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**Title I Comprehensive Schoolwide Plan**  
**GALAXY ELEMENTARY SCHOOL (0821)**

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# ELA

## 1. List prioritized needs statements.

Our FY25 school goal for proficiency in ELA is: Kindergarten ELA 60% 1st Grade: ELA 60% 2nd Grade: ELA 60% 3rd Grade: ELA 42% 4th Grade: ELA 42% 5th Grade ELA 40% Based on PM2 ELA F.A.S.T. results, 22% of 5th grade, 21% of 4th grade, and 25% of 3rd grade performing at or above grade level. Based on PM 2 STAR Early Literacy results, 12% - In KG-2nd grade are performing on or above grade level. (136 students took this assessment- all of KG and those who did not pass the Star Reading) Based on PM 2 STAR Reading results, 19% - In KG-2nd grade are performing on or above grade level. (174 students took this assessment- all of 1st and 2nd grade, those who did not pass the Star Reading took Early Literacy) Based on iReady mid year diagnostic, 38% of students in Kindergarten through fifth grade on on or above level in ELA.

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

Due to lack of teacher training Phonics and comprehension are a weakness. Student to teacher classroom ratio is high, creating difficult with meeting the needs of all students. Previous grade level standards are not being mastered due to lack of teacher training on grade level benchmarks and not given the opportunity to vertically plan to learn foundational skills needed. Students come into the grade level significantly below grade-level expectations due to the lack in background knowledge and teacher professional development opportunities. Students come lacking the exposure to language and pre reading skills due to cultural differences. Teacher lack strategies needed to work with students with disabilities and English language learners. Students' social and emotional needs are not being met daily creating behavioral concerns which takes away from student learning. Teacher instructional capacity around foundational skills for reading is minimal. There are a vast number of resources for phonics instruction but not monitored/tracked with fidelity. Need more resource teacher support to work with and meet the needs of our lower performing students. Lack of parental training to support a student's academic achievement. Lack of effective vocabulary instruction impedes student comprehension therefore creating a lack in student proficiency in reading. Lack of sufficient technology resources causes students to struggle with toggling and maneuvering through the assessments given within the classroom.

### 3. Share possible solutions that address the root causes.

A systematic phonics program that can be utilized across grade levels. Resource staff which include out of system tutors that can assist with small group instruction to provide remediation and enrichment in reading Resource staff that can support instructional strategies, data analysis, and standards-based instruction. Build vocabulary skills through the implementation of a systematic vocabulary curriculum Parent Trainings that incorporate the use of technology to prepare students for the state assessment with flexible times that include weekends. Professional Development for all teachers on reading foundational skills that include opportunities outside of the work day. Professional development focusing on students with disabilities and English language learners. Tutorial and tutorial resources targeting foundational reading skills, comprehension, and vocabulary One Progress Monitoring System implemented schoolwide that can be utilized for each subject area. Implementation of SLL small groups with our students who require additional social/behavioral supports Jumpstart to Kindergarten-5 (Summer enrichment program)

### 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**

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**

Proper parent communication and documentation training PD on foundational skills K-5 PD on explicit reading and testing strategies for K-5 De-escalation/ trauma informed decision making PD PD for ELL and ESE teachers for instructional strategies and resources

- **Accessibility**

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

## **Math**

### 1. List prioritized needs statements.

Our FY25 school goal for proficiency in Math is: Kindergarten: Math 60% 1st Grade: Math 60% 2nd Grade: Math 65% 3rd Grade: Math 50% 4th Grade: Math 45% 5th Grade: Math 42% For Math STAR PM 2, 20% of Kindergarten-2nd grade students were on and above grade level. For Math F.A.S.T PM 2, 14% of 3rd grade, 0% of 4th grade, 6% of 5th grade, and 54% for 6th grade are performing on or above grade level. Based on iReady mid year diagnostic, 22% of students in Kindergarten through fifth grade on on or above level in Math.

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

Teachers lack training in appropriate engagement strategies for math instruction. Teacher instructional capacity of teaching multiple mathematical strategies is limited Teachers lack training in the use of gradual release of responsibility during mathematical instruction. Teacher lack the fundamentals of implementing differentiated instruction. Due to the lack of mathematical resources student proficiency in mathematical concepts is limited. Students are not fluent in reading and comprehension and, therefore are limited in solving mathematical word problems. Teachers lack knowledge of mathematical skills that are needed in order for students to progress in mathematics from one grade level to the next Lack of foundational math skills such as number sense and place value has caused a deficiency in math proficiency. Not enough opportunities for students to practice fluency/fluency strategies with basic facts Student to teacher classroom ratio is high, creating difficult with meeting the needs of all students. Previous grade level standards are not being mastered due to lack of teacher training on grade level benchmarks and not given the opportunity to vertically plan to learn foundational skills needed. Teacher lack strategies needed to work with students with disabilities and English language learners. Students' social and emotional needs are not being met daily creating behavioral concerns which takes away from student learning. Need more resource teacher support to work with and meet the needs of our lower performing students. Lack of parental training to support student's academic achievement. Lack of effective vocabulary instruction impedes student comprehension therefore creating a lack in student proficiency in math. Lack of sufficient technology resources causes students to struggle with toggling and maneuvering through the assessments given within the classroom.

### 3. Share possible solutions that address the root causes.

Tutorial and tutorial resources targeting foundational math skills, number sense, and addition, subtraction, multiplication, and division facts. Resource staff to coach teachers, and support with instructional strategies, data analysis, and standards-based instruction. K-5 math intervention support teacher to assist with remedial instruction Additional math resources that can be used for remediation and enrichment groups by teachers and resource staff including out of system tutors Professional development on engagement strategies for teachers and support staff. Parent trainings with opportunities on weekends on mathematical concepts that can be practiced at home Build teacher capacity through professional development focused on comprehension and reading fluency skills. PD on implementing differentiated instruction based on students' needs. Develop a universal math vocabulary/language document for all teachers to use. Build capacity with teachers to maximize time during math block Build in time during PLC to create exit tickets and math problems that match the wording on the formative and summative assessments

#### 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 SAC Meeting inviting the Mathnasium to get parents to work on math fluency Zoom / Google Classrooms to teach parents how to certain skills to help their child with homework ETC... Parent Report Card training SLL parent training Grade level Math Nights

#### 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 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 Proper parent communication and documentation training PD on math fluency K-5 PD on explicit reading and testing strategies for K-5 De-escalation/ trauma informed decision making PD PD for ELL and ESE teachers for instructional strategies and resources Teacher can attend monthly cadres (1 representative from each grade) Attend PD session outside of the school (visit other schools for resources, ideas and support) Have teachers sign-up for professional math organizations. For example: NCTM, FAMTE, and NCSM

- Accessibility

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

## Science

### 1. List prioritized needs statements.

Based on the Winter Science Diagnostic, 34% of the 5th grade students were identified as proficient based on predicted levels which includes USA Assessments. Based on PM2 ELA F.A.S.T. results, 22% of 5th grade, 21% of 4th grade, and 25% of 3rd grade performing at or above grade level. Based on the 5th grade Winter diagnostic for nature of science, 49% of students were proficient with SC.5.N.1.1, 47% of students were proficient with SC.5.N.2.1, and 46% of students were proficient with SC.5.N.2.2. This is an increase from FY24 which was: 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 5th grade Winter diagnostic, the following are the percentage of proficient students in fair game benchmarks (grades 3-4): SC.3.L.14.1: 40% SC.4.E.5.4: 48% SC.4.E.6.2: 28% SC.4.E.6.3: 33% SC.4.E.6.4: 49% SC.4.L.16.1: 23% SC.4.L.16.4: 46% SC.4.L.17.3: 39%

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

Lack of instructional time to teach Science content with fidelity throughout all grade levels. Students are not reading on grade level causing deficiencies in understanding Science content Lack of hands-on scientific learning experiences with manipulatives. Lack of universal science vocabulary in all grade levels Lack of teacher capacity in knowledge of the science standards and instructional strategies Grades K-4 teaching science with fidelity (August - December; School wide themes each month)

3. Share possible solutions that address the root causes.

\*PD on science content and instructional strategies \* Science resource teacher on the wheel for fine arts for all grade levels \*Science coach teachers, support with instructional strategies, data analysis, and standards-based instruction. \*Real life experiences/field trips for all KG-5th students to experience. \*Incorporation of a computer based Science program that can also be accessed at home for students. (k-5 access) \*Science intervention resources that focuses on 5th grade content including vocabulary as well as fair game standards. \*Provide materials/manipulatives to teachers for science hands-on learning. \*Tutorial and tutorial resources targeting fair game benchmarks and 5th-grade science benchmarks. \*Science Resource staff to be on the wheel as well as assist in the PLCs to improve teacher capacity around the science standards. \*Provide teachers with more time to plan for science in primary grades. \* A universal Monitoring system that teachers use in all subjects to monitor student understanding in Science. \*Integrating Science content/passages during the reading block.

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

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

- **School**

provide a parent engagement day/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 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**

\*Environmental Trainings(Scrub) \*Science on a Sphere \*Picture Perfect Science \*Everglades Literacy \*Use of 3D printer

- **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, standards-based instruction in Reading, Writing, Math, and Science.

Budget Total: **\$16,803.85**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Markers (set of 10)	10	\$2.96	General Supplies	Original	\$29.60
	Colored Copy paper	4	\$24.21	General Supplies	Original	\$96.84
	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
	Paper Clips	9	\$4.59	General Supplies	Original	\$41.31
	Chart Paper (a pack of 4)	4	\$200.00	General Supplies	Original	\$800.00
	Dry Erase Markers	3	\$26.22	General Supplies	Original	\$78.66
	Foundations Readers Levels Grade 3 Bundle	2	\$2,299.00	Instructional Materials	Original	\$4,598.00
	Copy paper	25	\$44.61	General Supplies	Original	\$1,115.25
	Post it notes (12 pack)	11	\$3.33	General Supplies	Original	\$36.63
	Card Stock	8	\$10.47	General Supplies	Original	\$83.76
	Highlighters	10	\$8.37	General Supplies	Original	\$83.70
Staplers	6	\$6.69	General Supplies	Original	\$40.14	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Staples (box of 5)	4	\$12.19	General Supplies	Original	\$48.76
	Shipping	1	\$0.68	General Supplies	Original	\$0.68
	Adjustment - benefits credit and final allocation	1	\$3,539.75	General Supplies	Other	\$3,539.7
Online subscription	Item	Quantity	Rate	Type	Total	
	IXL will be used for enrichment/remediation of 4th and 5th Gr. Math/Science content - 1 Year Teacher Deluxe Subscription	200	\$18.75	Original	\$3,750.0	
	IXL site license to be used for supplemental instruction and remediation of 3rd grade math skills.	100	\$13.25	Original	\$1,325.0	
	Easy CBM 1 Year Teacher Deluxe Subscription (site license) – This intervention program will be used for Reading and Math enrichment and remediation for students in grades K – 5	1	\$49.99	Original	\$49.99	

## 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: \$3,989.40**

<b>Acct Description</b>	<b>Description</b>									
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Card Stock	8	\$10.47	General Supplies			Original	\$83.76		
	Copy paper	10	\$33.00	General Supplies			Original	\$330.00		
	Colored Copy paper	12	\$24.22	General Supplies			Original	\$290.64		
Out-of-system Subs for Parent Conferences	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Out of system subs for Parent Conferences will be held during the school day after the first trimester report cards in Nov/Dec 2025.	28	\$18.00	1	6.5	1	Non-Certified	Original	\$3,185.00	

## Action Step: Professional Learning

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

**Budget Total: \$296,117.00**

<b>Acct Description</b>	<b>Description</b>
Tch Res Staff Development	Provide ongoing professional learning and follow-up support in instructional strategies, data analysis, and increasing academic achievement through coordination and leadership of PLCs and common planning for teachers across the core curriculum subjects.

Acct Description	Description										
Single School Culture Coordinator	Single School Culture Coordinator to provide ongoing professional learning 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. 260 duty days.										
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="478 391 1470 467">Item</th> <th data-bbox="1470 391 1614 467">Quantity</th> <th data-bbox="1614 391 1774 467">Rate</th> <th data-bbox="1774 391 1906 467">Type</th> <th data-bbox="1906 391 2022 467">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 467 1470 784">AVID Conference in Orlando - June 2026 - Teachers will be in addition to district funded attendees - AVID stands for "Advancement Via Individual Determination," and its purpose is to help students, especially those who might not have a college-going tradition in their families, prepare for and succeed in college by providing them with the necessary skills, strategies, and support. 4 individuals - Cost per person: Registration - \$1,050, Transportation - \$240.00, Lodging - \$597.00, Per Diem - \$108.00</td> <td data-bbox="1470 467 1614 784">4</td> <td data-bbox="1614 467 1774 784">\$1,995.00</td> <td data-bbox="1774 467 1906 784">Original</td> <td data-bbox="1906 467 2022 784">\$7,980.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	AVID Conference in Orlando - June 2026 - Teachers will be in addition to district funded attendees - AVID stands for "Advancement Via Individual Determination," and its purpose is to help students, especially those who might not have a college-going tradition in their families, prepare for and succeed in college by providing them with the necessary skills, strategies, and support. 4 individuals - Cost per person: Registration - \$1,050, Transportation - \$240.00, Lodging - \$597.00, Per Diem - \$108.00	4	\$1,995.00	Original	\$7,980.00
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Tch Res Staff Development	Provide ongoing professional learning and follow-up support in instructional strategies, data analysis, and increasing academic achievement through coordination and leadership of PLCs and common planning for teachers across the core curriculum subjects.										

## Mission Statement

### 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

Name	Title
Vonda Daniels	Principal
Alysha Mejia	Assistant Principal
Laura Bickel	Single School Culture Coordinator
Karen Donner	Business Partner
Nate Collins	Business Partner/ Kappas
Lawanda Brown	Teacher
Johanna Hermida	Parent
Autumn Key	Parent
Jennifer Willis	Parent
Andre Dulysse	Faculty
Princess Innis	Community Partner

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
Alysha Mejia	Assistant Principal
Laura Bickel	Single School Culture Coordinator

## Annual Parent Meeting

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

Our Annual Meeting will take place October 1st, 2025 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 marquee, Class Dojo, flyers will be sent home and a call-out to families.

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, the Title I Annual Meeting PowerPoint, Galaxy's FY26 School Parent Compact and FY26 PFEP Summary, evaluation for parent feedback; technology resources include computer and screen for presentation purposes.

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Reading Foundational Skills

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

Teachers will learn how to scaffold instruction in reading through vertical planning with a focus on the foundational benchmarks in reading that are needed for students to become proficient readers. This training will highlight key benchmarks within the progression of foundation benchmarks as they do not spiral in the same way as those in the other strands. i.e. Print Concepts, Phonological Awareness, Phonics and Word Analysis, and Fluency. Staff will create a plan of action for the students within their classrooms that need these basic skills utilizing programs such as Foundations, UFLI, FCRR and i-Ready.

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

The expected outcome is that staff will share these basic skills and practices with families through a literacy night that will take place in October. Staff will be able to work with families to show parents how to encourage basic literacy skills at home such as phonological awareness and phonics. Parents will be able to help their students decode words at home, which will support the students' academic achievement in school.

- What will teachers submit as evidence of implementation?

Teachers will provide families with monthly videos 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. Teachers will submit parent conference notes with evidence of them supporting parents with literacy strategies to use at home to support literacy skills in the home.

- Month of Training

August

- Responsible Person(s)

Leadership and PD Team

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Data Chats

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

Teachers will be trained on how to set goals with students based on specific data (i.e.- STAR/FAST progress monitoring assessments, i-Ready, Core Phonics Survey, etc.). Teachers will be able to hold informative data chats with students and families after analyzing student strengths and weaknesses.

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

Parents and students will become more aware of their academic performance and then be able to set goals based on strength and weaknesses identified.

- What will teachers submit as evidence of implementation?

Teachers will provide sample data chats completed with students scheduled conferences with notes of data chat being done with parent and student

- Month of Training

November

- Responsible Person(s)

Leadership and PD Team

## Parent Trainings

### 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 17, 2025

- 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 1, 2025

- 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 21, 2026

- 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

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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 List of students identified as McKinney Vento SBT Meeting notes discussing McKinney Vento students

• 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/Monthly

### 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

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; conference notes.

- **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, conference notes, 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

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, SIS report showing identified Migrant students (or lack thereof)

- **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**

### **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

## 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

## 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

## 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

## 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

### 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 Learning

## 1. Professional Learning

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

## 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.