
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 FY24 school goal for proficiency in ELA is 47%. 49% of the K-5 students performed on or above grade level on phonics based on the mid-year iReady diagnostic results. More specifically in KG students perform at 40%, 1st grade at 30%, and 2nd grade at 36%. Based on iReady mid-year diagnostics, 44% in KG, 26% in 1st, 33% in 2nd, 43% in 3rd, 22% in 4th, and 33% in 5th are performing at or above grade level. Based on PM2 ELA F.A.S.T. results, 36% of 5th grade, 25% of 4th grade, and 23% of 3rd grade performing at or above grade level. Based on STAR PM2- 55% In KG grade, 9% in 1st grade, and 45% in 2nd grade performed at or above grade level.

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

Lack of parental involvement Students come into the grade level significantly below grade-level expectations Students' social and emotional needs are not being met daily. Teacher instructional capacity around foundational skills for reading There are a vast number of resources for phonics instruction but not monitored/tracked with fidelity. Progress Monitoring system Need more resource teacher support in K-2 to pull out students to meet students' needs.

3. Share possible solutions that address the root causes.

Saturday Parent Tutorials Implement a set time frame within instruction for foundational skills to be taught in 3rd-5th Professional Development for all teachers on reading foundational skills Tutorial and tutorial resources targeting foundational reading skills, comprehension, and vocabulary A systematic phonics program that can be utilized across grade levels to improve foundational skills. One Progress Monitoring System implemented schoolwide. Staff members to provide support to teachers in the area of behavior and intervention needs. Staff member to provide small group push-in and pull out instruction in ELA. Staff members will coach teachers, support them with instructional strategies, provide professional development, analyze data, track student progress, and provide standards-based instruction. Staff members will work with parents and the community through training, community partnerships, and creating a parent/home school connection.

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

- Communication

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

- Parent Training

Make and Takes to teach parents on how to use materials SAC Meeting inviting the library to get parents to sign-up for library cards. Zoom / Google Classrooms to teach parents how to certain skills to help their child with homework ETC... Parent Report Card training SLL parent training

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

- School

provide materials and explicit instruction to teach their children (Make & Takes) Allow for meetings to be scheduled at flexible times throughout the day and on various platforms 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

be more knowledgeable and aware of environmental print to help facilitate reading skills Read every night for 20 minutes 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**

utilize ClassDojo to communicate and keep up with student behaviors 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

- **Staff Training**

Report Card Training PD on reading foundational skills K-5 PD on explicit reading and testing strategies for K-5 Work with faculty, staff, parents, and community members on skills for learning and life that focus on the transformational skills and structures of empowering students to make conscious discipline decisions. All stakeholders will learn how to build classrooms, schools, families, and communities by developing effective de-escalation skills that promote healthier neurotypical and neurodivergent children of all ages.

- **Accessibility**

Flyers, posters, etc. will be shared with: LEP families Families with Disabilities Families engaged in Migratory work Families experiencing homelessness

Math

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

1. List prioritized needs statements.

In FY24: For Math STAR PM 2, 61% of Kindergarten students, 70% of 1st grade, 54% of 2nd grade were on and above grade level. For Math F.A.S.T PM 2, 12% of 3rd grade, 5% of 4th grade, and 15% of 5th grade are performing on or above grade level. For mid-year IReady diagnostic, 18% of students in grades K-5 are on or above grade level in math. For mid-year IReady, 25% of students in K-5 are on or above grade level in number sense and operation. 32% of students are on or above grade level in algebra and algebraic thinking. According to F.A.S.T PM 2 math, 68% of 3rd grade are below grade level in fractional reasoning, 84% of 4th grade are below grade level in number sense and operations with fractions and decimals, and 72% of 5th grade are below grade level on geometric reasoning, measurement, and data analysis and probability. Based on PM2 ELA F.A.S.T. results, 36% of 5th grade, 25% of 4th grade, and 23% of 3rd grade performing at or above grade level. Based on STAR PM2- 55% In KG grade, 9% in 1st grade, and 45% in 2nd grade performed at or above grade level.

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

Students' social and emotional needs are not being met daily. Math block placement in K-2 schedule Teachers lack engagement strategies in math instruction Teacher instructional capacity of teaching multiple mathematical strategies is limited Limited use of gradual release of responsibility during instruction Teacher capacity in implementing differentiated instruction is limited. Resources to use for differentiated math instruction are limited. Students are not fluent in reading and comprehension and, therefore are limited in solving mathematical problems. Missing mathematical number sense and foundational knowledge, such as place value. Lack of universal math vocabulary/language

3. Share possible solutions that address the root causes.

Place math block in master schedule with limited transitions Implement a spiral review during math instruction Tutorial and remediation resources targeting foundational math skills, number sense, and addition, subtraction, multiplication, and division facts. Teaching paper-based strategies since manipulatives are not allowed on computer-based tests. Staff members to provide support to teachers in the area of behavior and intervention needs. Staff member to provide small group push-in and pull out instruction in Math. Staff members to coach teachers, support with instructional strategies, provide professional development, data analysis- tracking student progress, and standards-based instruction. Staff member to work with parents and community through trainings, community partnerships and creating a parent/home school connection.

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 Parent Link

- Parent Training

Make and Takes to teach parents on how to use materials Mathnasium math fluency training teaching parents how to help their children at home Zoom / Google Classrooms to teach parents how to certain skills to help their child with homework ETC... Parent Report Card training Grade level Math Night Parent training amongst the grade levels

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

- School

provide materials and explicit instruction to teach their children (Make & Takes) Allow for meetings to be scheduled at flexible times throughout the day and on various platforms 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

practice math facts every night for 10 minutes 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

utilize ClassDojo to communicate and keep up with student behaviors Keep school updated on new phone numbers, email addresses, and contacts 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

- Staff Training

Teachers will teach parents on the elements of the Report Card and the meaning of the standards by grade level. Staff will engage in PD on math fluency K-5, use of manipulatives, and engagement strategies that highlight the foundational skills needed to be math proficient in each grade level. This will in turn be used to provide materials for parents to do Make and Take math activities from home.

- Accessibility

Flyers, posters, etc. will be shared with: LEP families Families with Disabilities Families engaged in Migratory work Families experiencing homelessness

Science

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

1. List prioritized needs statements.

Based on the FY24 Winter Science Diagnostic, 25% of the 5th grade students were identified as proficient. Based on the FY24 PM2 ELA F.A.S.T. results, 36% of 5th grade, 25% of 4th grade, and 23% of 3rd grade performing at or above grade level. Based on FY24 SDPBC Science USA results, 17% of students were proficient for Unit 2, 53% of students were proficient for Unit 3, and 27% of students were proficient for unit 4. Based on the FY24 5th grade Winter diagnostic for nature of science, 20% of students were proficient with SC.5.N.1.1, 41% of students were proficient with SC.5.N.2.1, and 12% of students were proficient with SC.5.N.2.2. Based on the FY24 5th grade Winter diagnostic, the following are the percentage of proficient students in fair game benchmarks (grades 3-4): SC.3.L.14.1: 28% SC.4.E.5.4: 22% SC.4.E.6.2: 48% SC.4.E.6.3: 53% SC.4.E.6.4: 71% SC.4.L.16.1: 19% SC.4.L.16.4: 26% SC.4.L.17.3: 43%

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

Time needed to teach the concepts. Not being explicitly taught throughout all grade levels. Reading deficiencies Students' social and emotional needs are not being met on a daily basis. Students are not being provided hands-on scientific learning experiences Lack of universal science vocabulary in all grade levels Lack of teacher capacity in knowledge of the science standards and instructional strategies

3. Share possible solutions that address the root causes.

*Integrating Science during the reading block using science curriculum. *PD on science content and instructional strategies * Staff members that provide push-in and pull out small group instruction on science content *Staff member that will coach teachers, support with instructional strategies, data analysis, and standards-based instruction in K-5. *Real life experiences/field trips *Provide a web based science program to help engage students in online science practice. *Provide materials for science hands-on learning *Tutorial and tutorial resources targeting fair game benchmarks and 5th-grade science benchmarks. *Staff member to be on the fine arts wheel as well as assist in the implementation of PLCs to improve teacher capacity around the science standards. * Provide a staff member that will implement Science PD for teachers.

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 Parent Link

• Parent Training

Science Saturday Parent University Science Night

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

• School

provide a parent engagement night focused on STEM activities provide materials and explicit instruction to teach their children (Make & Takes) Allow for meetings to be scheduled at flexible times throughout the day and on various platforms 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**

complete a science fair project at least once a year 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**

utilize ClassDojo to communicate and keep up with student behaviors Keep school updated on new phone numbers, email addresses, and contacts 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

- **Staff Training**

*Environmental Trainings(Scrub) *Science on a Sphere in order to hold events with families (Science Saturday) *Everglades Literacy- relationship between literacy and Science (make and take activities that can be done at home)

- **Accessibility**

Flyers, posters, etc. will be shared with: LEP families Families with Disabilities Families engaged in Migratory work Families experiencing homelessness

Action Step: Classroom Instruction

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

Budget Total: \$214,640.00

Acct Description	Description																																						
Resource Teacher	The 0.5 Science Resource position will provide additional support for all 3rd and 5th-grade students through weekly science instructional lab. This position will provide weekly instructional rotation with a focus on the state of Florida Fair Games Standards. The position will also provide hands-on science labs, target small group instruction for 5th grade students, and the planning and implementation of science activities/events that support the development and mastery of the state standards. Split funded. Title I will pay .18 of position.																																						
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="436 483 1157 558">Item</th> <th data-bbox="1157 483 1304 558">Quantity</th> <th data-bbox="1304 483 1423 558">Rate</th> <th data-bbox="1423 483 1524 558">Days</th> <th data-bbox="1524 483 1633 558">Hours</th> <th data-bbox="1633 483 1757 558">Weeks</th> <th data-bbox="1757 483 1906 558">Certified</th> <th colspan="2" data-bbox="1906 483 2020 558">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 558 1157 753">Certified Teachers will be used afterschool to remediate target students learning gaps from Jan '25- April '25 -for grade levels 3-5 and core content of ELA,Science and Math.</td> <td data-bbox="1157 558 1304 753">6</td> <td data-bbox="1304 558 1423 753">\$37.00</td> <td data-bbox="1423 558 1524 753">2</td> <td data-bbox="1524 558 1633 753">1.5</td> <td data-bbox="1633 558 1757 753">12</td> <td data-bbox="1757 558 1906 753">Certified</td> <td colspan="2" data-bbox="1906 558 2020 753">\$7,992.00</td> </tr> </tbody> </table>									Item	Quantity	Rate	Days	Hours	Weeks	Certified	Total		Certified Teachers will be used afterschool to remediate target students learning gaps from Jan '25- April '25 -for grade levels 3-5 and core content of ELA,Science and Math.	6	\$37.00	2	1.5	12	Certified	\$7,992.00													
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Resource Teacher	Reading Resource Teacher will provide Rtl support by push-in and pull-out in intervention instruction and/or adaptation of the instructional program, to work with small groups SBT. The Rtl teacher will provide instructional strategies and interventions to Tier 2, and Tier 3 students 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).																																						
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="436 1008 1003 1083">Item</th> <th data-bbox="1003 1008 1150 1083">Quantity</th> <th data-bbox="1150 1008 1270 1083">Rate</th> <th data-bbox="1270 1008 1371 1083">Days</th> <th data-bbox="1371 1008 1480 1083">Hours</th> <th data-bbox="1480 1008 1604 1083">Weeks</th> <th data-bbox="1604 1008 1757 1083">Certified</th> <th data-bbox="1757 1008 1892 1083">Type</th> <th colspan="2" data-bbox="1892 1008 2020 1083">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 1083 1003 1317">Out-of-system non-certified tutors Tutors for ELA, Math and Science small group tutor to push in and pull out based on PM3 data for FY24. Grades 3-5. Tentative start date August.</td> <td data-bbox="1003 1083 1150 1317">1</td> <td data-bbox="1150 1083 1270 1317">\$15.00</td> <td data-bbox="1270 1083 1371 1317">5</td> <td data-bbox="1371 1083 1480 1317">5</td> <td data-bbox="1480 1083 1604 1317">14</td> <td data-bbox="1604 1083 1757 1317">Non-Certified</td> <td data-bbox="1757 1083 1892 1317">Original</td> <td colspan="2" data-bbox="1892 1083 2020 1317">\$5,250.00</td> </tr> <tr> <td data-bbox="436 1317 1003 1528">Out-of-system non-certified tutors Tutors for ELA and Math small group tutors will push in and pull out based on</td> <td data-bbox="1003 1317 1150 1528">2</td> <td data-bbox="1150 1317 1270 1528">\$15.00</td> <td data-bbox="1270 1317 1371 1528">5</td> <td data-bbox="1371 1317 1480 1528">5</td> <td data-bbox="1480 1317 1604 1528">14</td> <td data-bbox="1604 1317 1757 1528">Non-Certified</td> <td data-bbox="1757 1317 1892 1528">Original</td> <td colspan="2" data-bbox="1892 1317 2020 1528">\$10,500.00</td> </tr> </tbody> </table>									Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		Out-of-system non-certified tutors Tutors for ELA, Math and Science small group tutor to push in and pull out based on PM3 data for FY24. Grades 3-5. Tentative start date August.	1	\$15.00	5	5	14	Non-Certified	Original	\$5,250.00		Out-of-system non-certified tutors Tutors for ELA and Math small group tutors will push in and pull out based on	2	\$15.00	5	5	14	Non-Certified	Original	\$10,500.00	
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Out-of-system non-certified tutors Tutors for ELA, Math and Science small group tutor to push in and pull out based on PM3 data for FY24. Grades 3-5. Tentative start date August.	1	\$15.00	5	5	14	Non-Certified	Original	\$5,250.00																															
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Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	PM3 FY24 data. support students in grades K-2 . Tentative start date Augutst.								
Resource Teacher	Reading Resource Teacher to provide additional support for Tier 2 and Tier 3 K-2 students in ELA through sm group instruction through pull in and push out.								
Resource Teacher	A Math Resource Teacher will provide additional support for struggling students by providing additional small group instruction to Tier 2 and Tier 3 students. (Push in, and pull out)								
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	Chart Paper (a pack of 4)	28	\$200.00	General Supplies		Original	\$5,600.00		
	Copy paper - per case	25	\$44.61	General Supplies		Original	\$1,115.25		
	Two pocket folder (any color box of 25)	30	\$28.31	General Supplies		Original	\$849.30		
	File folders (any color, box of 100)	32	\$7.39	General Supplies		Original	\$236.48		
	Highlighters	23	\$8.37	General Supplies		Original	\$192.51		
	Composition Notebooks	100	\$4.88	General Supplies		Original	\$488.00		
	Color copy paper	4	\$24.21	General Supplies		Original	\$96.84		
	Paper Clips	32	\$4.59	General Supplies		Original	\$146.88		
	Card Stock	7	\$10.47	General Supplies		Original	\$73.29		
	Post it notes (12 pack)	11	\$3.33	General Supplies		Original	\$36.63		
	Marker (set of 10)	32	\$2.96	General Supplies		Original	\$94.72		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Dry Erase Markers	5	\$26.22	General Supplies	Original	\$131.10

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: \$4,472.00

Acct Description	Description									
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Colored Copy paper	10	\$24.22	General Supplies			Original	\$242.20		
	Dry Erase Markers	5	\$26.22	General Supplies			Original	\$131.10		
	Card Stock	10	\$10.47	General Supplies			Original	\$104.70		
	Copy paper - per case	25	\$33.00	General Supplies			Original	\$825.00		
Out-of-system Subs for Parent Conferences	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Out of system subs for parent conferences will be held after the first trimester report cards in Nov/Dec 2024.	32	\$16.00	1	6	1	Non-Certified	Original	\$3,072.00	

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: **\$115,693.00**

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 across the core curriculum subjects of ELA, Math, and Science.																	
Out-of-system PD Subs	<table border="1"> <thead> <tr> <th data-bbox="432 743 1003 824">Item</th> <th data-bbox="1018 743 1161 824">Quantity</th> <th data-bbox="1165 743 1281 824">Rate</th> <th data-bbox="1285 743 1381 824">Days</th> <th data-bbox="1386 743 1491 824">Hours</th> <th data-bbox="1495 743 1612 824">Weeks</th> <th data-bbox="1617 743 1772 824">Certified</th> <th data-bbox="1776 743 1902 824">Type</th> <th data-bbox="1906 743 2024 824">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
Substitutes for K-5, ESE, and ESOL teachers to attend PLCs, district's or state trainings with aligned curriculums to strengthen identified teaching gaps and/or students learning gaps in ELA, Math, and Science. Once a trimester.	32	\$16.00	1	6.5	1	Non-Certified	Original	\$3,328.00										

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
Nate Collins	Business Partner/ Kappas
Lawanda Brown	Teacher
Laura Fredrickson	Parent
Jessica Jean Baptiste	Parent
Rose Liberus	Parent
Julie Baptiste	Parent
Weelens Esthema	Student
Albertine Desir	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. Staff meeting was February 12th @ 2:30pm. The meeting with stakeholders took place February 21st @ 5:30pm.

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

Stakeholders met 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 paper, ink, and make and take items for parents to utilize at home to work with their children in ELA and Math.

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 September 4th, 2024 at 6:30pm 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, Class Dojo, flyers will be sent home and 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 FY25 School Parent Compact and FY25 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 2024

- Responsible Person(s)

Leadership Team

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Survey will be given to teachers to complete as a reflection/ evaluation.

- Number of Participants

40

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

later date

- How do you know?

later date

- What went well with the training

later date

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

later date

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Basic Math Skills

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

Staff will learn how to scaffold instruction in mathematics (using the standards) that highlight basic number sense that is needed as the foundation of mathematics. This includes basic addition, subtraction, multiplication, division, and place value. This will be shown to staff by creating basic math activities that are engaging for students to do at home and in the classroom during center rotations. More specifically, teachers will be trained on the usage of Khan Academy.

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

The expected outcome is that staff will share these basic math activities with families to do with their child at home to build basic math skills.

- What will teachers submit as evidence of implementation?

Teachers will provide families with monthly videos through Khan Academy that highlight the foundational skill needed in order to master the content being taught in class. These videos will be posted on teachers individual Class Dojo pages across grade levels. Screenshots of teacher clasdojo with educational/academic videos posted for families.

- Month of Training

October

- Responsible Person(s)

Leadership and PD Team

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Survey will be given to teachers to complete as a reflection/ evaluation.

- Number of Participants

40

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

later date

- How do you know?

later date

- What went well with the training

later date

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

later date

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

Communication Matters-SIS Gateway and ClassDojo for parents

- 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, report cards, attendance information 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. In addition, the schoolwide ClassDojo will be shared to build parent involvement and knowledge about what is happening at the school throughout the year.

- 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 and the school ClassDojo to seek access to their child's test information, attendance, and important events and 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 and stay informed on what is happening at the school. 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 18, 2024

- Responsible Person(s)

Leadership and SIS Manager

- Resources and Materials

student computers, instructions on how to access parent portal and the schoolwide ClassDojo, information on the importance of parent involvement

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Literacy Night

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

Parents will walk away with an in depth understanding of the importance of literacy foundational skills that can be completed at home. For example, phonics and phonological awareness task that can be done at home to build students literacy proficiency.

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

Make and take activities will be made with families that highlight the importance of letter sound recognition, sight words, blends, etc.

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

Students who have mastered the reading foundational skills will be fluent readers and then can build comprehension. This will help to improve Galaxy proficiency in KG-5th grade.

- Date of Training

October 2, 2024

- Responsible Person(s)

Literacy Committee

- Resources and Materials

Pamphlets of strategies that can be done at home to practice literacy foundational skills, baggies, index cards, FCRR, Khan Academy, leveled books

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

Science Saturday

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

Parents will learn about the fair game science standards that are taught from K-4th grade and assessed in 5th grade through hands on activities that can be done with their child at home. Parents will also learn how to make connections between key science vocabulary/skills with real world situations.

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

Parents and students will engage in these science activities and then will be able to take science kits home that they collect at the different stations.

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

Parents will learn simple activities that can be done at home showing the connection between science and real world situations.

- Date of Training

February 22, 2025

- Responsible Person(s)

Science SSCC and grade level teachers

- Resources and Materials

Science on the Sphere room, science kits, materials for slime, seeds, pinwheels, fossils, launchers, and other make and take materials.

- Amount (e.g. \$10.00)

0

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 Pictures of backpack/food distributions for students List of students identified as McKinney Vento

- 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.

Pictures of food distribution and sharing information in our school 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

- Frequency

twice a 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 through our school ClassDojo.

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

Copies of flyers in different languages; copy of messages sent on Parent Link; screenshot of ClassDojo 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. Teachers will also hold parent teacher conferences throughout the school year to keep parents updated on the curriculum and proficiency levels of their child.

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

Copy of slide presentation used for meeting invitation to the event Sign in sheets

- **Description**

Throughout the year during SAC Meetings parents will receive academic updates from the principal. 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.**

Family reports of student test results put in mailboxes after each PM Assessment to go home to parents, powerpoint presentation of the academic assessment used to measure student progress, flyers with information about the platform students are assessed on throughout the year, SAC Agendas

- **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, and agenda

- 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.

sign-in sheets, invitations showing meeting dates/times, parent conferences

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.

pictures of audio enhancements being utilized by Language Facilitators; translated documents used with presentation, translated compacts, 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 of the use of our audio enhancement system for translation, sign-in sheets, photos of handicap parking spaces and elevators

- 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.

evidence of communication such as Title 1 Night and ESOL Parent meetings, emails, fliers

- 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.

Student Housing Questionnaire, McKinney-Vento flyer of services offered, pictures of distribution of food and/or school supplies

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 positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or

- Promote healthy habits;
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Student's skills for learning and life 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. 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 in small groups 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 Coordinator, 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 Professional Learning Communities 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 skills for learning and life. 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;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- 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
- On-site school tours for new kindergarten families

- VPK on campus
- Bridges Program
- 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
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- 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 Readiness" 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 now 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
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- 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 on 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:

Retention:

- Job Fairs
- Collaboration with HR and Region Office
- 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
- Orientation
- Mentoring/Peer Teacher
- 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.