Volusia County Schools

GALAXY MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Volusia County School Board on School Board Approval 10-13-2026.

SIP Authority

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)

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

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

A. School Mission and Vision

Provide the school's mission statement

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

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

Eidie Velez

evelez@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Serves as principal, instructional leader and visionary for the school. Coaches the SIP administrator. Provides input on the School Improvement pLan.

Leadership Team Member #2

Employee's Name

Rosemary Stemberger LaRussa

rstembe1@volusia.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal overseeing SIP and School Leadership Team . Enters information and data into CIMS. Organizes Volusia Progress Monitoring progress.

Leadership Team Member #3

Employee's Name
Jennifer Mills

jnmills@volusia.k12.fl.us

Position Title
ESE Assistant Principal

Job Duties and Responsibilities

Serves as an administrator on the School Leadership Team and provides input on SIP. Reviews and makes recommendations on SIP.

Leadership Team Member #4

Employee's Name
April Krob

adkrob@volusia.k12.fl.us

Position Title
Instructional Coach

Job Duties and Responsibilities

Serves as an instructional coach on the School Leadership Team. Provides input on SIP. Assists in entering information in CIMS. Revises and edits the plan. Assists in the planning of Volusia Progress Monitoring.

Leadership Team Member #5

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #10

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

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.

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 as well as 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 and to provide any input. During pre-planning, SIP is also presented to staff, so that staff has an opportunity to provide feedback. 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 July 28. Therefore, much of the input is obtained after the deadline. If it is worthwhile, the input is then added to the plan.

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)).

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 on the first Monday of each month and reviews goals. A select leadership team including administrators, teachers, coaches, and district representatives will meet once a semester to monitor progress of goals and make necessary adjustments.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**91.9%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: B** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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							320	297	281	898
Absent 10% or more school days							74	72	65	211
One or more suspensions							8	72	54	134
Course failure in English Language Arts (ELA)							2	0	2	4
Course failure in Math							3	2	0	5
Level 1 on statewide ELA assessment							60	59	67	186
Level 1 on statewide Math assessment							49	60	58	167
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 2026-27

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							36	52	48	136

Current Year 2026-27

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							16	3	0	19
Students retained two or more times							6	3	0	9

Prior Year (2025-26) 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	
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
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 (2025-26) 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							67	55	80	202

Prior Year (2025-26) 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							9	5		14
Students retained two or more times							3	1	1	5

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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	55	62	50	52	58	40	48	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	55	55	61	55	54	59	45	51	56
ELA Lowest 25th Percentile	52	48	53	56	49	52	43	47	50
Math Achievement*	52	59	65	53	56	63	47	55	60
Math Learning Gains	52	57	62	55	56	62	57	61	62
Math Lowest 25th Percentile	54	56	57	59	55	57	54	59	60
Science Achievement	43	56	57	49	56	54	42	53	51
Social Studies Achievement*	72	71	77	64	69	73	64	69	70
Graduation Rate									
Middle School Acceleration	77	84	82	74	76	77	61	71	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					50	53		47	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	508
Total Components for the FPPI	9
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
56%	54%	52%	42%	42%	43%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	32%	Yes	7	
English Language Learners	48%	No		
Black/African American Students	54%	No		
Hispanic Students	55%	No		
Multiracial Students	60%	No		
White Students	58%	No		
Economically Disadvantaged Students	53%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	51%		55%	52%	52%	52%	54%	43%	72%	77%			
Students With Disabilities	16%		41%	43%	22%	45%	47%	8%	33%				
English Language Learners	31%		54%	55%	38%	51%	51%	19%	60%	75%			
Black/African American Students	53%		52%	50%	47%	52%	58%	45%	73%	59%			
Hispanic Students	46%		57%	58%	46%	50%	54%	38%	72%	73%			
Multiracial Students	56%		56%		64%	71%		50%	64%				
White Students	54%		52%	44%	58%	52%	50%	51%	71%	86%			
Economically Disadvantaged Students	43%		54%	55%	45%	50%	51%	38%	66%	71%			

2024-25 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 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%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	52%	56%	-4%	62%	-10%
ELA	7	56%	53%	3%	62%	-6%
ELA	8	40%	54%	-14%	60%	-20%
Math	6	51%	54%	-3%	60%	-9%
Math	7	21%	36%	-15%	53%	-32%
Math	8	44%	56%	-12%	61%	-17%
Science	8	43%	56%	-13%	52%	-9%
Civics	7	70%	71%	-1%	77%	-7%
Civics	8	50%	69%	-19%	75%	-25%
Algebra	7	100%	98%	2%	96%	4%
Algebra	8	62%	78%	-16%	84%	-22%
Geometry	8	88%	96%	-8%	95%	-7%

III. Planning for Improvement

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 greatest improvement was in Civics. Civics showed an 8 point increase since the 2024-25 school year. Factors that contributed to this increase are consistency in staffing. Teachers were strong and had experience teaching Civics. Also, this group of teachers had effective collaboration.

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 the lowest performance is Science. Proficiency was 43%, which was 25 points below the district. Factors contributing to this were issues with classroom management and the teachers lacked effective collaboration. Another area that showed the lowest performance is SWD Science with an 8% overall achievement. Factors contributing to this were inconsistencies in services received and students not using or refusing to use their accommodations and not engaging lower performing students or not meeting them at their level.

Greatest Decline

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

Greatest decline was also shown in SWD Science. Students with Disabilities in Science showed a proficiency of 8%. This is a 14 point decrease from the previous year which was 22%. As mentioned, factors that contributed to this were inconsistencies in services received and students not utilizing or refusing to use their accommodations. Also, teachers not fully engaging lower performing students or not meeting them at their level.

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.

The data component which showed the great gap compared to the state average was 8th Grade Math. Proficiency was 25% which was a 35 point gap from the state average, which was 61%.

Factors that contributed to this were issues with classroom management and an over reliance on technology.

EWS Areas of Concern

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

From the EWS data, two areas of concern are attendance and Level 1's in ELA and Math. 211 out of 898 students had attendance below 90% during the 2025-26 school year. 23% of the population had attendance issues. 353 out of 898 students either scored a level 1 in ELA or math during the 2025-26 school year.

Highest Priorities

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

1. Students with Disabilities
2. 8th Grade Science
3. 8th Grade Math
4. Science (all subgroups)
5. Attendance

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.

During 2025-26 Galaxy Middle School had a cohesive plan for small groups. However, there were inconsistenceies with structure, facilitation, and implementation of targeted small groups and interventions for Students with Disabilities. This has resulted in persistently low performance, with overall proficiency at 32% during 2025-26 school year, falling short of the expected 41% proficiency. Specifically, Students with Disabilities scored 8% proficiency in science and 16% in ELA. It is crucial to review and strengthen these systems to improve student outcomes. Faculty members need to start small groups at the start of the school year.

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.

Beginning the second week of the 2026–27 school year, all core teachers in grades 6–8 will implement small-group instruction 1–2 times per week. By March 2027, 100% of teachers will complete professional development focused on progress monitoring, data tracking, student engagement, interventions, and data chats.

Across all tested subjects, instruction will target a **5% proficiency increase by PM2** and an **additional 5% increase by PM3**. This strategy is designed to achieve an overall school-wide increase of **3% in Math** and **4% in ELA** by May 2027.

By midyear, Students with Disabilities will demonstrate a minimum 5% increase, reaching in 21% in ELA, 26% in math, 13% in science, and 36% in social studies. Additionally, by the end of the year, the goal is to achieve a further 5% or higher reaching 26% in ELA, 31% in math, 18% in science, and

41% in social studies (see below)

Students with Disabilities (SWD) Targeted Growth:

- **ELA:** Baseline 16%- Increase to **21%** by midyear and **26%** by end-of-year (PM3)
- **Math:** Baseline 21%- Increase to **26%** by midyear and **31%** by end-of-year (PM3)
- **Science:** Baseline 8%- Increase to **13%** by midyear and **18%** by end-of-year (PM3)
- **Social Studies:** Baseline 31% Increase to **36%** by midyear and **41%** by end-of-year (PM3)

Monitoring

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

Implementation of small-group instruction will be monitored through coordinated administrative walkthroughs, instructional coaching, and weekly teacher data tracking. School administrators will conduct weekly classroom observations using a dedicated Small-Group Walkthrough Tool to ensure fidelity and frequency (1–2 times per week). The Academic Coach will monitor schedules, review student progress trackers, and lead data chats with core teachers.

Teachers will maintain updated tracking files at least 1–2 times per week, using Common Planning sessions to analyze benchmark-aligned standards and student growth. To ensure targeted subgroup outcomes, Students with Disabilities (SWD) data will be disaggregated following PM1, VBA 1, and PM2 assessments and compared against state proficiency and growth trends.

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 6-8, as the evidence based intervention to achieve the measurable outcomes.

Rationale:

According to What Works Clearing House, small group instruction is effective in increasing literacy skills such as decoding, comprehension and fluency. Additionally, John Hattie's Visible Learning research identifies that small group instruction as having an effective size of .46 indicating a significant increase in achievement. This data supports the use of small group instruction as an effective intervention.

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
Small group professional development

Person Monitoring:
April Krob

By When/Frequency:
quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in five small group professional development focusing on: review of establishing small groups, progress monitoring and data tracking, student engagement in small groups, interventions, data chats.

Action Step #2
Admin Check-ins

Person Monitoring:
Rosemary Stemberger LaRussa

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will monitor teacher data trackers weekly, Students with Disabilities will be highlighted and admin will identify if these students are making progress. Admin will provide support to teachers with inconsistency tracking or a lack of understanding.

IV. Positive Learning Environment

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.

To improve school culture and reduce disciplinary disruptions, Galaxy Middle School will focus on increasing staff implementation fidelity of PBIS reward system and "School-wide Consistencies." While school-wide non-negotiables are established, inconsistent staff execution and point distribution remain areas for growth. Strengthening Tier 1 universal practices and point recognition will foster a predictable, positive learning environment.

Additionally, attendance continues to be an area of concern. 23% of the student population has attendance below 90%.

With 23% of the student population missing 10% or more of school (below 90% attendance), almost a quarter of Galaxy Middle School is chronically absent. This is a significant concern.

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 6%. This is a positive trend. This year, our school will decrease discipline referrals by 5% in grades 6-8 by May 2027. Absenteeism will be reduced by 10% in grades 6-8.

Building on positive trend data from the 2025–26 school year—where Galaxy Middle School successfully reduced overall discipline referrals by 6%—the school set the following measurable outcomes for the 2026–27 school year:: Galaxy Middle School will decrease total discipline referrals in grades 6–8 by an additional **5%** by May 2027. Additionally, Galaxy will reduce the percentage of students in grades 6–8 with attendance below 90% from **23% down to 13%** *(a 10 percentage-point reduction)* by May 2027 through Tier 2 interventions.

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.

During PBIS monthly meetings, discipline data along with FOCUS points report are reviewed. Reviewing discipline data helps the team identify key ares of need.

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 2026-27 school year Galaxy will implement PBIS strategies and continue to reduce discipline referrals by 5% in grades 6-8 and increase attendance by 10% in grades 6-8.

Rationale:
According to PBIS research, teaching behavior and providing positive reinforcement is an effective was of molding and maintaining proper behavior for a Tier 1 student.

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 Meetings

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:
The PBIS Team will meet monthly to analyze comprehensive school data—including discipline referrals, attendance data, and FOCUS PBIS point distribution reports. These monthly reviews will allow the team to identify school-wide behavioral trends, evaluate staff implementation fidelity, and isolate specific high-need locations, times, or grade levels. Based on monthly data reviews, the PBIS Team will proactively identify students exhibiting chronic attendance or discipline challenges and initiate targeted Tier 2 or 3 MTSS behavioral interventions.

Action Step #2
Identify students with discipline or attendance challenges

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:
A dedicated staff member will systematically track student attendance data to identify students falling below the 90% threshold, make direct parent contact, and establish individualized attendance contracts. The attendance teacher on assignment will design and manage specialized reward structures and PBIS incentives to keep high-risk students motivated and engaged in regular daily attendance.

Area of Focus #2

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.

No Answer Entered

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.

No Answer Entered

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.

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:

V. Title I Requirements (optional)

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.

Galaxy Middle School posts the School Improvement Plan on the school website at https://galaxy.vcsedu.org. Hard copies of SIP are provided to School Advisory Council members for review and feedback. Parents and staff receive a simple one page summary of key SIP points in easy to understand language. Focus areas are highlighted on faculty and leadership team meeting agendas to keep key goals at the forefront of all stakeholders' sight.

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)).

Galaxy Middle School builds postive relationships with parents, families and community stakeholders through engaging activites 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 performances, Parent Technology Night, Science Lock-in and end of the year awards ceremonies. These events foster colbroation, support student success and provide opportunities for parents to stay infomred about their child'sprogress. Galaxy also shares regular updates through parent conferences, electronic messages, and progress reports to keep families connected to our mission. Our Parent 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)).

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. Teachers receive coaching and support and participate in data chats in PLC and with students. Professional Learning Communities participated in half day sessions for subject area data discussions and curriculum reviews to ensure high quality instruction. This year, Galaxy is introducing a new Cambridge Program and Health Science course. 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)).

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)).

Galaxy ensures students develop skills outside academics to support programs. Each grade benefits from a dedicated counselor providing tailored guidance to students. 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 intervention teachers supports 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)).

Galaxy Middle School prepares students for post-secondary workforce opportunities through targeted elective courses including Health Science, Culinary Arts, Science Olympiad, and Career and Technical Education. These courses build practical skills and career awareness exposing students to fields like health care, hospitality, and STEM. Galaxy newest Cambridge program prepares students for advanced high school programs that will essentially prepare them for college.

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)).

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, a 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)).

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 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)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, 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. We evaluate the effectiveness of paraprofessionals and co-teachers in supporting differentiated instruction in core subjects like math and reading. Counselors are available for social emotional support. School Advisory Council provides stakeholder input to ensure resources aligned with student needs. Adjustments are made based on these reviews to optimize tutoring and acceleration programs and counseling services ensuring targeted support for academic and behavioral growth

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).

After each district and state assessment, the administrative team evaluates student data and determines student growth as well as areas of need. Based on the 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 intruction in core subjects such as math and ELA. We develop plans of action that are monitored for progress and achievement. Adjustments are made based on this analysis to optimize instructional practices, tutoring, acceleration programs, and cousneling services ensuring targeted support for academic and behavioral growth.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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