are assigned a mentor that typically works on the same grade level or in the same department by a teacher leader. These new teachers also are enrolled in the district's Educator's Support Program which is a course that provides information on the Palm Beach Model of Instruction and the Florida Educator Accomplished Practices (FEAPS). Monthly meetings are held with topics that are relevant to provide new teachers support: i.e. progress reports, report cards, field trips, PBMI, SBT process, assessments. All teachers are supported by and have access to the Reading and Mathematics Instructional Coaches to provide additional support and resources to teachers. At Galaxy, all teachers are encouraged to discuss topics of concerns at PLCs and are reminded that we have an open door policy for such discussions. We implement a few strategies in order to retain our teachers at Galaxy Elementary. "Kudos are given in the weekly newsletter and at faculty meetings to identify stellar staff. Photos and video of effective classroom environments and instructional strategies of Galaxy teachers are shared at PD sessions as exemplars. Another strategy that we use is offer teachers extra pay for tutoring students throughout the year or by sponsoring different clubs after school for our students to participate in. At each grade level, one teacher is selected as a grade chair which also provides additional pay in supplement to their base salary.