

The School District of Palm Beach County

# Galaxy Elementary School



2022-23 Schoolwide Improvement Plan

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# Galaxy Elementary School

301 GALAXY WAY, Boynton Beach, FL 33435

<https://gxes.palmbeachschools.org>

## Demographics

**Principal: Lisa Steele**

Start Date for this Principal: 7/16/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	93%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (55%) 2020-21: (42%) 2018-19: C (53%) 2017-18: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Palm Beach County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

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

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

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

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

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Steele, Lisa	Principal	<p>As the Principal of Galaxy E3 Elementary School, I supervise all aspects of safety, culture, instruction, and operations of the school. I inspire and lead teachers daily as well as communicate with all stakeholders of our vision and mission. I oversee the leadership team, scheduling weekly meetings to monitor instruction, the progression of learning, and the building of teacher capacity. I observe and evaluate teachers giving meaningful feedback to enhance their instructional practices. I monitor the coaching and feedback cycle with teachers in need of support. I monitor assessment data utilizing the continuous improvement model to increase academic achievement and student growth. I work to hire teachers that best fit the vision and mission of the school and support them in their growth as teachers. I am responsible for the enforcement of Florida Statutes, State Board of Education rules, School Board rules and directives of the Superintendent.</p>
White, Bryan	Assistant Principal	
Brown, Ruth	Other	Single School Culture Coordinator
		<p>The SSCC supports teachers in building their capacity in planning and delivering rigorous standards based instruction, monitors student literacy data, identifies students in need of intervention and plans and facilitates small group instruction. The reading coach also facilitates 3rd-5th PLCs to focus on rigorous standards based instruction and curriculum. The SSCC also coordinates with local public service organizations and business partners to provide support and resources for families. Monitor attendance and scheduled interventions for students who have not increased their academic proficiency.</p>
Bickel, Laura	Other	Single School Culture Coordinator
		<p>The SSCC meets with 3-5 teachers to provide support in instructional practices and data analysis with math and science biweekly through facilitating professional learning communities. Also, the SSCC meets weekly with administration to review the coaching cycle feedback with particular teachers, the analysis of the most recent math and science data, and the focus/content of the upcoming PLC work. Math and science look fors, walkthrough schedules, and focus for the week is set by the SSCC. The SSCC monitors attendance and schedules interventions for students who have not increased their academic proficiency. The SSCC also coordinates with local public service organizations and business partners to provide support and resources for families and students.</p>
Coniglio, Carolyn	Teacher, ESE	<p>The Exceptional Student Education (ESE) Coordinator works to coordinate, organize, and supervise the ESE processes along with the school's ESS resource team. She also works to</p>

Name	Position Title	Job Duties and Responsibilities
		<p>ensure proper implementation of the Individuals with Disabilities Education Act (IDEA) requirements are fulfilled. The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE Coordinator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student's IEP in the virtual educational environment. The ESE Coordinator also assists in acting as a liaison between the ESE Department and other district departments, as well as students and their families.</p>
Epps, Shakirra		<p>Work with teachers to identify issues with students or curriculum, set goals, and solve problems                      Collaborate with teachers and district reading resource team to facilitate PLCs, develop lesson plans and vet ELA resources. Lead and/or participate in lesson studies alongside ELA teachers. Attend professional development conferences and workshops to build capacity and knowledge in ELA and the reading process.                      Help teachers conduct student assessments and analyze student work. Interpret data after student or teacher assessments have been conducted. Design and lead professional development presentations for ELA teachers and model lessons to help educators build capacity. Facilitate the coaching cycle to support teachers in their ELA instructional practices.</p>

**Demographic Information**

**Principal start date**

Saturday 7/16/2016, Lisa Steele

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

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

49

**Total number of students enrolled at the school**

572

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

8

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

13

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	105	100	91	109	82	85	0	0	0	0	0	0	0	572
Attendance below 90 percent	0	46	32	33	21	19	0	0	0	0	0	0	0	151
One or more suspensions	2	1	3	3	5	8	0	0	0	0	0	0	0	22
Course failure in ELA	0	18	22	52	40	32	0	0	0	0	0	0	0	164
Course failure in Math	0	16	10	39	21	22	0	0	0	0	0	0	0	108
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	19	18	0	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	30	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	0	3	16	38	16	20	0	0	0	0	0	0	0	93

**Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	17	15	46	32	38	0	0	0	0	0	0	0	148

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	1	17	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0



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

Wednesday 8/24/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	95	94	102	102	79	101	0	0	0	0	0	0	0	573
Attendance below 90 percent	0	26	24	27	17	12	0	0	0	0	0	0	0	106
One or more suspensions	0	1	0	1	0	5	7	0	0	0	0	0	0	14
Course failure in ELA	0	32	42	55	64	55	0	0	0	0	0	0	0	248
Course failure in Math	0	7	25	49	49	40	0	0	0	0	0	0	0	170
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	36	23	31	0	0	0	0	0	0	0	90
Level 1 on 2019 statewide FSA Math assessment	0	0	0	21	17	31	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	0	17	17	35	22	18	0	0	0	0	0	0	0	109
FY21 ELA Winter Diag Level 1 & 2	0	0	0	68	54	64	0	0	0	0	0	0	0	186
FY21 Math Winter Diag Level 1 & 2	0	0	0	55	57	60	0	0	0	0	0	0	0	172

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	18	29	43	50	45	0	0	0	0	0	0	0	185

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	95	94	102	102	79	101	0	0	0	0	0	0	0	573
Attendance below 90 percent	0	26	24	27	17	12	0	0	0	0	0	0	0	106
One or more suspensions	0	1	0	1	0	5	7	0	0	0	0	0	0	14
Course failure in ELA	0	32	42	55	64	55	0	0	0	0	0	0	0	248
Course failure in Math	0	7	25	49	49	40	0	0	0	0	0	0	0	170
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	36	23	31	0	0	0	0	0	0	0	90
Level 1 on 2019 statewide FSA Math assessment	0	0	0	21	17	31	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	0	17	17	35	22	18	0	0	0	0	0	0	0	109
FY21 ELA Winter Diag Level 1 & 2	0	0	0	68	54	64	0	0	0	0	0	0	0	186
FY21 Math Winter Diag Level 1 & 2	0	0	0	55	57	60	0	0	0	0	0	0	0	172

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	18	29	43	50	45	0	0	0	0	0	0	0	185

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%			39%			47%	58%	57%
ELA Learning Gains	62%			56%			58%	63%	58%
ELA Lowest 25th Percentile	55%			81%			52%	56%	53%
Math Achievement	48%			36%			57%	68%	63%
Math Learning Gains	68%			27%			61%	68%	62%
Math Lowest 25th Percentile	71%			26%			50%	59%	51%
Science Achievement	36%			28%			45%	51%	53%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	54%	-11%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	55%	62%	-7%	58%	-3%
Cohort Comparison		-43%				
05	2022					
	2019	39%	59%	-20%	56%	-17%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	61%	65%	-4%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	63%	67%	-4%	64%	-1%
Cohort Comparison		-61%				
05	2022					
	2019	43%	65%	-22%	60%	-17%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	51%	-8%	53%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	18	49	38	34	63	63	12				
ELL	48	71	77	59	80		32				
BLK	42	59	50	45	69	71	35				
HSP	43	72		54	61						
WHT	54			62							
FRL	42	62	54	47	68	71	35				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	54	75	22	31	33	13				
ELL	42	62		45	24		27				
BLK	37	51	81	35	21	19	22				
HSP	48	83		36	42		40				
WHT	45			50							
FRL	38	57	81	35	26	26	25				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	44	52	30	56	48	17				
ELL	51	68	73	66	63		54				
BLK	45	58	55	54	61	51	39				
HSP	45	67		66	72		67				
WHT	58			67							
FRL	45	57	50	56	59	49	45				

**ESSA Data Review**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

<b>ESSA Federal Index</b>	
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	8
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

FY21 Winter Diag vs. FY22 Winter Diagnostics showed the following growth:  
 3rd Grade ELA +11 pts, 4th grade ELA +2 points and 5th grade ELA +19 points.  
 Math increased in grades 3rd (+7), 4th (+16) and 5th (+1). Science increased by 6 points. According to the iReady adaptive technology Spring diagnostic, the following percentage of students were on grade level: K -30%, 1st grade – 11%, 2nd grade – 19%, 3rd grade 19%, 4th grade 33%. Our data trends show that although our proficiency is increasing as well as gains for all and the lowest performing 25% our students are still performing less than the district and state in achievement for ELA, Math and Science. When looking at subgroup data, it can be seen that SWD are performing much better in mathematics comparing the FY21 FSA and the FY22 FSA (+12 points in achievement, +38 in learning gains, and +30 in the low 25%). In reading however, there was only a 5 point gain in achievement and a 5 point loss in learning gains. However, there was a 37 point decrease in the lowest 25%. This trend shows that although math proficiency and gains are increasing, ELA data indicates a deficiency for SWD. When looking at our ESSA data, There were great increases among all subgroups:  
 Black 39% to 55%, SWD 37% to 40%, Hispanic 54% to 59%, FRS 43% to 55% and ELL 42% to 62%

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

The FY22 FSA ELA showed increases from FY21 in proficiency for grades 3 (+6) and grade 4 (+6) . There was a 2 point decrease in ELA 5th grade proficiency. Mathematics proficiency increased for all grade levels (3rd - +11, 4th +23 and 5th +3). Although proficiency increased overall from FY21 in ELA, Galaxy students (43%) are performing below the state (54%). In math students (48%) are only performing (1%) behind the state. All grade levels performed significantly below the state (3rd- 38%, 4th - 44%, and 5th – 42). In mathematics 5th grade (35%) performed significantly behind the state (54%). The data shows a need to focus on reading across all grade levels and to focus on math specifically in the 5th grade. The data suggests that a focus on SWD is necessary to increase proficiency and learning gains.

Our data trends show that proficiency is increasing as well as gains for all and the lowest performing 25% our students are still performing less than the district and state in achievement for ELA, Math and Science. SWD are performing much better in mathematics comparing the FY21 FSA and the FY22 FSA (+12 points in achievement, +38 in learning gains, and +30 in the low 25%). In reading there was 5 point gain in achievement and a 5 point loss in learning gains. There was a 37 point decrease in the lowest 25%. This trend shows that math proficiency and gains are increasing, ELA data indicates a deficiency for SWD.

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

During FY22, 6 teachers resigned or take leave mid year leaving those positions open, resulting in class/ teacher changes for many grade levels. Throughout the year, teachers that needed to quarantine caused interruptions in instruction and support services. Students that were quarantined missed valuable instruction both in the classroom and during tutorials. There was a significant increase in social-emotional behavioral issues among students in all grade levels. These incidents interrupted instructional time and lead to teacher frustration. This year we have rebooted our School Wide Positive Behavior and have made it a priority this year to support our student's social emotional growth through Morning Meetings, guidance support during the fine arts rotation and recognizing students for a variety of reasons. 151 students had attendance below 90% last school year. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to be involved. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through the Attendance Committee and SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. At Galaxy, we develop student engagement and participation towards 100% attendance through various incentives and recognition. We have individual and class incentives to promote good school attendance.

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

Based on the FY22 FSA, the most improvement was seen in the area of learning gains in math ( 27% to 68%), and the lowest performing 25% learning gains ( 26% to 71%). Math achievement overall increased from 36% to 49%. Science improved greatly from 42% to 55%. When looking at iReady Diagnostic data, there were some increases from the first administration in the Fall and the Spring administration. The median student progress towards growth was as follows: Kindergarten 90%, First Grade 106%, Second Grade 92%, 3rd Grade 112%, and 4th Grade 114%. This shows that all grade levels achieved growth as measured on this assessment.

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

To improve in the area of math, our school used multiple measures for data analysis to determine areas of mathematical competencies in need of emphasis for identified students. There was a lot of collaboration and discussion about identified students in order to determine the best avenues for effecting progress.

We did a grade-by-grade item analysis of the mid year diagnostic test score data and identified areas of strength and weakness. We designed specific instructional interventions and created question stems and exit tickets to reteach standards and to address areas of weakness. Throughout the year we used district interim assessments to identify areas where continued growth is needed and modify the instructional program to produce that growth. A key strategy in improving scores was to target the lowest performing students and to build interventions for these students. We held before school, afterschool and during school tutorial as well as Saturdays. The tutoring groups were established based on data and lesson plans were developed through a collaboration with the teachers and our district math specialist. Overall increases on the iReady diagnostic can be attributed to double down models where students in the most need received 2 periods of small group instruction during the day by two different qualified teachers. Last year we hired a science resource teacher who worked with 3rd - 5th grade students on the "Fair Game" standards that are taught in these grades and assessed each year in 5th grade. This extra support contributed to our science increase.

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

ELA and Math- During bi-weekly PLCs in all grade levels, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, incorporate research based strategies included but not limited to balanced literacy, small group instruction, and differentiated learning. PLCs will be attended by not only classroom teachers but resource as well to ensure capacity building in all instructional staff. Teachers will engage in common planning to improve instructional capacity. Professional development opportunities will include both school and district support/training. Teachers are encouraged to share best practice implementation at PLCs and Team Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap. Low 25% Learning Gains - If we focus on a positive impact to learning gains by ensuring standards based instruction and effective use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. Low 25% students will receive interventions in the targeted subject area. If we are able to implement a tutoring program in the FY22 school year, these students will continue receiving priority for tutoring sessions that include math, ELA, and writing.

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Through the use of Professional Development/Professional Learning Communities, teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the SWD achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD. K3-5 Teachers received ongoing training in the new Benchmark ELA curriculum and K-2 will receive continued PD and support. School based and district School Wide Positive Behavior support training will help teachers develop strategies for effective classroom management and in developing and maintaining strong relationships with students. Professional Development to support the new math curriculum will be facilitated through district staff as well as the school based team. Academic coaches and Single School Culture Coordinators will facilitate a variety of embedded as well as stand alone professional development to support best instructional



practices. Academic coaches will also facilitate the coaching cycle to support teachers in need of capacity building in classroom management, planning, lesson delivery and small group instruction.

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

Our primary focus continues to be implementing standards-based instruction and differentiating instruction by providing small group support. Resources and strategies aligned to grade level standards are put in place to support students who are not performing at grade level. After school tutorials will begin in October, Teachers, including resource teachers collaborate weekly to ensure the academic success of our students. 1. Increase Reading Proficiency in Grade 3: Efforts are in place to strengthen reading skills in K-2 so that achievement gaps in reading are closed. ELL & SWD students provided targeted instruction using WIDA data results and iReady results. In addition to these assessments, district formative assessments are implemented. All students are provided small group instruction with additional teacher support. The goal is to close achievement gaps prior to entering grade 3. Extended learning opportunities provided for students performing below grade level in gr 3. 2. Small Group Differentiated Instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students, Ongoing progress monitoring for all students. Students who fall within our ESSA Subgroups will be specifically monitored for progress & receive additional to support. 3. Literacy Across All Content Areas: Effective literacy skills enable student to analyze & think about content leading to a better understanding of concepts. During common planning and PLCs, teachers will plan implementation of ELA standards as they plan instruction in all content areas

**Areas of Focus**

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

:

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

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

Our data trends show that although our proficiency is increasing as well as gains for all and the lowest performing 25% our students are still performing less than the district and state in achievement for ELA, Math and Science. When looking at subgroup data, it can be seen that SWD are performing much better in mathematics comparing the FY21 FSA and the FY22 FSA (+12 points in achievement, +38 in learning gains, and +30 in the low 25%). In reading however, there was only a 5 point gain in achievement and a 5 point loss in learning gains. However, there was a 37 point decrease in the lowest 25%. This trend shows that although math proficiency and gains are increasing, ELA data indicates a deficiency for SWD. When looking at subgroup data, it can be seen that SWD are performing much better in mathematics comparing the FY21 FSA and the FY22 FSA (+12 points in achievement, +38 in learning gains, and +30 in the low 25%). In reading however, there was only a 5 point gain in achievement and a 5 point loss in learning gains. However, there was a 37 point decrease in the lowest 25%. This trend shows that although math proficiency and gains are increasing, ELA data indicates a deficiency for SWD. In alignment with the district's strategic plan, we will ensure all students engage in teaching and learning that results in academic excellence and growth. We will monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

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

Student Learning Outcomes February 2023 May 2023  
 ELA & Math +3% ELA & Math +5% Science +5% from FY22

Teacher Practice Outcomes 50% of teachers will be facilitating and planning small group instruction effectively as measured by classroom walkthroughs by February  
 75% of teachers will be facilitating and planning small group instruction effectively as measured by classroom walkthroughs by May  
 Coaching Outcomes - Teachers will be identified for support utilizing the coaching cycle. By February 50% of the identified teachers will have had one complete coaching cycle facilitated. By May 100% of identified teachers will have had two or more coaching cycles facilitated.

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

A variety of monitoring strategies will be utilized to get the desired outcomes:  
 Schedules and groupings of SWD will be reviewed and monitored monthly  
 PLC with SWD resource and classroom teachers will be used to collaborate and plan rigorous, differentiated instruction for SWD.  
 Classroom walkthroughs with continuous feedback  
 Data chats with teachers and students  
 Observations utilizing iObservation for formal and informal observations  
 Administrative participation in PLCs and Collaborative Planning Sessions  
 Monitoring of the MTIS process (RTI, SBT)  
 Academic coaches and administrative team will monitor formative data (district assessments in PM Unify), and iReady

Student portfolios will be kept and monitored to review individual student data and progress

**Person responsible for monitoring outcome:**

Lisa Steele (lisa.steele@palmbeachschools.org)

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

1. Visual supports such as anchor charts, picture vocabulary word walls, picture schedules, graphic organizers and math notebooks will be used in all classrooms to support SWD
2. During the 30 minute tiered reading support period, grade 3-5 classrooms will have two - three teachers facilitating small group instruction to increase reading proficiency
3. Two supplemental academic instructors (one for K-2 and one for 3-5) will be utilized by provide interventions to students identified as in need based on their literacy assessment data.
4. Through PLC, all classroom teachers will meet bi- weekly to develop targeted learning objectives and create effective lesson plans with guidance from academic coaches, administration and district support staff. PLCs will also be used to review assessments and discuss individual and class data
5. Tutorial sessions will be held before and after school and on Saturdays, academic tutors will work with students in small groups during the school day.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

1. Visual supports such as anchor charts, picture vocabulary word walls, picture schedules, graphic organizers and math notebooks will be used in all classrooms to support SWD
2. During the 30 minute tiered reading support period, grade 3-5 classrooms will have two - three teachers facilitating small group instruction to increase reading proficiency
3. Two supplemental academic instructors (one for K-2 and one for 3-5) will be utilized by provide interventions to students identified as in need based on their literacy assessment data.
4. Through PLC, all classroom teachers will meet bi- weekly to develop targeted learning objectives and create effective lesson plans with guidance from academic coaches, administration and district support staff. PLCs will also be used to review assessments and discuss individual and class data
5. Tutorial sessions will be held before and after school and on Saturdays, academic tutors will work with students in small groups during the school day.

**Action Steps to Implement**

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

Teachers in grades 3-5 will utilize the Benchmark Florida curriculum for small group instruction during the scheduled reading block. PLC will be used to plan and prepare rigorous, standards based lessons. During collaborative planning sessions additional rigorous standards aligned assessments for real time data (exit tickets) will be developed.

- a. Academic coaches, support staff, administration, and academic tutors will push into classes in grades 3-5 to facilitate a small group of reading instruction utilizing the Rally Mastering Reading lessons, Sadlier vocabulary lessons, Sadlier Close Reading.
- b. Student progress will be monitored using interim assessments
- c. Data from each group will be evaluated each trimester and groups will be adjusted if needed.
- d. Administration and academic coaches will monitor through walkthroughs, review of lesson

plans, and formative assessments.

e. Academic coaches will provide support and build capacity through the coaching cycle

f. Classroom walkthroughs, data analysis, and PLC agendas will be used to monitor action steps.

**Person**

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

A partnership with ESE resource, SAI, academic coaches and resource teachers will facilitate a " double down" and "triple down" model to provide more support for all students and particularly SWD to provide for small group sizes to focus on individual student needs. Data from these groups will be regularly reviewed each trimester to determine if groups and content needs to be adjusted. Administration and academic coaches and area resource team will monitor with walkthroughs, review of lesson plans and review of formative assessments. Before school, after school, during school and Saturday tutorial will be utilized to provide supplemental academic support for all students with a focus on SWD and the lowest performing 25%.

b. Student progress will be monitored using interim assessments

c. Data from each group will be evaluated each trimester and groups will be adjusted if needed.

d. Administration and academic coaches will monitor through walkthroughs, review of lesson plans, and formative assessments.

**Person**

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

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

When looking at K-2 ELA progress as identified by the iReady ELA Diagnostic, the following increases were seen from the Fall to Spring Diagnostic tool: Kindergarten 5% to 33%, 1st Grade 7% to 42%, 2nd Grade 6% to 24%, and 3rd Grade 8% to 27%. These increases denote the percent of students who were

performing on grade level.

Although improvements were made for each grade level, there is still a need for improvement as there are a significant number of students performing below grade level as seen on the iReady Spring diagnostic administration. 37% of kindergarteners, 43% of 1st graders and 40% of 2nd graders were performing at least one year below grade level.

### **Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

The FY22 FSA ELA showed increases from FY21 in proficiency for grades 3 (+6) and grade 4 (+6) . There was a 2 point decrease in ELA 5th grade proficiency. Our data trends show that although our proficiency is increasing as well as gains for all and the lowest performing 25% our students are still performing less than the district and state in achievement for ELA. In ELA, there was only a 5 point gain in achievement and a 5 point loss in learning gains. However, there was a 37 point decrease in the lowest 25%. This trend shows that although math proficiency and gains are increasing, ELA data indicates a deficiency for SWD.

### **Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### **Grades K-2: Measureable Outcome(s)**

Student Learning Outcomes February 2023 May 2023  
 ELA +3% ELA +5%

Teacher Practice Outcomes 50% of teachers will be facilitating and planning small group instruction effectively as measured by classroom walkthroughs by February  
 75% of teachers will be facilitating and planning small group instruction effectively as measured by classroom walkthroughs by May

Coaching Outcomes - Teachers will be identified for support utilizing the coaching cycle. By February 50% of the identified teachers will have had one complete coaching cycle facilitated. By May 100% of identified teachers will have had two or more coaching cycles facilitated.

### **Grades 3-5: Measureable Outcome(s)**

Student Learning Outcomes February 2023 May 2023  
 ELA +3% ELA +5%

Teacher Practice Outcomes 50% of teachers will be facilitating and planning small group instruction effectively as measured by classroom walkthroughs by February  
 75% of teachers will be facilitating and planning small group instruction effectively as measured by classroom walkthroughs by May

Coaching Outcomes - Teachers will be identified for support utilizing the coaching cycle. By February 50% of the identified teachers will have had one complete coaching cycle facilitated. By May 100% of

identified teachers will have had two or more coaching cycles facilitated.

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

A variety of monitoring strategies will be utilized to get the desired outcomes:  
 Schedules and groupings of SWD will be reviewed and monitored monthly  
 PLC with SWD resource and classroom teachers will be used to collaborate and plan rigorous, differentiated instruction for SWD.  
 Classroom walkthroughs with continuous feedback  
 Data chats with teachers and students  
 Observations utilizing iObservation for formal and informal observations  
 Administrative participation in PLCs and Collaborative Planning Sessions  
 Monitoring of the MTIS process (RTI, SBT)  
 Academic coaches and administrative team will monitor formative data (district assessments in PM Unify), and iReady  
 Student portfolios will be kept and monitored to review individual student data and progress

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Steele, Lisa, [lisa.steele@palmbeachschools.org](mailto:lisa.steele@palmbeachschools.org)

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Visual supports like anchor charts, picture vocabulary word walls, picture schedules, graphic organizers and math notebooks will be used in all classrooms to support SWD
2. During the 30 minute tiered reading support period, grade 3-5 classrooms will have two - three teachers facilitating small group instruction to increase reading proficiency
3. Two supplemental academic instructors (one for K-2 and one for 3-5) will be utilized by provide interventions to students identified as in need based on their literacy assessment data.
4. Through PLC, all classroom teachers will meet bi- weekly to develop targeted learning objectives and create effective lesson plans with guidance from academic coaches, administration and district support staff. PLCs will also be used to review assessments and discuss individual and class data



5. Tutorial sessions will be held before and after school and on Saturdays, academic tutors will work with students in small groups during the school day.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Visual supports like anchor charts, picture vocabulary word walls, picture schedules, graphic organizers and math notebooks will be used in all classrooms to support SWD
2. During the 30 minute tiered reading support period, grade 3-5 classrooms will have two - three teachers facilitating small group instruction to increase reading proficiency
3. Two supplemental academic instructors (one for K-2 and one for 3-5) will be utilized by provide interventions to students identified as in need based on their literacy assessment data.
4. Through PLC, all classroom teachers will meet bi- weekly to develop targeted learning objectives and create effective lesson plans with guidance from academic coaches, administration and district support staff. PLCs will also be used to review assessments and discuss individual and class data
5. Tutorial sessions will be held before and after school and on Saturdays, academic tutors will work with students in small groups during the school day.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
1. Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a Principal Assistant Principal, Reading coach, Media specialist, Single School Culture Coordinator SAI Teacher	White, Bryan, bryan.white@palmbeachschools.org
1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching)	Steele, Lisa, lisa.steele@palmbeachschools.org
1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.	Brown, Ruth, ruth.brown@palmbeachschools.org

### Positive Culture & Environment

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

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

Galaxy E3 Elementary School will build positive relationships with parents, families, and other community stakeholders through the following strategies: positive notes and phone calls, Parent Link communications, Newsletters, Weekly Updates via Parent Link Callouts, conferences, parent nights, family events, and administration present and visible on campus. School wide and class incentives for attendance and positive behavior are utilized to motivate students. Regular teacher appreciation events such as breakfast and snack carts, mailbox treats, and supply drives are used to build a positive rapport with teachers and staff. Resources and support are provided to families dealing with trauma, homelessness, the foster care and judicial system through partnerships with local social service organizations and business partners.

Social emotional learning is integrated into daily instruction to meet the social and emotional needs of each student.

All aspects of Florida Statute 1103.42 (a-t), Statute 683.1455, Statute 1003.421 and Statute 1008-447118y, and S.B. Policy 2.09 (8)(b)(ii)) are addressed in our curriculum. With regards to the statutes the curriculum that is taught includes the history of and content of the Declaration of Independence, the Constitution, the history of the United States and the flag, the sacrifices of Veterans, the elements of government, the study of Hispanic contributions and women's contributions to the United States, the history of African Americans



including the history of African people, and the history of the Holocaust as the systematic planned annihilation of European Jews and other groups by Nazi Germany.

As an early intervention to increase student readiness to enter kindergarten, we offer a year round Head Start PreK self-contained program for 4 year old students. This program is supported by the Department of Early Childhood Education and Palm Beach County Head Start. This program follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Galaxy E3 Elementary School, we engage in the following kindergarten transition activities:

- Monthly parent trainings provided by the Head Start Family and Community Engagement Specialist (FACES),
- Distribution of a letter, flyer or informational brochure sent to families of preschool children
- Holding open house and Kindergarte Roundup for families of incoming kindergarten children to provide information to prepare students and parents for entry into kindergarten.
- Distributing of community resources (e.g., libraries, dental care, eye exams, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten
- Providing home learning activities to families to help them prepare children for kindergarten entry

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

The leadership team is responsible for providing opportunities to celebrate staff and students for academic, and personal achievement. Teachers promote students within their classrooms for positive behavior, attendance and participation and effort in class. Teachers are responsible for identifying a student of the week and celebrating positive attributes they have exhibited. Administration celebrates student achievement each trimester with the 'Star Awards'. Community and business partners provide tangible rewards, supplies, gift cards, etc. that are used to motivate and encourage staff. Administration regularly visit classrooms and give positive feedback on instructional practices and classroom environments.