



# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 2
  - A. School Mission and Vision ..... 2
  - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring ..... 2
  - C. Demographic Data..... 7
  - D. Early Warning Systems ..... 8
- II. Needs Assessment/Data Review ..... 11
  - A. ESSA School, District, State Comparison ..... 12
  - B. ESSA School-Level Data Review ..... 13
  - C. ESSA Subgroup Data Review ..... 14
  - D. Accountability Components by Subgroup..... 15
  - E. Grade Level Data Review ..... 18
- III. Planning for Improvement..... 19
- IV. Positive Learning Environment ..... 25
- V. Title I Requirements (optional)..... 29
- VI. ATSI, TSI and CSI Resource Review ..... 35
- VII. Budget to Support Areas of Focus ..... 36

## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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 Department 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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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Galaxy Middle School will empower all students toward achieving academic success through superior standards-aligned instruction, equity, collaborative practice, and positive educational experiences that will prepare students for high school and beyond.

### Provide the school's vision statement

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Galaxy Middle School will work toward ensuring each student receives a superior 21st century education.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Rosemary Stemberger LaRussa

rstembe1@volusia.k12.fl.us

##### Position Title

Assistant Principal

##### Job Duties and Responsibilities

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Oversees SIP, Safety and Security, and Volusia Progress Monitoring process. Enters information and data to SIP.

#### Leadership Team Member #2

##### Employee's Name

Dr. Eidie Velez

evez@volusia.k12.fl.us

**Position Title**

Principal

**Job Duties and Responsibilities**

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Serves as principal, instructional leader and visionary for the school. Provides input on the School Improvement Plan.

**Leadership Team Member #3**

**Employee's Name**

Tony Goodin

tgoodin@volusia.k12.fl.us

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Oversees ESE and facilities. Provides input for SIP and is an integral member of the administrative team.

**Leadership Team Member #4**

**Employee's Name**

Leslie-Ann Amaro Chatman

lamaro@volusia.k12.fl.us

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Oversees data and master schedule. Is an integral member of the administrative team and provides input on SIP.

**Leadership Team Member #5**

**Employee's Name**

Kristen Dunbar Stanton

kldunbar@volusia.k12.fl.us

**Position Title**

Dean

**Job Duties and Responsibilities**

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Serves as dean, is an integral member of the administrative team, and provides input on SIP.

**Leadership Team Member #6**

**Employee's Name**

Chris DeRosier

cderosie@volusia.k12.fl.us

**Position Title**

DLTL, media specialist

**Job Duties and Responsibilities**

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Serves as the DLTL, a key member of the School Leadership Team and provides input on SIP.

**Leadership Team Member #7**

**Employee's Name**

April Krob

adkrob@volusia.k12.fl.us

**Position Title**

Instructional Coach

**Job Duties and Responsibilities**

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Serves as an instructional coach and provides input on SIP. Revises and edits the plan.

**Leadership Team Member #8**

**Employee's Name**

Matt Pellegrino

mjpelle@volusia.k12.fl.us

**Position Title**

Teacher leader

**Job Duties and Responsibilities**

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Serves as a teacher leader and provides input on the SIP.

**Leadership Team Member #9**

**Employee's Name**

Jennifer Dennett

jodennet@volusia.k12.fl.us

**Position Title**

Behavior Support Teacher

**Job Duties and Responsibilities**

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Serves as behavior Intervention teacher, is a member of the School Leadership Team and provides input on SIP.

**Leadership Team Member #10**

**Employee's Name**

Katie Egan

kmegan@volusia.k12.fl.us

**Position Title**

PBIS Coordinator

**Job Duties and Responsibilities**

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Serves as PBIS Coordinator, serves as a member of the School Leadership Team and provides input on SIP.

**Leadership Team Member #11**

**Employee's Name**

Lisbeth Velez

LYVelez@volusia.k12.fl.us

**Position Title**

Language Arts Department Chair

**Job Duties and Responsibilities**

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Serves as ELA Department Chair, serves on the School Leadership Team, and provides input for SIP.

**Leadership Team Member #12**

**Employee's Name**

Nelly Munoz

nsmunoz@volusia.k12.fl.us

**Position Title**

ESE Department Chair

**Job Duties and Responsibilities**

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Serves as ESE Department Chair, serves on the School Leadership Team, and provides input on SIP.

## 2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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To create stakeholder involvement, Galaxy involves instructional leaders, teachers, staff, parents, students, and community members. In July, the School Leadership Team reviews assessment, discipline, and attendance data and Climate Survey results. The team determines the greatest area of need as well as areas of focus for academics and behavior for the school year. At the first SAC meeting of the year, teachers, parents, students along with community members review SIP and a Question and Answer session takes place to allow stakeholders to have a better understanding of the SIP. During pre-planning, SIP is also presented to staff to provide input. Our SIP is posted on our school website for parent access. While input is sought from school leaders, staff, and parents, the SIP draft is due on August 1, therefore, input is obtained after the deadline. Valuable input is then added to the SIP.

## 3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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At Galaxy, our School Improvement Plan is considered a living document. As needs arise, so does the adjustment of the School Improvement Plan. School Leadership Team meets monthly and reviews goals. A select leadership team including administrators, teachers, coaches, and district representatives will meet once during the first semester and again during the second semester to monitor progress of goals and make necessary adjustments.

### C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH 6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B 2023-24: C 2022-23: C 2021-22: C 2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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
School Enrollment							336	282	308	926
Absent 10% or more school days							81	74	85	240
One or more suspensions							41	63	76	180
Course failure in English Language Arts (ELA)							15	8	8	31
Course failure in Math							17	3	3	23
Level 1 on statewide ELA assessment							85	68	93	246
Level 1 on statewide Math assessment							77	53	82	212
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							67	55	80	202

#### Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							9	5	0	14
Students retained two or more times							3	1	1	5

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							89	91	95	275
One or more suspensions							43	74	56	173
Course failure in English Language Arts (ELA)							10	3	5	18
Course failure in Math							14	2	1	17
Level 1 on statewide ELA assessment							84	68	64	216
Level 1 on statewide Math assessment							72	69	80	221
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							69	62	65	196

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							13	4	6	23
Students retained two or more times							4	2	4	10

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	52	58	40	48	53	37	44	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	55	54	59	45	51	56			
ELA Lowest 25th Percentile	56	49	52	43	47	50			
Math Achievement*	53	56	63	47	55	60	37	48	56
Math Learning Gains	55	56	62	57	61	62			
Math Lowest 25th Percentile	59	55	57	54	59	60			
Science Achievement	49	56	54	42	53	51	40	49	49
Social Studies Achievement*	64	69	73	64	69	70	61	67	68
Graduation Rate									
Middle School Acceleration	74	76	77	61	71	74	48	62	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	28	50	53	64	47	49	27	31	40

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	543
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
54%	52%	42%	42%	43%		56%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	6	
English Language Learners	46%	No		
Asian Students	62%	No		
Black/African American Students	55%	No		
Hispanic Students	52%	No		
Multiracial Students	65%	No		
White Students	60%	No		
Economically Disadvantaged Students	50%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%		55%	56%	53%	55%	59%	49%	64%	74%			28%
Students With Disabilities	19%		44%	47%	24%	51%	57%	22%	26%	46%			
English Language Learners	28%		44%	42%	42%	59%	60%	30%	41%	85%			28%
Asian Students	69%		54%		77%	46%							
Black/African American Students	46%		54%	55%	51%	59%	59%	43%	68%	62%			
Hispanic Students	48%		53%	54%	49%	55%	59%	42%	58%	72%			25%
Multiracial Students	57%		53%		66%	50%		69%	70%	90%			
White Students	55%		58%	59%	57%	54%	56%	57%	69%	77%			
Economically Disadvantaged Students	44%		50%	52%	46%	52%	57%	41%	61%	68%			33%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	40%		45%	43%	47%	57%	54%	42%	64%	61%			64%
Students With Disabilities	11%		32%	38%	17%	39%	38%	11%	34%	18%			
English Language Learners	24%		37%	28%	32%	51%	47%	24%	51%				64%
Asian Students	63%		63%		93%	87%							
Black/African American Students	39%		45%	39%	44%	61%	56%	39%	56%	54%			
Hispanic Students	37%		44%	38%	40%	53%	48%	38%	61%	54%			62%
Multiracial Students	51%		57%		60%	71%		62%	73%				
White Students	41%		44%	51%	54%	57%	57%	46%	68%	66%			
Economically Disadvantaged Students	36%		43%	42%	43%	55%	54%	40%	58%	51%			62%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	37%				37%			40%	61%	48%			27%
Students With Disabilities	12%				13%			15%	26%				13%
English Language Learners	17%				19%			20%	41%	36%			31%
Asian Students	73%				50%								
Black/African American Students	34%				29%			32%	47%	41%			
Hispanic Students	32%				32%			35%	60%	47%			28%
Multiracial Students	56%				39%			50%	67%	38%			
White Students	43%				46%			50%	66%	54%			
Economically Disadvantaged Students	32%				31%			35%	59%	40%			27%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	56%	53%	3%	60%	-4%
ELA	7	45%	51%	-6%	57%	-12%
ELA	8	46%	52%	-6%	55%	-9%
Math	6	54%	50%	4%	60%	-6%
Math	7	23%	34%	-11%	50%	-27%
Math	8	49%	56%	-7%	57%	-8%
Science	8	47%	56%	-9%	49%	-2%
Civics		61%	67%	-6%	71%	-10%
Algebra		69%	49%	20%	54%	15%
Geometry		95%	61%	34%	54%	41%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		30%	24%	6%	31%	-1%
Algebra		40%	17%	23%	18%	22%

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

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

---

The data component that showed the most improvement is Acceleration and ELA. Acceleration increase by 13% while ELA showed gains on 13%. Factors that contributed to these increases are that the 6th grade ELA team was intentional in their planning and small groups and strategically taught lessons by lowest performing benchmarks. Factors that contribute to this is that we had a higher number of students who were able to participate in the Acceleration courses successfully.

Another data component that showed the greatest improvement is Math PM data. Math PM data showed an increase of 34.2%. Factors that contributed to this increase were implementing small groups and having consistent math support from co-teachers and district support staff. Weekly math support from co-teachers and district staff including regular push-in sessions greatly improved student outcomes.

##### **Lowest Performance**

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

---

The data component that showed lowest performance is 7th grade math.

There were 2 factors that contributed to this: One was that our 7th Accelerated students now take the 8th grade test, compared to the previous year when they took the 7th grade test. We were still short, the increase we saw in 8th grade scores did not compensate for the decrease in 7th. We also had staffing cutbacks, which resulted in a need for a 7th grade math teacher. A beginning teacher who taught 8th grade math had to absorb 7th graders, creating a second preparation for a new teacher who was already having difficulty managing classes with one preparation. Those skill gaps will be addressed this year by intentional planning and small group instruction.

Another data component that showed the lowest performance is science. This data does not show that Galaxy 8th grade science students are underperforming, but it is the lowest average of the subject areas. The factors contributing to this are classroom inconsistencies and classroom management throughout our grade levels. Since this test covers all benchmarks from 6th to 8th, and

we have had new and novice teachers in 6th, 7th, and 8th for this cohort, this has caused students to have gaps in their acquisition and retention of knowledge.

### **Greatest Decline**

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

---

The data component which showed the greatest decline was discipline referrals, which is a positive trend. From 2021-2025, discipline referrals declined from 3,405 to 2,286 to 1,785 to 1,521. Since 2023-24 school year, Galaxy had a 14.8% decrease in discipline referral. School-wide consistencies and PBIS systems contribute to this decline in discipline referrals.

The data component that showed the greatest decline academically from the prior year was Algebra 1 by 4% and Math Learning Gains by 2%. Factors contributing to this was a lack of support for students who moved from 7th grade General Math to Algebra 1. Based on the Student Progression Plan, students who scored a level 3 were required to take Algebra 1, creating skill gaps for these students. During the 2025-26 school year, these skill gaps will be addressed with tutoring and implementation of small groups.

### **Greatest Gap**

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

---

Although Galaxy had an 11% increase in SWD achievement, this data component showed the greatest gap when compared to the state. Galaxy SWD ESSA subgroup component receive a 37% achievement. This is a 4% gap from the required 41% or better. Galaxy did not meet expectation in this category for the sixth year. Galaxy has a high number of ESE students needing support and there is a limited amount of time available to properly support these students. The limited amount of time for planning has resulted in a lack of collaboration between general and special education teachers. We also had a change in staffing which resulted in two of our support facilitators being displaced after the first quarter of the school year.

### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

---

When reflecting on EWS data, two areas of concern are attendance and number of students scoring a Level 1. 25% of our students have attendance issues and 25% of our students are a Level 1 in ELA or Math.

Attendance issues affect 25% of students with higher rates in 8th grade. Additionally, 25% of

students scored a Level 1 in ELA or Math, primarily in 8th grade.

**Highest Priorities**

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

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The highest priorities at Galaxy Middle School are:

1. Students with Disabilities
2. Attendance
3. 7th grade Math
4. Math LG
5. ELA

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

#### Instructional Practice specifically relating to Small-group Instruction

##### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Galaxy's area of focus for Students with Disabilities is Instructional Practice emphasizing small group instruction. This area of focus also includes all students in grades 6th through 8th. While last year's SWD students had an increase of 11 percentage points in proficiency (37%), our SWD students did not meet the proficiency rate of 41% or greater. Last year's 6th grade ELA scores (which includes SWD students) showed significant gains of 14% when compared to the previous school year due to effective small group strategies, justifying a campus wide adoption. This approach provides individualized feedback, addresses skill gaps, particularly for Students with Disabilities, leading to improved mastery of academic standards for all students at Galaxy Middle School.

##### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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During 2025-26, 100% of core and ESE teachers will implement small group instruction as reflected in their lesson plans. Teachers will conduct small groups once a week by December 2025 and one to two times per week by April 2026. By May 2026, implementing small group instruction will increase Students with Disabilities overall proficiency by 5%, reaching a 42% or better and 6-8th grade ELA and math scores will increase by at least 10%, reaching 60% in ELA proficiency and 63% in math proficiency.

##### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

Galaxy's area of focus on small group instruction will be monitored through several methods. PLC teams will meet weekly to collaboratively plan lessons incorporating small group instruction.

Instructional coach will attend weekly common planning to support lesson development. School administration and coach will conduct weekly classroom walkthroughs to observe small group instruction delivery utilizing a small group walkthrough tool to capture data. Administration will review lessons plans regularly to ensure implementation. To measure impact, student progress will be tracked through weekly assessments collected during small group session to ensure academic outcomes by May 2026.

**Person responsible for monitoring outcome**

April Krob

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Galaxy Middle School will implement small group instruction in all core classes for grades 6 through 8 to achieve a 10% increase in ELA and math proficiency by May 2026

**Rationale:**

Based on John Hattie's Visible Learning research, small group instruction significantly increase achievement (effect size .49). Teachers will target skill gaps in weekly small group sessions. Monitoring will include weekly classroom walkthroughs, lesson plan reviews, and regular assessments.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Professional Learning will be provided on small group instruction.

**Person Monitoring:**  
April Krob

**By When/Frequency:**  
August 27, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will attend a professional learning on planning and organizing small groups, the implementation of small groups, and the application of small group instruction. Application of this knowledge will be evidenced in lesson plans and classroom walkthroughs. A follow up training will be given in November.

**Action Step #2**

School administration will conduct walkthroughs.

**Person Monitoring:**  
Dr. Eidie Velez

**By When/Frequency:**  
weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

School administration and district support will conduct classroom walkthroughs and document to monitor the delivery of small group instruction.

**Action Step #3**

Instructional coach and department chairs will support teacher planning of small groups weekly.

**Person Monitoring:**  
April Krob

**By When/Frequency:**  
weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Instructional coach and department chairs will facilitate weekly planning and provide support on how to develop small group instruction. PLC teams will meet weekly to review trends and adjust as needed.

**Area of Focus #2**

Address the school’s highest priorities based on any/all relevant data sources.

**specifically relating to**

**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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No Answer Entered

**Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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No Answer Entered

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

No Answer Entered

### Person responsible for monitoring outcome

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### Description of Intervention #1:

##### Rationale:

##### Tier of Evidence-based Intervention:

#### Will this evidence-based intervention be funded with UniSIG?

No

#### Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

#### Action Step #1

##### Person Monitoring:

##### By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

## IV. Positive Learning Environment

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### Area of Focus #1

Positive Behavior and Intervention System (PBIS)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Galaxy's area of focus for grades 6-8 is a positive learning environment through Positive Behavior and Intervention Support. PBIS discipline referrals decreased from 1785 in 2023-24 to 1521 in 2024-25, with a 14.8% reduction showing significant improvement. This focus enhances student learning by reducing classroom disruptions, increasing instructional time. PBIS was identified as a area of need due to effective 2024-25 initiatives, including school wide consistency and core value

FOCUS rewards, special events and a bus challenge.

While PBIS strategies have proven effective with discipline referrals, attendance data shows 25% of students with less than 90% attendance, making this an area of crucial need. PBIS strategies will improve attendance.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

During the 2025-26 school year, Galaxy reduced discipline referrals by 14%. This is positive trend. This year our school will decrease discipline referrals by 10% in grades 6th through 8th grade by May of 2026. Absenteeism will be reduced by 10% in grades 6 through 8. PBIS will pull discipline reports and attendance reports and review them monthly.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

PBIS will conduct monthly reviews of discipline and attendance data with the PBIS team analyzing trends to make data-driven decisions such as adjusting small group interventions if referrals exceed the 10% reduction goal for grades 6 through 8. Administrators will review this data weekly in leadership meetings to ensure timely adjustments ongoing monitoring will increase student engagement and academic outcomes by reducing disruptions and improving attendance creating a stronger positive learning environment.

### **Person responsible for monitoring outcome**

Katie Egan

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

During the 2025-26 school year Galaxy will implement PBIS strategies to continue to reduce discipline referrals by 10% and increase attendance by 10% in grades 6 through 8.

**Rationale:**

Research from the What Works Clearinghouse confirms PBIS improves school climate and reduces negative behaviors enhancing social emotional outcomes and academic achievement when implemented with fidelity. Key interventions include attendance studies where students are paired to encourage consistent attendance and school wide positive reinforcement systems such as FOCUS rewards for desired behaviors the PBIS team will monitor fidelity through monthly reviews of discipline and attendance data adjusting strategies. Administrators will track progress in weekly meetings ensuring interventions drive a positive learning environment and measurable student outcomes.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

PBIS Team meetings and events

**Person Monitoring:**

Katie Egan

**By When/Frequency:**

monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During PBIS monthly meetings, discipline data along with FOCUS points reports will be reviewed. Reviewing discipline data helps the team to identify areas of need: such as high numbers of bus referrals as evidenced during the 2024-25 school year. FOCUS points reports are reviewed and the team will determine ways to promote and motivate staff to award points for positive behavior. PBIS manages rewards for points including a PBIS store and school-wide events. When discipline data is reviewed, the team also determines what the focus for the semester should be.

**Action Step #2**

COSMOS Mentoring Program

**Person Monitoring:**

Tiffany DeJesus

**By When/Frequency:**

weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

COSMOS Mentoring Program targets students on the EWS list. The student may have attendance concerns, discipline concerns, F in ELA or math, or retention. One faculty or staff volunteer meets with the identified EWS student once a week to provide positive interaction and connection and an academic check-in with the student. This provides targeted students with someone on campus with whom they can trust and connect.

**Action Step #3**

PBIS Meetings and attendance

**Person Monitoring:**

Katie Egan

**By When/Frequency:**

monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During monthly PBIS meetings, attendance data is reviewed and discussed. Based on students identified as needing monitoring for attendance, the students are monitored and met with weekly and monthly goals to improve attendance. An attendance contract is completed and communication is mad with family to review student attendance goals. Incentives are provided to students who meet their weekly attendance goal and are also rewarded monthly for attendance improvement.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### **Dissemination Methods**

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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Galaxy Middle School posts the School Improvement Plan on the school website at <https://galaxy.vcsedu.org>. We provide hard copies to School Advisory Council members for review and feedback. Parents and staff receive a clear one page summary of key SIP points in easy to understand language. Focus areas are highlighted on faculty and leadership team agendas to keep stakeholders informed and engaged throughout the year.

#### **Positive Relationships With Parents, Families and other Community Stakeholders**

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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Galaxy Middle School builds positive relationships with parents families and community stakeholders through engaging activities like School Advisory Council meetings, athletic events such as basketball

and cross country, Open House, Galaxy Showcase, Science Olympiad events and competitions, band and chorus parent meetings and concerts, COSMOS Parent Night, Parent Technology Night, Science Lock-in, and end of the year award ceremonies. These events foster collaboration, support student success and provide opportunities for parents to stay informed about their child's progress. Galaxy also shares regular updates through parent conferences, electronic messages, and progress reports to keep families connected to our mission. Our parental family engagement plan is available on the school website at <https://galaxy.vcsedu.org>.

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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Galaxy Middle School strengthens its academic program by offering before, during, and after school tutoring along with accelerated courses like Algebra 1, Geometry, Career and Technical Education and STEM. Math and reading boot camps are held in the spring to boost student performance. Our science department hosts a Science Lock-in to engage students and prepare for state assessments. New STEM electives will launch in the 2025-26 school year to enrich curriculum. Teachers receive coaching and support and participate in data chats with PLC and students. Professional Learning Communities participated in half day sessions for subject area data discussions and curriculum reviews to ensure high quality instruction. These efforts align with our SIP focus areas.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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Galaxy Middle School develops its School Improvement Plan using Title 1 funding to support our CSI identified school, collaborating with federal, state, and Volusia County programs. Galaxy aligns its resources with courses like Algebra 1, Geometry and CTE. Volusia County's nutrition initiatives like the Community Eligibility Provision ensures student well-being. Galaxy's School Advisory Council meets monthly for parent and community input. Staff complete Security Procedures and Protocols

and Active Assailant Training to support a safe school environment. Local partnerships like Volusia County STEM business collaborations enhance our curriculum. These programs align our efforts with CSI goals to drive continuous improvement.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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Galaxy ensures students develop skills outside academics to support programs. Each grade benefits from a dedicated counselor providing tailored guidance while the COSMOS Mentoring Program target EWS student. GLAM and BLAST Mentoring Clubs foster leadership and teamwork. The PBIS team's analyzes data and plans for FOCUS Rewards as well as school-wide events as rewards for positive behavior. A behavior support teacher is available for students in need. Teachers deliver social emotional lessons to enhance self-regulation and resilience. Engaging family events like concerts and Galaxy Showcase along with diverse clubs including athletic teams promote community connection and well-rounded growth.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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Galaxy Middle School prepares students for post-secondary workforce opportunities through targeted elective courses including Health Science, Culinary Arts, Science Olympiad, Career and Technical Education., and Performing Arts electives. These courses build practical skills and career awareness exposing students to fields like health care, hospitality, STEM, and the arts.

**Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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Galaxy Middle School implements a school wide tiered model through its Positive Behavior Intervention and Support Team focusing on Tier 1 strategies to foster positive behavior and prevent issues across the student body. Multi-tiered System of Support process proactively identifies and addresses behavioral and academic concerns documenting targeted interventions for early support. These efforts are coordinated with services under the Individuals with Disabilities Education Act, ensuring students with disabilities receive consistent support.

**Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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Galaxy Middle School offers a variety of professional learning for teachers, paraprofessionals, and staff to enhance instruction and data use. Training focuses on effective small group instruction, integrating AI tools in the classroom, effective classroom management techniques, ESE instructional strategies and accommodations, and data chats to analyze academic assessment results and tailor support for students. These sessions aim to strengthen teaching practices and retain effective educators.

**Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V),

ESEA Section 1114(b)(7)(A)(iii)(V)).

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N/A

## **VI. ATSI, TSI and CSI Resource Review**

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

---

Galaxy Middle School collaborates with Volusia County schools to annually review the allocation and impact of resources to address the identified needs of our CSI identified students. Our process begins with data-driven meetings involving school leadership to analyze student performance metrics such as state assessment results and progress monitoring data.

### **Specifics to Address the Need**

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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After each district and state assessment we evaluate student data to determine student growth and areas of need. Based on areas of need, we determine the level of intervention and support needed for students. We evaluate the effectiveness of paraprofessionals and ESE teachers in supporting differentiated instruction in core subjects like math and ELA. Counselors are available for social emotional support. School Advisory Council provides stakeholder input to ensure resources align with student needs. We meet with district leadership to discuss school specific data and student needs and develop plans of action that are monitored for progress and achievement. Adjustments are made based on these review to optimize instructional practices, tutoring, acceleration programs, and counseling services ensuring target support for academic and behavioral growth.

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**Yes**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00