## Title I Comprehensive Schoolwide Plan

# GALAXY ELEMENTARY SCHOOL (0821)

# 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 48% 4th Grade: ELA 48% 5th Grade ELA 48% Based on PM2 ELA F.A.S.T. results, 43% of 5th grade, 25% of 4th grade, and 18% of 3rd grade performing at or above grade level. Based on PM2 STAR Early Literacy results, 18% of KG-2nd grade are performing on or above grade level. (97 students took this assessment- all of KG and those who did not pass the Star Reading) Based on PM2 STAR Reading results, 25% of KG-2nd grade are performing on or above grade level. (147 students took this assessment- all of 1st and 2nd grade, those who did not pass the Star Reading took Early Literacy). Based on iReady Winter Diagnostic, 33% of students in Kindergarten through fifth grade are on or above grade level in ELA.

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

Due to lack of teacher training/high turnover, 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/high turnover 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 of background knowledge and teacher professional development opportunities. Students come lacking the exposure to language and pre-reading skills due to cultural differences. Teachers lack the 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 that take 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. Literacy Night to include public library collaboration 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

Newsletters for school community and staff Social media (Instagram) 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 specific skills to help their child with homework, etc. Parent Report Card training SEL parent training

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

• School

Provide materials and explicit instruction for families to teach their children (Make & Takes). Allow for meetings to be scheduled at flexible times throughout the day and on various platforms. Communicate with the 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 every day with a positive mindset and willingness to learn. Sharing their learning with parents/families regularly. 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 and discussions, and utilizing 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, etc.). 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 FY26 school goal for proficiency in Math is: Kindergarten: Math 45% 1st Grade: Math 40% 2nd Grade: Math 43% 3rd Grade: Math 44% 4th Grade: Math 47% 5th Grade: Math 43% For Math STAR PM 2, the school's overall math was 21.4, 7 % higher (105%) than the PM2 scores from FY25, with the following breakdown: K-2 PM2 scores at 24% up from 7.5% PM1 Third Grade: 16% up from 14% for FY 25 Fourth Grade: 10% up from 0% for FY 25 Fifth Grade: 18% up from 4% for FY 25 6th Grade AMP: 92% up from 54% FY 25 Based on the iReady mid-year diagnostic, 224% of students in Kindergarten through fifth grade are at or above level in Math, up 2% from FY 25.

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

The school’s math proficiency is hindered by a critical gap in teacher capacity, specifically regarding the use of the gradual release of responsibility, differentiated instruction, and vertical alignment of grade-level benchmarks. This lack of pedagogical training is compounded by a "double deficit" where students struggle with foundational number sense and the linguistic complexity of mathematical word problems. Furthermore, systemic barriers—such as high student-to-teacher ratios, a lack of specialized math resources, and unmet social-emotional needs—create behavioral challenges that further impede the mastery of high-yield standards

3. Share possible solutions that address the root causes.

To address the identified root causes, Galaxy Elementary can implement the following strategic solutions, aligned with the School Improvement Plan and your proposed initiatives: Instructional Leadership and Teacher Capacity Coaching and Standards Alignment: Deploy resource staff to coach teachers on standards-based instruction and data analysis to ensure grade-level benchmarks are mastered. Professional Development (PD): Provide targeted PD on engagement strategies, differentiated instruction, and maximizing the math instructional block to address high student-to-teacher ratios. Collaborative Planning: Utilize PLC time to develop math exit tickets and problems that mirror the wording and complexity of summative assessments, similar to the "Crunchtime" model used in ELA. Literacy Integration: Build teachers' capacity to teach comprehension and reading fluency in math to help students navigate complex word problems. Targeted Student Support and Intervention: Tiered Remediation: Employ a K-5 math interventionist and out-of-system tutors to provide a "double dose" of foundational skills, including number sense and basic operations. Specialized Subgroup Support: Align ESE and ELL support with the general education math cycle to ensure students with disabilities receive immediate feedback during small-group instruction. Standardized Language: Develop a universal math vocabulary document to provide explicit instruction and ensure consistency across all grade levels. Enhanced Resources: Procure additional math materials and technology to support both remediation and enrichment groups, addressing previous funding and access gaps. Also, implement a system to help student improve their fact fluency. Community and Holistic Engagement: Parental Training: Host weekend workshops to train parents in mathematical concepts and "Calming Kiwi" (de-escalation) techniques to support academic and social-emotional growth at home.Incentive Programs: Expand the "STARR Bucks" or reward systems to include "Attendance Time Cards" and math fluency milestones to increase student engagement and reduce chronic absenteeism.

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

• Communication

Weekly Newsletter for the faculty and staff Daily news updates on ClassDojo (school-wide and individual class news) Social media (Instagram, Twitter, etc.) Parent Link Marquee

• Parent Training

Acaletics & Fact Fluency" Night: Parents will learn the Acaletics method and explore specific strategies to help students master basic addition, subtraction, multiplication, and division facts through high-frequency practice. Make and Take" Math Tool-Kit: A hands-on session where parents build and take home physical manipulatives, such as place value charts or "Calming Kiwi" self-regulation tools, to bridge the gap between abstract concepts and real-world application. Mathnasium Strategy & SAC Meeting: A collaborative event hosted during a School Advisory Council meeting where experts demonstrate engaging mathematical games and mental math strategies to help move students from the "Level 2 Bubble" toward proficiency. Homework Hero" Google Classroom Training: A digital literacy workshop designed to teach parents how to navigate online platforms and access instructional videos, helping them support their children with math vocabulary and complex word problems at home. Data Chat & Growth Mindset Intensive: An interactive session that explains how to interpret FAST and i-Ready data reports, focusing on how parents can use "STARR Bucks" or similar incentives to celebrate incremental growth and improve attendance.

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

• School

The School’s Commitment Instructional Coaching and Support: The school will provide dedicated resource staff to coach teachers in standards-based instruction, data analysis, and high-yield engagement strategies. Targeted Intervention: A K-5 math intervention teacher and additional academic tutors will be deployed to provide remedial support for students struggling with foundational skills like number sense and basic operations. Standards-Aligned Resources: The leadership team will ensure teachers have access to specialized math resources for both remediation and enrichment, including the implementation of the Acaletics program to improve fact fluency. Professional Development: The school will build teacher capacity through targeted training on differentiated instruction and the "gradual release of responsibility" model to better meet the needs of diverse learners, including SWD and ELL students.

- Students

The Students’ Commitment Mastery of Foundational Skills: Students will engage in daily "Math Fact Fluency" challenges and Acaletics "P.A.S.S." sessions to strengthen their mental math and operational speed. Active Participation in Interventions: Students identified in the "Level 2 Bubble" or those with foundational deficiencies will participate in "Double Down" small-group support and after-school tutorials. Utilization of Support Tools: Students will use the provided mathematical resources and technology to practice maneuvering through digital assessments and mastering grade-level benchmarks.

- Parents

The Parents’ Commitment Engaging in Specialized Training: Parents are encouraged to attend "Make and Take" workshops to learn how to use math manipulatives at home and participate in Mathnasium-sponsored SAC meetings to learn fluency strategies. Supporting Home Learning: Parents will utilize Google Classroom resources to assist students with homework and reinforce the "universal math vocabulary" used in the classroom. Data-Informed Advocacy: Parents will participate in "Data Chats" to understand their child’s specific performance levels (such as moving from Level 1 to Level 2) and coordinate with teachers on necessary home reinforcements. Reinforcing Behavioral and Social-Emotional Growth: Parents will support the school's PBIS (STARR) and "Calming Kiwi" initiatives to help students manage the cognitive load of rigorous math standards

- Staff Training

1. Acaletics: Data-Driven Problem Attack Strategies Focus: Mastery of the "Math Club" model and the "Problem Attack Strategy Sessions" (P.A.S.S.). Outcome: Equips teachers with a structured framework to improve student fact fluency and mental math. This training focuses on using Acaletics "Quik-Piks" and "Scrimmages" to identify and remediate misconceptions in real-time. 2. Differentiated Instruction for Diverse Learners (SWD/ELL) Focus: Implementing "Low-Floor, High-Ceiling" tasks and targeted small-group rotations. Outcome: Addresses the lack of strategies for working with students with disabilities and English language learners. Teachers learn to adapt core content using Concrete-Representational-Abstract (CRA) models to ensure all students can access grade-level standards. 3. Vertical Alignment & Standards-Based Planning Focus: Collaborative PLC sessions involving multiple grade levels to map the progression of foundational skills (e.g., how 2nd-grade place value leads to 4th-grade multi-digit multiplication). Outcome: Eliminates gaps in instructional capacity by ensuring teachers understand the prerequisite skills needed for students to move successfully from one grade level to the next. 4. Integrated Literacy & Math Comprehension Focus: Strategies for teaching mathematical vocabulary and "close reading" for word problems. Outcome: Directly addresses the finding that students struggle with math due to reading and comprehension limitations. Teachers learn to use universal math language documents and graphic organizers to help students decode complex multi-step problems. 5. Active Engagement & The Gradual Release Model Focus: Strengthening the transition from "I Do" (Teacher Modeling) to "We Do" (Guided Practice) to "You Do" (Independent Mastery). Outcome: Targets the lack of training in appropriate engagement strategies. This PD focuses on "think-alouds," choral responses, and high-frequency checks for understanding to keep students engaged throughout the entire math block.

- Accessibility

Flyers, posters, etc. will be shared with: LEP families Families with Disabilities Families engaged in Migratory work Families experiencing homelessness Community Leaders/Business Partners and Organizations

# Science

1. List prioritized needs statements.

Based on the provided documents and the FY26 School Improvement Plan, the root causes for the decline in Science proficiency (from 40% in FY24 to 28% in FY25) include the following instructional and systemic barriers: FY 26 Winter Diagnostic scored at 44% compared to the FY 25 Winter Diagnostic of 33%

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

Instructional & Pedagogical Barriers Inconsistent Small-Group Instruction: A significant implementation challenge during the fall semester was the inability to rotate all students through essential learning stations—including hands-on investigations and teacher remediation—within a single day. Vocabulary Deficiencies: There is a recognized need for more explicit vocabulary instruction, as gaps in comprehending academic science language have directly impeded student proficiency. Lack of Real-World Application: Prior instructional cycles lacked sufficient focus on hands-on learning and real-world applications, which are now being prioritized to help students move from Level 2 toward mastery. Subgroup Performance Gaps: There has been a lack of alignment between ESE/ESOL support and standards-based science instruction, requiring a transition toward high-frequency, differentiated small-group interventions for these students. Systemic & Environmental Barriers Time and Scheduling Constraints: The previous rotational model did not provide enough time for students to investigate science concepts thoroughly, leading to the current rework where stations are now completed over two instructional days. Inconsistent Instruction with Fidelity: The instructional review identified a need for more frequent walkthroughs, coaching cycles, and monitoring to ensure that science curriculum and assessments are being delivered with fidelity across all grade levels. Student Conditions: High rates of student absenteeism and the impact of student trauma have created "conditions for learning" barriers that take time away from rigorous science instruction. Fragmented Data Analysis: Teachers have faced challenges in consistently using multiple data sources (like FSQs and USAs) to identify exact misunderstandings in science benchmarks, necessitating a shift toward more robust Science Data Analysis and data literacy

3. Share possible solutions that address the root causes.

Instructional & Curricular Solutions Revised Rotational Model: The school has transitioned from a single-day rotation to a two-day rotational model. This change ensures that all students have sufficient time to rotate through four critical stations: explicit vocabulary instruction, hands-on investigations, real-world applications, and teacher-led remediation. Daily Spiral Review: Implementing a daily practice of 3–5 science content questions to provide consistent reinforcement of key concepts and improve long-term retention. Crunchtime Resources: Utilizing specialized "Science Crunchtime" resources designed for 5th grade to be used outside of the core science block for intensive preparation and review. Explicit Vocabulary Instruction: Increasing the focus on academic language and multisyllabic science words to help students bridge the gap between reading comprehension and scientific concepts. Leadership & Monitoring Solutions Expanded Leadership Oversight: Reallocating leadership team members to directly oversee specific grade levels, ensuring more frequent walkthroughs and consistent monitoring of curriculum fidelity. Data-Driven Instruction: Strengthening Data Literacy" among teachers by training them to analyze multiple sources—such as FSQs (Formative Success Quizzes) and USAs (Unit Summative Assessments)—to pinpoint exact student misunderstandings. Coaching Cycles: Implementing structured coaching cycles to support teachers in delivering high-quality, standards-based instruction. Aligning ESE and ESOL support teams directly with standards-based instruction through high-frequency, differentiated small-group interventions. Conditions for Learning: Addressing absenteeism and trauma through "Relational & Cultural Shifts," including the use of AVID organizational tools, PBIS (STARR Bucks), and "Kiwi Calming Corners" to reduce behavioral disruptions and increase instructional time. Attendance Incentives: Launching "Every Day Counts" awards and performance-based monthly incentives to combat chronic absenteeism that hinders science mastery. Community EngagementScience Fair Participation: Implementing a K-5 Science Fair to increase engagement and provide students with opportunities to apply the "Nature of Science" standards in a practical setting.Parent "ClassDojo" Workshops: Using ClassDojo to host virtual workshops where administrators share data and demonstrate techniques (like "Calming Kiwi") that parents can use to support their child's academic growth at home. More hands-on activities and field trips that are centered on science.

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

- Communication

Weekly Newsletter for the faculty and staff Daily news updates on ClassDojo (school-wide and individual class news) Social media (Instagram, Twitter, etc.) Parent Link Marquee

• Parent Training

The need for explicit vocabulary instruction, hands-on learning, and real-world applications—the following five parent trainings are recommended to address these concerns and barriers: Science Seekers" Hands-On Workshop Focus: Bridging the gap in real-world application and hands-on investigation. Science Satarday: Parents and students participate in "mini-investigations" using common household items. This training teaches parents how to facilitate the scientific method at home, moving beyond abstract concepts to concrete experimentation, which addresses the previous lack of hands-on learning opportunities Academic Language & Science Vocabulary Focus: Overcoming barriers created by multisyllabic science words and academic language. Close Reading" strategies for science texts. Parents learn how to help students decode complex vocabulary, directly addressing the root cause where language barriers impede student proficiency Data Discovery" Parent Chats Focus: Increasing parent data literacy regarding FSQs (Formative Success Quizzes) and USAs (Unit Summative Assessments). Science Fair Success & "Nature of Science" TrainingFocus: Promoting the K-5 Science Fair and "Nature of Science" standards. This training guides parents through the requirements of the K-5 Science Fair. It provides a roadmap for supporting long-term projects that require students to investigate, apply concepts to real-world scenarios, and comprehend science academic vocabulary

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

• School

The School's Commitment Structured Rotational Model: The school will implement a reworked two-day rotational model to ensure every student has adequate time for explicit vocabulary instruction, hands-on investigations, and teacher-led remediation. Standards Mastery Tracking: Leadership will conduct frequent walkthroughs and coaching cycles to ensure that the Science curriculum and assessments (FSQs and USAs) are delivered with fidelity. Intentional Intervention: The school will provide "Science Crunchtime" resources and a secondary focus calendar to address gaps in the "Nature of Science" and other high-yield benchmarks. Subgroup Alignment: Support staff (ESE/ESOL) will be directly aligned with science blocks to provide high-frequency, differentiated small-group interventions.

• Students

The Students' Commitment Mastery of Academic Language: Students will focus on decoding multisyllabic science words and using academic vocabulary during class discussions and writing. Engagement in Investigation: Students will actively participate in hands-on investigations and apply scientific concepts to real-world scenarios during their designated lab rotations. Evidence of Learning: Students will use AVID organizational tools (binders and planners) to track their science data, lab notes, and progress toward their individual growth goals. Consistent Attendance: Students will strive for "Every Day Counts" attendance to ensure they do not miss critical parts of the two-day science instructional cycle.

- Parents

The Parents’ Commitment Reinforcing Vocabulary at Home: Parents will engage with the "Universal Science Vocabulary" documents provided by the school to help students practice academic language outside of the classroom. Data Monitoring via ClassDojo: Parents will participate in virtual "Dojo Night" workshops to understand their child’s Science FSQ/USA data and learn how to support specific benchmark deficiencies. Support for Scientific Inquiry: Parents will encourage participation in the K-5 Science Fair and help students connect classroom lessons to real-world observations. Emotional Regulation Support: Parents will implement "Calming Kiwi" or de-escalation techniques at home to help students maintain the focus and stamina required for rigorous scientific problem-solving.

- Staff Training

Instructional Rotational Model Mastery: Training focused on the newly reworked two-day rotational model. This helps teachers manage the four intentionally planned stations—vocabulary instruction, hands-on investigations, real-world applications, and remediation—to ensure all students investigate and comprehend science standards. Academic Vocabulary and Multisyllabic Word Instruction: Training to build teacher capacity in delivering explicit vocabulary instruction. This addresses a primary root cause by helping teachers instruct students on how to decode and understand complex science academic vocabulary that often impedes proficiency Environmental Trainings(Scrub) Science on a Sphere

- Accessibility

Flyers, posters, etc. will be shared with: LEP families Families with Disabilities Families engaged in Migratory work Families experiencing homelessness Community Leaders/Business Partners and Organizations

## Action Step: Classroom Instruction

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

Budget Total: **$30,573.24**

| Acct Description | Description |
|---|---|
| Out-of-system Tutors | **Item** / **Quantity** / **Rate** / **Days** / **Hours** / **Weeks** / **Certified** / **Type** / **Total**<br>Non-certified temporary (out-of-system) personnel will provide part-time push-in support in Math and Science from August through November to remediate Tier 2 students. / 1 / $15.00 / 5 / 6 / 16 / Non-Certified / Original / $7,200.0 |
| Online subscription | **Item** / **Quantity** / **Rate** / **Type** / **Total**<br>An IXL Science and English Language Arts subscription will be provided for approximately 250 students in grades 3–5 to deliver individualized, standards-aligned practice and support differentiated instruction and progress monitoring to improve student achievement. / 1 / $1,180.80 / Original / $1,180.8<br>EasyCBM Teacher Deluxe subscription will provide benchmark and progress monitoring assessments in ELA for approximately 150 students in grades K–5 to identify at-risk learners, inform instructional decisions, and monitor student progress. / 1 / $80.00 / Original / $80.00 |
| Trans Compound; field trips | **Item** / **Quantity** / **Rate** / **Type** / **Total**<br>Buses will be provided for a college tour to Lynn University for 5th grade AVID students between November 2026 and January 2027. / 2 / $221.50 / Original / $443.0 |
| Supplies | **Item** / **Quantity** / **Rate** / **Supply Type** / **Type** / **Total**<br>Copy paper - per case / 34 / $44.66 / General Supplies / Original / $1,518.44<br>Acaletics CRS Comp Strand Review BK 1 Gr. 5 / 70 / $6.95 / Instructional Materials / Original / $486.50<br>Acaletics CRS Quik-Pik Book 3 Gr. 4 / 80 / $9.95 / Instructional Materials / Original / $796.00 |

| Acct Description | Description |
|---|---|

| Item | Quantity | Rate | Supply Type | Type | Total |
|---|---|---|---|---|---|
| Two pocket folder (any color box of 25) Gr. K-2 | 44 | $28.31 | General Supplies | Original | $1,245.6 |
| Acaletics CRS Quik- Pik Book 2 Gr. 5 | 70 | $9.95 | Instructional Materials | Original | $696.50 |
| Acaletics CRS Quik-Pik Book 4 Gr. 3 | 75 | $9.95 | Instructional Materials | Original | $746.25 |
| File folders (any color, box of 100) All Grades | 24 | $25.00 | General Supplies | Original | $600.00 |
| Acaletics CRS Quik-Pik Book 1 Gr. 4 | 80 | $9.95 | Instructional Materials | Original | $796.00 |
| Acaletics CRS Comp Strand Review BK 2 Gr. 4 | 70 | $9.95 | Instructional Materials | Original | $696.50 |
| Acaletics CRS Comp Strand Review BK 1 Gr. 3 | 75 | $9.95 | Instructional Materials | Original | $746.25 |
| Binders | 1 | $82.89 | General Supplies | Original | $82.89 |
| Shipping | 1 | $4.97 | General Supplies | Original | $4.97 |
| Acaletics CRS Quik-Pik Book 2 Gr. 3 | 75 | $9.95 | Instructional Materials | Original | $746.25 |
| Acaletics CRS Comp Strand Review BK 1 Gr. 4 | 70 | $9.95 | Instructional Materials | Original | $696.50 |
| Acaletics CRS Quik-Pik Book 1 Gr. 3 | 75 | $9.95 | Instructional Materials | Original | $746.25 |
| Acaletics CRS Quik- Pik Book 3 Gr. 5 | 70 | $9.95 | Instructional Materials | Original | $696.50 |
| Acaletics CRS Quik-Pik Book 2 Gr. 4 | 80 | $9.95 | Instructional Materials | Original | $796.00 |
| Acaletics CRS Comp Strand Review BK 2 Gr. 3 | 75 | $9.95 | Instructional Materials | Original | $746.25 |
| Acaletics CRS Quik-Pik Book 3 Gr. 3 | 75 | $9.95 | Instructional Materials | Original | $746.25 |
| Acaletics CRS Comp Strand Review BK 2 Gr. 5 | 70 | $6.95 | Instructional Materials | Original | $486.50 |

| Acct Description | Description |
|---|---|

| Item | Quantity | Rate | Supply Type | Type | Total |
|---|---|---|---|---|---|
| Acaletics CRS Quik- Pik Book 4 Gr. 5 | 70 | $9.95 | Instructional Materials | Original | $696.50 |
| Acaletics CRS Quik- Pik Book 1 Gr. 5 | 70 | $9.95 | Instructional Materials | Original | $696.50 |
| Acaletics CRS Quik-Pik Book 4 Gr. 4 | 80 | $9.95 | Instructional Materials | Original | $796.00 |

Certified Tutorial

| Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
|---|---|---|---|---|---|---|---|---|
| Certified teachers will provide after-school tutorial services in Reading, Math, and Science for students in grades 3–5 beginning in January. | 6 | $37.00 | 1 | 1.25 | 10 | Certified | Original | $2,775.0 |

## Action Step: Parent and Family Engagement

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

### Budget Total: **$4,613.76**

| Acct Description | Description |
|---|---|

Supplies

| Item | Quantity | Rate | Supply Type | Type | Total |
|---|---|---|---|---|---|
| Card Stock 3×6 (white X2, yellow, light green, light blue, light Pink,) | 18 | $10.47 | General Supplies | Original | $188.4 |

| Acct Description | Description |
|---|---|

| Item | Quantity | Rate | Supply Type | Type | Total |
|---|---|---|---|---|---|
| Colored paper - flyers | 30 | $24.21 | General Supplies | Original | $726.3 |
| Kindergarten Kickoff Supplies | 1 | $200.00 | Program Supplies | Original | $200.0 |
| Science Saturday Supplies | 1 | $200.00 | Program Supplies | Original | $200.0 |

Out-of-system Subs for Parent Conferences

| Item | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |
|---|---|---|---|---|---|---|---|---|
| Substitutes will be provided to cover classes for Parent Conference Day, which will take place after trimesters 1 and 2 and provide data chats between all K–5 homeroom teachers and parents across all subject areas. | 24 | $21.00 | 1 | 6.5 | 1 | Non-Certified | Original | $3,198.0 |

## 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: **$251,582.00**

<table>
<tr><th>Acct Description</th><th>Description</th></tr>
<tr><td>Tch Res Staff Development</td><td>The Professional Learning Staff Developer will provide ongoing professional learning and follow-up support instructional strategies, data analysis, and increasing academic achievement through coordination and leadership of Professional Learning Communities (PLCs) and common planning for all teachers across the c curriculum subjects.</td></tr>
<tr><td>Out-of-system PL Subs</td><td>
<table>
<tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Days</th><th>Hours</th><th>Weeks</th><th>Certified</th><th>Type</th><th>Total</th></tr>
<tr><td>Substitutes will be provided to allow K–5 teachers to meet in November and March to collaborate on scope and sequence planning prior to each trimester.</td><td>24</td><td>$21.00</td><td>1</td><td>6.5</td><td>2</td><td>Non-Certified</td><td>Original</td><td>$6,396.0</td></tr>
</table>
</td></tr>
<tr><td>Tch Res Staff Development</td><td>The Professional Learning Staff Developer will provide ongoing professional learning and follow-up support instructional strategies, data analysis, and increasing academic achievement through coordination and leadership of Professional Learning Communities (PLCs) and common planning for all teachers across the c curriculum subjects.</td></tr>
<tr><td>Single School Culture Coordinator</td><td>The Single School Culture Coordinator will 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.</td></tr>
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## 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 |
| LaWanna Jackson | Teacher |
| Johanna Hermida | Parent |
| Autumn Key | Parent |
| Jennifer Willis | Parent |
| Princess Innis | Community Partner |
| Carolyn Coniglio | Faculty |

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 by staff nominations. Nominated staff members are selected and can agree or decline serving on SAC. Parents who are typically involved and volunteer on campus are invited to serve on SAC due to their commitment to school improvement. 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 7th, 2026 at 5:30pm 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 FY27 School Parent Compact and FY27 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 Fundations, 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.

• 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 scheduled conferences with notes of data chat being done with parents and students.

• 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 16th, 2026

• 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 28th, 2026

• 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 20th, 2027

- Responsible Person(s)

SSCC and Science Committee

- 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

To ensure all families have timely access to Title I information, the school will utilize a multi-modal communication strategy. Details regarding Title I programs—including tutoring, mentoring, and family academic trainings—will be distributed via ParentLink (email and automated calls), ClassDojo, physical flyers, and social media posting. To remove barriers to participation, we'll provide all written notifications and invitations in multiple languages and in parent-friendly, non-technical language to ensure clarity and comprehension for our diverse school community.

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

The following artifacts will be uploaded as evidence of timely, accessible, and multilingual outreach regarding Title I programs (tutoring, mentoring, and family trainings): Multilingual Outreach Artifacts: * Copies of school flyers and invitations for Title I events (e.g., "Math Night," "Tutoring Kick-off") translated into the primary home languages of our student population. Digital Communication Logs: * Reports or copies of messages distributed via ParentLink, including email transcripts and "call-out" scripts used to notify families of upcoming activities. Platform Engagement Screenshots: * Timed and dated screenshots of the ClassDojo school story or class pages showing active posts regarding Title I meetings and parent resource opportunities. Individualized Consultation Documentation: * Redacted conference notes from parent-teacher or RTI meetings that document the specific recommendation of Title I services (such as tutoring or mentoring) to individual families.

- Description

The school will ensure that all parents and families are fully informed about the standards-based curriculum and the specific proficiency levels students are expected to achieve through a multi-tiered approach: Annual Curriculum Night: At the start of the school year, a dedicated in-person meeting will be held for each grade level. During this session, teachers will provide an in-depth review of the academic curriculum and the specific benchmarks/proficiency levels required for student success by year-end. Annual Title I Meeting & Monthly SAC Meetings: Comprehensive overviews of school-wide academic goals and state standards will be presented during the Annual Title I Meeting. Updates on student progress trends and curriculum adjustments will continue to be a standing agenda item during monthly School Advisory Council (SAC) meetings to ensure ongoing transparency. Individualized Parent-Teacher Conferences: To bridge the gap between school-wide goals and individual student achievement, teachers will conduct in-person conferences throughout the year. These meetings will serve as a primary venue for discussing a child's current standing in relation to expected proficiency levels and providing personalized strategies for academic growth.

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

List of Evidence for Upload To document these efforts for compliance, the following evidence will be maintained: Meeting Documentation: Copies of agendas, sign-in sheets, and presentation slides from Curriculum Night and the Annual Title I Meeting. SAC Oversight: Official minutes from monthly SAC meetings highlighting discussions on curriculum and student achievement data. Conference Records: Documentation or logs of scheduled Parent-Teacher conferences (e.g., calendar invites or conference summary forms).

- Description

The school is committed to ensuring parents clearly understand the various assessments used to monitor student growth and mastery of State academic standards. This is achieved through a structured data-sharing process: Principal's Quarterly Data Briefings: During monthly School Advisory Council (SAC) meetings, the Principal will provide comprehensive academic updates. These presentations will outline the specific formative and summative assessments used by the district and state to track student achievement. Individualized Performance Profiles: Parents will receive detailed overviews of their child's performance on district-level assessments. These reports will be contextualized by comparing current results to previous year performance data. Proficiency & Growth Mapping: To ensure transparency in academic expectations, the school will provide parents with specific "growth targets." This includes an explanation of the points required for a student to reach proficiency or demonstrate learning gain for the current academic year, allowing families to monitor progress toward state standards in real time.

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

To verify that parents are being informed about academic assessments and progress tracking, the following evidence will be provided: SAC Documentation: Copies of SAC meeting agendas and minutes that specifically record the Principal's data updates and assessment overviews. Assessment Explanations: Samples of parent-friendly "Data Sheets" or handouts that explain how to read district assessment scores and identify proficiency targets. Presentation Materials: Digital slides or printed infographics used during meetings to visualize student achievement trends and state-mandated growth goals. Sample Progress Reports: Redacted copies of individualized student progress reports that highlight the "points to proficiency" or "points to gain" metrics shared with families.

- Description

To ensure parents are active partners in the educational process, the school provides multiple formal and informal platforms for families to contribute to the decision-making that affects their children's education: School Advisory Council (SAC) Engagement: Parents are invited to participate in monthly SAC meetings, which serve as the primary forum for shared governance. During these sessions, the school explicitly requests parental input and feedback on key educational decisions, including the school's academic priorities and budget allocations. Annual Title I Meeting & Advocacy: At the start of the year, the Annual Title I Meeting is used to define the specific rights and roles of parents under the Title I program. This meeting emphasizes the value of parental voice and encourages attendees to provide suggestions and opinions regarding school-wide programs and policies. CNA Stakeholder Collaboration: Each spring, the school hosts a Comprehensive Needs Assessment (CNA) Stakeholder Meeting. This session is dedicated to reviewing school data and gathering parent perspectives to help shape the following year's School Improvement Plan and Title I programming. Direct Educational Consultations: Through regularly scheduled parent-teacher conferences, parents engage in one-on-one decision-making regarding their child's specific learning path. These meetings allow parents to advocate for their child's needs and collaborate with educators on progress-monitoring strategies.

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

To document these opportunities for collaborative decision-making, the school will maintain the following artifacts: SAC Records: Monthly meeting agendas and minutes that specifically highlight sections for "Parent Input" or "New Business" where decisions were discussed. Annual Title I Documentation: Presentation slides and sign-in sheets from the Annual Meeting detailing the explanation of "Parental Rights and Roles." CNA Stakeholder Meeting Evidence: Feedback forms, surveys, or meeting notes from the Spring CNA session showing parent contributions to the needs assessment. Communication Logs: Copies of invitations (flyers, ClassDojo posts, or ParentLink transcripts) explicitly inviting parents to "Decision-Making" opportunities and "Stakeholder Meetings." Conference Documentation: Teacher logs or summary forms documenting individualized parent-teacher collaboration.

• Description

To ensure all families have the opportunity to engage in school activities, the school provides a varied schedule of events designed to accommodate the diverse needs and work schedules of our community. We are committed to removing barriers to attendance through the following flexible options: Diverse Scheduling of Events: To accommodate parents who are unable to attend during the traditional school week, key parent/family trainings and school-wide activities are intentionally scheduled on Saturdays. These weekend sessions provide a more relaxed environment for family participation and ensure that working parents have a dedicated time to engage. Consistent Evening Opportunities: Our monthly School Advisory Council (SAC) meetings are held on the first Wednesday evening of each month. By maintaining a consistent after-hours schedule, the school ensures that parents who work during the day can reliably participate in the school's decision-making processes. Individualized Conference Scheduling: Recognizing that a "one size fits all" approach does not work for every family, parent-teacher conferences are scheduled based on the individual convenience of the parent. Teachers work collaboratively with families to find time slots that align with their availability, whether before, during, or after school hours.

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

The following artifacts will be provided as evidence of our commitment to flexible and accessible scheduling: Saturday Event Documentation: Copies of flyers, agendas, and sign-in sheets for Title I trainings or family events specifically held on Saturdays. Monthly SAC Calendar: A year-long schedule of SAC meeting dates and times, demonstrating the consistent evening time slot (first Wednesday of the month). Conference Scheduling Logs: Teacher logs or digital sign-up sheets (e.g., SignUpGenius or ClassDojo logs) showing a variety of time slots offered to parents for individual meetings.

## 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

The school is committed to ensuring that language is never a barrier to a family's engagement in their child's education. To support parents and families with Limited English Proficiency (LEP), the following accommodations are provided for all school meetings, trainings, and activities: Real-Time Interpretation Services: During all large-scale meetings (such as the Annual Title I Meeting and Curriculum Nights), as well as individualized parent/teacher conferences, the school provides Language Facilitators or bilingual staff members. these individuals offer real-time translation to ensure parents can actively participate in discussions and understand all technical or academic information presented. Comprehensive Document Translation: To ensure equal access to information, all vital school documents—including flyers, meeting agendas, academic progress reports, and training materials—are systematically translated into Spanish and Haitian Creole. This ensures that the two primary non-English-speaking subgroups within our school community receive information in their heritage languages. Bilingual Outreach: Beyond formal meetings, the school utilizes bilingual staff to assist with phone calls and digital communications, ensuring that families feel comfortable reaching out to the school with questions or concerns.

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

To document the accommodations provided for families with limited English proficiency, the following evidence will be maintained: Translated Documents: Samples of school flyers, Title I Compacts, and meeting agendas professionally translated into Spanish and Haitian Creole. Interpretation Logs: Sign-in sheets from meetings that specifically denote the presence of a Language Facilitator or a list of bilingual staff members assigned to translation duties for specific events. Bilingual Communication Samples: Screenshots of ClassDojo messages or Parent Link transcripts sent in multiple languages. Conference Records: Documentation of parent-teacher conferences where a translator was requested and provided to facilitate the discussion.

- Description

The school is dedicated to providing an inclusive environment in which parents and families with disabilities can fully and equitably engage in all school-related functions. We remove physical and communicative barriers through the following accommodations: ADA-Compliant Facilities: To ensure physical accessibility, our campus strictly adheres to ADA requirements. This includes clearly marked handicap parking spaces near main entrances, ramps, and accessible pathways. At all in-person meetings and events, we provide designated seating for individuals with mobility aids or specific physical needs. Communication Enhancements: To support families with hearing impairments or those who struggle with auditory processing, the school utilizes audio enhancement systems during large-scale meetings and trainings. This technology ensures that all participants can clearly hear and follow the information being presented. Equitable Outreach & Home Visits: Recognizing that some disabilities may prevent families from physically traveling to the school site, we are prepared to conduct home visits when necessary. This allows for individual consultations, parent-teacher conferences, or the delivery of academic resources in a setting that is accessible and comfortable for the family. Equity-Driven Design: All school events and activities are designed through an equity lens, ensuring that materials, presentations, and physical layouts are planned in advance to be accessible to all attendees without requiring a separate request.

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

To document our commitment to accessibility and ADA compliance, the following evidence will be maintained: Facility Photos: Photographs of handicap parking spaces, accessible building entrances, and the special seating arrangements prepared for Title I meetings. Equipment Inventory/Photos: Documentation or photos of the audio enhancement systems used during meetings (e.g., microphones, speaker systems, or assistive listening devices). Home Visit Logs: Redacted records or logs showing dates and purposes of home visits conducted to facilitate parent participation. Meeting Planning Checklists: Copies of event planning forms that include "Accessibility Checklists" are used to ensure equity for every school-wide activity.

- Description

Families will be provided information on available services through our Migrant Education Program. Families will also be provided with 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. Student behavior data is tracked through monthly Mental Health team meetings and PBIS committee meetings to review discipline referral and CBIR data. This data is analyzed for coaches and guidance counselors to provide targeted support.

## 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 FAST and iReady assessments and CORE Phonics 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. K-3 will use Fundations and 4-5 will use Rewards. 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 using EasyCBMs 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. We have also implemented college tours for our 5th grade students to learn about the many different opportunities local Florida colleges offer. We continue to implement an Accelerated Mathematics Program (AMP) at Galaxy, which includes 3rd- and 5th-grade students. These students may continue this accelerated coursework through the remainder of elementary and middle school, advancing them so 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 ELA 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. For FY27, Galaxy will provide additional PD for classroom management and behavior support to teachers in order to foster a productive and safe learning environment.

# 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 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.