

# Polo Park Middle School



# 2016-17 Schoolwide Improvement Plan

## Polo Park Middle School

11901 LAKE WORTH RD, Wellington, FL 33449

<https://ppms.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Polo Park Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Polo Park Middle School is committed to empowering students to attain their maximum potential through partnering with parents and the community, fostering the knowledge, understanding, and skills necessary for students to become productive, literate citizens.

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

Polo Park Middle School is committed to empowering students to become productive and responsible citizens with the skills needed to succeed in a diverse and global society. Students will become responsible, independent, and life-long learners.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Polo Park Middle School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

Declaration of Independence  
Constitution of the United States and the Bill of Rights  
Federalist papers: Republican form of government  
Flag education  
Civil government: functions and interrelationships  
History of the United States  
Principles of Agriculture  
Effects of alcohol and narcotics  
Kindness to animals  
Florida history  
Conservation of natural resources  
Health education  
Free enterprise  
Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Polo Park utilizes a variety of methods that faculty members used in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. Announcements are made celebrating the success of famous Americans and events which help shape history. Teachers participate in discussing climate guidelines

along with their behavioral expectations; embed cultural activities within curriculum and daily course work (e.g. reading selections, writing prompts); provide professional development to staff on increasing positive interactions with students; utilize School-wide positive behavior support program. Our staff meets with families during our breakfast informational meetings held twice a year.

Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Brainstorm with faculty members methods we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

**b. Describe how the school creates an environment where students feel safe and respected before, during and after school.**

Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community.

Develop and implement a differentiated system of school counseling services with dedicated time for the social-emotional curriculum, supplemental (data driven small group counseling ) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school -based and community resources. Provide workshops and information to students and parents about Choice options for high school:

Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school.

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies. Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors; Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. Polo Park uses a people first language. All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school. All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities. Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels. Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

Our school integrates Single School Culture by sharing our Universal Guideline for Success, following our Behavioral Matrix and teaching expected behavior. Communicating with parents and monitoring our SwPBS are critical to the school's success. We update our action plans during faculty meetings and team meetings. Additionally, we instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS. We actively promote our "Student of the Month" and "Athlete of the Month" programs, provide weekly recognition to students



observed following our SwPBS matrix through "PRIDE" awards, and are implementing the "Character Counts" program.

Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs such as PRIDE tickets.

Teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend weekly collegial planning providing opportunities for teachers to collaborate thereby developing more rigorous lessons. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data, and planning specific next steps to further student growth.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Operational school based team that meets twice monthly to discuss students with barriers to academic and social success;

Mentors are assigned to students identified with SEL concerns;

Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.

Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care-Giving Youth, etc);

Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to : (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

Engage with identified staff (i.e.school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Utilize data systems to identify students who have attendance, behavioral or academic concerns; create data decision rules for number of absences of OSS before referral generated to SBT; ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules; utilize the Student Development Plan Data Driven Practices to access the needs of the students and the barriers blocking their success.

**b. Provide the following data related to the school's early warning system**

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



Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	6	8	12	0	0	0	0	26	
One or more suspensions	0	0	0	0	0	0	23	29	18	0	0	0	0	70	
Course failure in ELA or Math	0	0	0	0	0	0	28	37	38	0	0	0	0	103	
Level 1 on statewide assessment	0	0	0	0	0	0	36	36	42	0	0	0	0	114	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	10	15	17	0	0	0	0	42	

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Continue the use of multi-disciplinary teams to problem solve and create action plans; utilizing a variety of reading programs based on student need (Read 180, Reading Plus, System 44); conduct planned discussions, goal setting and failure analysis with selected students; review notification procedures for parents, agency and community outreach; develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources.

Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap. Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution-focused counseling (individual and/or group), parent collaboration/education.

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**

In addition to our extracurricular activities involving sports, band, and the arts, Polo Park will increase the number of activities that focus on academics and are open to our parents and other stakeholders. For the 2016-2017 school year, Polo Park will host a "Night of Science." Feeder school parents will be invited to attend. In addition, Polo Park will host several informational forums for parents, where experts will provide information and answer questions on topics such as safe use of social media sites and opportunities for students to enroll in advanced and higher-level courses. Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data. BPIE assessment results, the School Improvement Plan

(SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually. Polo Park uses Edline for daily academic communication with parents. Teachers e-mail and call parents with academic concerns. Our mission and vision is clearly stated in our newsletters and on our website.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Our leadership team builds and sustains partnerships with the local community and businesses through ongoing relationships from selling advertising space in the school newsletter, by writing grants specifically designed to support the student academic needs of the lowest twenty-five percent in reading and math and additional partnerships are developed through rental of the facility on the weeknights and weekends through I9-sports. Our partnerships with vendors during special events continue to facilitate academic support and student achievement through The Night of Science. Polo Park partners with the following businesses and institutions for increasing student achievement:

Scripps biotech and medical research lab through the Polo Park Career Fair.

Palm Beach County Equestrian Center through their International Polo Festival.

Lion Country Safari with the Polo Park Giraffe Cam live feed.

### C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

#### 1. School Leadership Team

##### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Clark, Ann	Principal
Matz, Larry	Assistant Principal
Einhorn, Stacey	Teacher, K-12
Kauker, Fallon	Assistant Principal
Michaels, John	Other
Kolnick, Tara	Psychologist
Moore, Dale	Teacher, K-12
Shirey, Hope	Teacher, K-12
Corsentino, Craig	Teacher, K-12
Beach, Sheryl	Teacher, K-12
Ajusma, Caleine	School Counselor
Iovine, Laura	School Counselor

##### b. Duties

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

The school-based MTSS leadership team will be comprised of the principal, assistant principals, guidance counselors, RTI facilitator, school psychologist, teachers, SBT leader, nurse, school police officer, SLP, and will include parents as needed. The team will meet and discuss intervention

implementation, monitoring of specific targeted students and make recommendations for any changes that are deemed necessary.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The school-based MTSS leadership team will meet twice monthly to address academic referrals and monitor the progress of students in various tiers. The MTSS leadership team works cooperatively with the ESE department to utilize appropriate staff and resources.

The MTSS/RTI problem solving team will review and select specific Research Based Interventions for student specific classroom implementation. The MTSS/RTI team will then assess on-site resources available for implementation of the selected interventions, provide training for teachers, staff, and administrators and will monitor the implementation of the interventions. Assessing the academic progress of targeted students (the lowest 25%) is also a goal of the MTSS/RTI process.

Our school integrates Single School Culture by sharing our Universal Guideline for Success, following our Behavioral Matrix and teaching expected behavior. Communicating with parents and monitoring our SwPBS are critical to the school's success. We update our action plans during faculty meetings and team meetings. Additionally, we instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS. This year we will continue our "Student of the Month" and "Athlete of the Month" program and are re-implementing "Character Counts."

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Ann Clark	Principal
Roy Bernstein	Teacher
Leslie Strubbe	Parent
Tammi Shnider	Parent
Christina Wold	Parent
Matt Besman	Teacher
Sheryl Beach	Teacher
Craig Corsentino	Teacher
Bertha Richie	Education Support Employee
Amy Roberts	Business/Community
Jenny Levin	Parent

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

**a. Evaluation of last year's school improvement plan**

Members of the SAC reviewed last year's school improvement plan, discussed ways in which individual goals and strategies impacted student learning and learning gains, and made recommendations for changes based on the students' academic achievement from SY16.

**b. Development of this school improvement plan**

Members of the SAC review the school improvement plan and make suggestions regarding possible changes. Data trends from diagnostic assessments, FSA scores, and End-of-Course (EOC) exams are reviewed and discussed. Additionally, the SAC allocates School Improvement funds to assist projects that support strategies in the school improvement plan.

**c. Preparation of the school's annual budget and plan**

The Principal will discuss the school's budget with the SAC which will review the school's budget plan and make recommendations to the Principal based on student achievement data and the goals and strategies outlined in the School Improvement Plan.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

At the start of SY16, there is \$250 for this budget line-item. Last year there was \$3,000.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

**a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.**

Principals may access NEW EDW Compliance of School Advisory Membership-RXOOA0521 Report to verify compliance. If the report indicates that the school is not in compliance, it is necessary to describe the measures being implemented to meet SAC requirements.

**3. Literacy Leadership Team (LLT)****a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Shirey, Hope	Teacher, K-12
Clark, Ann	Principal
Einhorn, Stacey	Teacher, K-12
Kauker, Fallon	Assistant Principal
Matz, Larry	Assistant Principal
Beach, Sheryl	Teacher, K-12
Bernstein, Nora	Teacher, K-12

**b. Duties****1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

High-interest reading materials will be made available to students at all reading levels in all subject areas. All teachers will be trained in utilizing a blended approach to implementing the Florida

standards. Additionally, LLT will assist teachers in having their students write across all curriculum areas and implement Close Reading.

Incentives and recognition will be provided to encourage lower-level students to read more and to read more challenging materials. Participation in state-led literacy week includes contests and incentives.

A school-wide Reading Counts initiative will be implemented, with a variety of student-targeted incentives that will challenge all students to read more and to read more challenging materials.

## **D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by content areas. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

### **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.

All new staff paired with a mentor/veteran teacher. (Persons responsible: All Staff)

Regular meetings with new staff, administration, ESP Contact, mentor, and B-TAP teachers. (Persons responsible: All Staff)

School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

Scheduled observations and conferences will occur as part of our Educator Support Program (administrators)

Establish and maintain relationships with colleges and officials in the field of education to promote the District.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Beginning teachers and experienced teachers new to the school will receive mentoring from highly qualified veteran teachers throughout the year. The teachers will also have monthly mentoring meetings to help them with any issues that may come up. Veteran mentor teacher pairings will be assigned based on same-grade-level and same-subject-area teaching assignments when possible.

Teachers will be provided highly effective professional development to attend by the principal and district staff. The professional development experiences selected will assist teachers in filling any gaps that may exist in teacher experiences. These areas of need may include utilizing EDW, understanding subject-area benchmarks, and implementing effective behavior management strategies.

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

Polo Park uses the instructional programs and materials that are adopted and supported by the District and that are aligned to the Florida Standards. For supplemental programs, Polo Park uses tutorials to assist students meet the requirements of Math and Reading standards through Highly Qualified instructional staff. Polo Park creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### b. Instructional Strategies

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Polo Park ensures every teacher contributes to literacy improvement of every student by:  
Holding meetings on a regular basis to make decisions about literacy instruction in the school.  
Analyzing student data and comparing it to expectations found in the Language Arts Florida Standards (LAFS)

Utilizing a balanced literacy approach in reading classrooms that includes whole group, small group and one-on-one instruction based on student needs.

Strategic Instructional Model is used in Learning Strategy classrooms Integrating accommodations into Lesson Plans and implement a Universal Design for Learning;

Providing instruction aligned with the Language Arts Florida Standards for their grade level

Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)

Administering assessments which measure instructed standards

Monitoring progress at the class and grade level during Learning Team Meetings

Conducting data chats with students

Creating units of study based on current data

Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)



**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Before School Program

**Minutes added to school year:** 4,980

A before-school student remediation program has been implemented to provide tutoring, homework assistance, and extension activities for Reading, Mathematics, Language Arts, Science, and Social Studies, as a supplement to students' regular classroom instruction.

- 4,980 minutes added to the school year (30 minutes/day × 166 school days – program starts 3rd week of school)

**Strategy Rationale**

The rationale for this strategy is related to time on task. The additional time spent on meeting the academic needs through the tutorials has facilitated higher student achievement and gain scores.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Matz, Larry, larry.matz@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student data from subject-area diagnostic testing, FSA testing, reading and fluency probes, teacher gradebooks, and individual student work samples will be used to evaluate the effectiveness of this strategy.



**Strategy: Weekend Program**

**Minutes added to school year: 1,080**

A remedial instruction program for students who are not projected to score proficiently on their subject-area tests will be implemented on six Saturdays prior to this year's FSA. This program will target Florida State Standard Benchmarks where subject-area diagnostic testing has shown students are in need of remediation.

- 1,080 minutes added to the school year (180 minutes/day × 6 Saturday meeting days)

**Strategy Rationale**

Students who are struggling with understanding the standards aligned with the Florida State Benchmarks are afforded remediation through morning and after-care programs.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Clark, Ann, ann.clark@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student data from subject-area testing will be used to evaluate the effectiveness of this strategy.

**Strategy: After School Program**

**Minutes added to school year: 1,500**

Mathematics, Language Arts and Social Studies Academic Games clubs will be formed, and each will meet after school for a minimum of 20 sessions. SECME, Technology Club and a variety of other enrichment clubs meet montly.

**Strategy Rationale**

The rationale for this strategy is related to time on task. The additional time spent on meeting the academic needs through the tutorials has facilitated higher student achievement and gain scores. Additional emphasis on higher order thinking and questioning developed through Academic Games, SECME, and Technology Club increases academic achievement and performance.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Clark, Ann, ann.clark@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Rosters from specific clubs and activities are kept and reviewed.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

#### **1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Guidance counselors and administrators meet with incoming 6th graders at the end of each year. Students who are transitioning to high school meet with guidance counselors from the high schools and Polo Park guidance counselors to pick classes for the following year. A 6th grade Polo Prep program is offered in August for incoming 6th graders to help ease the transition to middle school.

### b. College and Career Readiness

#### **1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Course selection forms provide a description of courses offered. Guidance counselors meet with all students to discuss educational options. Meetings are set up with area high schools to provide incoming 9th graders with course options and graduation requirements.

#### **2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

School is more relevant when students pick courses based on their interests, goals, and talents. Students are offered a variety of high school level courses and elective courses to peak their interests. New high-interest electives have been added to the course selection guide.

#### **3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

Students and parents are encouraged to attend feeder high school meetings that discuss secondary and post-secondary options.

#### **4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

School Based Team reviews data and provides assistance to specific students as needed. Counselors conduct classroom, group and individual counseling sessions with students.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

## 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we increase school partnerships with the community and stakeholders for SY2017 then 90 percent of our students will show increases in attendance and meet High School Readiness projection of 90% for SY2021.
- G2.** If we implement a Pre-IT Academy then 90 percent of our 8th grade students will participate in Accelerated Programs for SY2017 and meet High School Readiness goal of 90% by SY2021.
- G3.** If we increase student academic rigor through the use of technology then in SY2017, Polo Park students will score at or above the 90th percentile in reading as compared with the district and 8th grade students will meet High School Readiness goal for SY2021.
- G4.** If we utilize writing feedback strategies for students then in SY2017, Polo Park students will score in the 90th percentile on the FSA Writing test.
- G5.** If we increase academic rigor through the use of enhanced curriculum then in SY2017, Polo Park students will score at or above the 90th percentile on the FSA Mathematics test as compared to the district.
- G6.** If we increase the use of supplemental resources and technologically enhanced lessons then in SY2017, 73% of Polo Park students will score at or above Level 3 on the SY2017 FCAT Science test.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** If we increase school partnerships with the community and stakeholders for SY2017 then 90 percent of our students will show increases in attendance and meet High School Readiness projection of 90% for SY2021. 1a

G083821

### Targets Supported 1b

Indicator	Annual Target
High School Readiness	90.0

### Targeted Barriers to Achieving the Goal 3

- Limited involvement with the community and stakeholders minimized student participation in academic opportunities.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Community member participation, High School professional learning team support, Community Business support.

### Plan to Monitor Progress Toward G1. 8

Tracking throughout the partnership will show an increase in student attendance.

#### Person Responsible

Laura Iovine

#### Schedule

On 10/14/2016

#### Evidence of Completion

Attendance records will be used to track the goal.

**G2.** If we implement a Pre-IT Academy then 90 percent of our 8th grade students will participate in Accelerated Programs for SY2017 and meet High School Readiness goal of 90% by SY2021. 1a

G083822

### Targets Supported 1b

Indicator	Annual Target
Middle School Acceleration	90.0

### Targeted Barriers to Achieving the Goal 3

- Low number of students in acceleration programs.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Create more sections in our Pre-IT courses; Emerging Technology in Business (#8207010), Exploring Information Technology Careers (#9009350)

### Plan to Monitor Progress Toward G2. 8

Students with FSA scores of 3 or higher will be scheduled for courses offering advanced credit.

#### Person Responsible

Fallon Kauker

#### Schedule

Weekly, from 6/3/2016 to 6/2/2017

#### Evidence of Completion

Student schedules who have an FSA score of 3 or higher are enrolled in accelerated courses.

**G3.** If we increase student academic rigor through the use of technology then in SY2017, Polo Park students will score at or above the 90th percentile in reading as compared with the district and 8th grade students will meet High School Readiness goal for SY2021. 1a

G083823

### Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	90.0

### Targeted Barriers to Achieving the Goal 3

- Students performing below proficiency on the FSA have a reading deficiency or need more rigorous instruction.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Scholastic Reading Inventory scores
- Winter Diagnostic Reading Scores
- Reading Plus program
- Read 180
- System 44

### Plan to Monitor Progress Toward G3. 8

Check student performance on Common Assessments and Winter diagnostic assessments, Insight Benchmarks Assessment, SRI scores, and teacher-created assessments utilizing item specs.

#### Person Responsible

Larry Matz

#### Schedule

Quarterly, from 10/24/2016 to 5/26/2017

#### Evidence of Completion

Assessment scores from EDW and teachers' assessment scores in Performance Matters.



**G4.** If we utilize writing feedback strategies for students then in SY2017, Polo Park students will score in the 90th percentile on the FSA Writing test. 1a

G083824

### Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	90.0

### Targeted Barriers to Achieving the Goal 3

- Many Polo Park students do not possess adequate skill in the writing process to perform adequately on the FSA Writing test.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Data from Performance Based Writing assessments
- District-provided writing activities posted on Blender.

### Plan to Monitor Progress Toward G4. 8

Writing assessment scores.

#### Person Responsible

Fallon Kauker

#### Schedule

Monthly, from 9/6/2016 to 5/26/2017

#### Evidence of Completion

Writing assessment results.

**G5.** If we increase academic rigor through the use of enhanced curriculum then in SY2017, Polo Park students will score at or above the 90th percentile on the FSA Mathematics test as compared to the district.

1a

G083825

**Targets Supported** 1b

Indicator	Annual Target
Math Achievement District Assessment	90.0

**Targeted Barriers to Achieving the Goal** 3

- Students performing below proficiency on the FSA Mathematics test do not possess the math skills necessary to score at or above proficiency on the FSA Mathematics test.
- There is a lack of current funding for remediation materials.
- The “Scope and Sequence” timelines for Mathematics courses leave little time for identification and remediation of skills or benchmarks.
- Lack of rigor

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- District-provided instructional resources available on Blender, including focus lessons, comprehension checks, and diagnostics.
- Mathematics diagnostic test data from common assessments, FSQ's and USA's

**Plan to Monitor Progress Toward G5.** 8

Diagnostic and common assessments will be monitored for increasing performance on benchmarks.

**Person Responsible**

Larry Matz

**Schedule**

Biweekly, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

Assessment scores and graphs will show increasing performance on targeted benchmarks.

**G6.** If we increase the use of supplemental resources and technologically enhanced lessons then in SY2017, 73% of Polo Park students will score at or above Level 3 on the SY2017 FCAT Science test. 1a

G083826

**Targets Supported** 1b

Indicator	Annual Target
Science Achievement District Assessment	73.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of rigor
- Science scope and sequence provides instruction in discrete topics, providing little time for identification and review of content areas where students need remediation.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Instructional resources available on Blender
- Science Diagnostic test data

**Plan to Monitor Progress Toward G6.** 8

Fall and Winter diagnostic assessments, teacher-created assessments utilizing test item specs.

**Person Responsible**

Ann Clark

**Schedule**

Biweekly, from 10/5/2016 to 5/26/2017

**Evidence of Completion**

Reports from EDW, and teacher results from classroom assessments.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we increase school partnerships with the community and stakeholders for SY2017 then 90 percent of our students will show increases in attendance and meet High School Readiness projection of 90% for SY2021.

**1**

 G083821

**G1.B1** Limited involvement with the community and stakeholders minimized student participation in academic opportunities. **2**

 B222706

**G1.B1.S1** Business participation in Career Fair encourages student planning and goal setting for academic achievement. **4**

 S234980

### Strategy Rationale

Students can meet business leaders and discuss possible academic paths necessary to achieve their goals will increase student participation and attendance.

### Action Step 1 **5**

Invite business partners to participate in a Career Fair.

#### Person Responsible

Larry Matz

#### Schedule

On 9/29/2016

#### Evidence of Completion

Career Fair scheduled on the calendar for September 29th.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Student portfolios and surveys will be evaluated.

**Person Responsible**

Laura Iovine

**Schedule**

On 9/29/2016

***Evidence of Completion***

Student portfolios and surveys.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Students write a reflection paper on their experience.

**Person Responsible**

Craig Corsentino

**Schedule**

On 10/14/2016

***Evidence of Completion***

Reflection papers will be graded by the Civics teachers.

**G1.B1.S2** Create partnerships with area high schools to increase student involvement in cognitively complex tasks through shared academic projects. 4

 S234981

### Strategy Rationale

Students who are mentored and work with higher complexity projects will increase academic achievement and increase attendance.

### Action Step 1 5

Academic projects with Palm Beach Central HS, Royal Palm Beach HS and Wellington HS will be planned and implemented through our science and STEM department.

#### Person Responsible

Dale Moore

#### Schedule

Monthly, from 10/13/2016 to 5/27/2017

#### Evidence of Completion

Project planning and implementation will result in student artifacts showing increased understanding and proficiency in Science and complex cognitive processes.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Partnership projects implemented and completed through staff oversight.

#### Person Responsible

Dale Moore

#### Schedule

Monthly, from 10/13/2016 to 5/26/2017

#### Evidence of Completion

Project artifacts completed by students

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Student participation in the partnership will be reflected in an increase of attendance in 8th grade courses.

**Person Responsible**

Laura Iovine

**Schedule**

Monthly, from 10/13/2016 to 6/2/2017

**Evidence of Completion**

Gradequick attendance reports from 8th grade courses show an increased attendance rate.

**G1.B1.S3** Develop a partnership with Barnes and Noble to plan and implement a literacy night at Barnes and Noble to increase student appreciation for reading. 4

 S234982

**Strategy Rationale**

Increasing the opportunities for students to read materials of interest to them has the potential of increasing student reading proficiency through more time on task.

**Action Step 1** 5

Coordinate with Barnes and Noble to partner with them as host to Polo Park for a literacy night focus.

**Person Responsible**

Nora Bernstein

**Schedule**

On 2/28/2017

**Evidence of Completion**

Literacy night is scheduled with Barnes and Noble.



**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Staff and student participation at Barnes and Noble will be recorded.

**Person Responsible**

Nora Bernstein

**Schedule**

On 2/28/2017

***Evidence of Completion***

Sign-in sheets will be used.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Attendance increase in the 8th grade classes during the event will show effectiveness of the partnership.

**Person Responsible**

Laura Iovine

**Schedule**

On 2/28/2017

***Evidence of Completion***

Gradequick attendance records will be used to monitor effectiveness of the strategy.

**G1.B1.S4** Continuing partnership with the Annual Equestrian event will showcase student skills. 4

 S234983

### **Strategy Rationale**

Student preparation for showcasing students skills increases student proficiency and attendance.

### **Action Step 1** 5

Students will participate in presentations at the Equestrian Event for the Arts

#### **Person Responsible**

Caleine Ajusma

#### **Schedule**

On 5/26/2017

#### ***Evidence of Completion***

Student sign-in

### **Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Student artifacts and presentations will be displayed or directed during the event

#### **Person Responsible**

Caleine Ajusma

#### **Schedule**

On 5/26/2017

#### ***Evidence of Completion***

The Art department will create items for presentation. The Band department will practice and direct their presentation at the Equestrian Event.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Student participation in the partnership will be reflected in an increase of attendance in 8th grade courses.

**Person Responsible**

Laura Iovine

**Schedule**

On 6/2/2017

**Evidence of Completion**

Gradequick attendance records will be used to monitor effectiveness of the strategy.

**G1.B1.S5** Develop partnership with the Palm Beach Science Museum for participation in the Family Night of Science at Polo Park MS including school wide student display of science projects. 4

 S234984

**Strategy Rationale**

Partnership with the Palm Beach Science Museum encourages parents and students to participate. Student science projects on display for Family Night of Science encourages increased attendance and high achievement in science.

**Action Step 1** 5

The Palm Beach Science Museum will participate in the Night of Science at Polo Park Middle School.

**Person Responsible**

Dale Moore

**Schedule**

On 5/26/2017

**Evidence of Completion**

The Palm Beach Science Museum will perform their Science presentation during the Night of Science.

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

The science department will contact and coordinate the Night of Science with Palm Beach Science Museum.

**Person Responsible**

Dale Moore

**Schedule**

On 5/26/2017

***Evidence of Completion***

The Palm Beach Science Museum artifacts will be used during the Night of Science.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5** 7

Student participation in the partnership will be reflected in an increase of attendance in 8th grade courses.

**Person Responsible**

**Schedule**

On 11/30/2016

***Evidence of Completion***

Gradequick records will be used to monitor the effectiveness of the strategy.

**G2.** If we implement a Pre-IT Academy then 90 percent of our 8th grade students will participate in Accelerated Programs for SY2017 and meet High School Readiness goal of 90% by SY2021. 1

G083822

**G2.B1** Low number of students in acceleration programs. 2

B222707

**G2.B1.S1** If we increase the number of courses for students to engage in Industry Certification Exams through the Pre-IT Choice Academy then in SY2017, Polo Park will continue to exceed the 90th percentile of students who pass the Industry Certification Exams. 4

S234985

### Strategy Rationale

7th grade Polo Park students will score at or above the 75th percentile in students taking and passing Industry SDA Certification Exams.

8th grade Polo Park students will score at or above the 90th percentile in students taking and passing Industry IBA Certification Exams

### Action Step 1 5

Design the master board to reflect additional courses in Pre-IT

#### Person Responsible

Larry Matz

#### Schedule

On 6/2/2017

#### Evidence of Completion

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Master board reviewed and positions allocated for the planned courses.

#### Person Responsible

Ann Clark

#### Schedule

On 6/2/2017

#### Evidence of Completion

Master scheduled reflects the implementation of the course.

## Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Course offerings provided will show an increased number of students enrolled in courses offering industry certification exams.

### Person Responsible

Fallon Kauker

### Schedule

Weekly, from 6/3/2016 to 6/2/2017

### Evidence of Completion

Teacher loads will be used to track the number of students participating in courses offering industry certification.

**G2.B1.S2** If we increase the number of courses for students to engage in Industry Certification Exams through the Pre-IT Choice Academy then in SY2017, Polo Park will exceed the 90th percentile of students who participate in accelerated programs. 4

 S234986

### Strategy Rationale

More courses available for students to choose from which are accelerated and of interest to students will increase student participation in accelerated programs.

## Action Step 1 5

Develop the master board to reflect additional courses which require industry certification.

### Person Responsible

Larry Matz

### Schedule

On 6/2/2017

### Evidence of Completion

Master schedule will reflect the courses planned for implementation.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Planned courses will be allocated staffing in budget.

**Person Responsible**

Ann Clark

**Schedule**

On 6/2/2017

***Evidence of Completion***

Master schedule will reflect new course and teacher position.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Course selection cards and FSA scores will be used to place students in appropriate accelerated courses.

**Person Responsible**

Larry Matz

**Schedule**

Monthly, from 6/3/2016 to 6/2/2017

***Evidence of Completion***

Teacher load report will reflect an increased number of students taking accelerated courses.



**G2.B1.S3** If we increase the number of courses for students to engage in Industry Certification Exams through the Pre-IT Choice Academy then in SY2017, Polo Park will exceed the 90th percentile of students who participate in taking advanced exams. 4

 S234987

### **Strategy Rationale**

The more students in courses with advanced exams will increase the participation rate.

### **Action Step 1** 5

Master board will reflect additional courses which require students taking advanced exams.

#### **Person Responsible**

Larry Matz

#### **Schedule**

On 6/2/2017

#### ***Evidence of Completion***

Courses scheduled and placed on student course selection cards.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Course selection cards will be created with the additional courses for student choices.

#### **Person Responsible**

Larry Matz

#### **Schedule**

On 6/2/2017

#### ***Evidence of Completion***

Student choices for courses will be used to schedule classes.

## Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Courses will be filled based on student choices and FSA scores.

### Person Responsible

Larry Matz

### Schedule

Weekly, from 6/3/2016 to 6/2/2017

### Evidence of Completion

Student schedules will reflect increase number of students in classes requiring advanced exams.

**G2.B1.S4** If we increase student participation in accelerated programs through the Pre-IT Choice Academy then in SY2017, Polo Park students will exceed the 90th percentile for High School Readiness.

4

 S234988

### Strategy Rationale

The high school readiness requirement is directly correlated to student participation in accelerated programs therefore more options for student participation will increase the accelerated program rate.

## Action Step 1 5

Offering Pre-IT courses will increase student participation in accelerated programs.

### Person Responsible

Larry Matz

### Schedule

On 6/2/2017

### Evidence of Completion

Courses will be scheduled in the master board and funded through teacher allocation budget.

**Plan to Monitor Fidelity of Implementation of G2.B1.S4** 6

Pre-IT courses scheduled and budgeted.

**Person Responsible**

Ann Clark

**Schedule**

On 6/2/2017

**Evidence of Completion**

Master board will reflect the new course offerings.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4** 7

Increase number of students will enroll in accelerated programs.

**Person Responsible**

Fallon Kauker

**Schedule**

Weekly, from 6/3/2016 to 6/2/2017

**Evidence of Completion**

Student schedules reflect increased participation in accelerated programs.

**G3.** If we increase student academic rigor through the use of technology then in SY2017, Polo Park students will score at or above the 90th percentile in reading as compared with the district and 8th grade students will meet High School Readiness goal for SY2021. 1

G083823

**G3.B1** Students performing below proficiency on the FSA have a reading deficiency or need more rigorous instruction. 2

B222708

**G3.B1.S1** Create before school, after school, and weekend tutorial programs, and encourage student participation in these programs. 4

S234989

### Strategy Rationale

Tutorial programs are an effective method of increasing student proficiency through remediation of affected standards.

### Action Step 1 5

Create before school, after school, and weekend tutorial programs, and encourage student participation in these programs.

#### Person Responsible

Larry Matz

#### Schedule

Daily, from 9/6/2016 to 5/26/2017

#### Evidence of Completion

Attendance logs will show that the targeted programs have been created, and that students are participating in these programs.

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor attendance logs of the targeted programs.

#### Person Responsible

Fallon Kauker

#### Schedule

Monthly, from 9/6/2016 to 5/19/2017

#### Evidence of Completion

Attendance logs of the targeted programs will show that the programs have been created, and that students are participating in them.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Monitor student performance on the SY2016 reading diagnostic tests and common assessments.

**Person Responsible**

Fallon Kauker

**Schedule**

Monthly, from 9/19/2016 to 5/26/2017

***Evidence of Completion***

EDW and Performance Matters reports following diagnostic and common assessments.

**G3.B1.S2** All teachers will identify students performing in the lowest 25% of each class on the Reading diagnostic and FSA tests, and provide these students with additional assistance designed to increase their reading skill. 4

 S234990

### Strategy Rationale

Student proficiency is increased when student reading effectiveness increases. Targeting students with low reading skills in all areas increases student reading ability.

### Action Step 1 5

Teachers will create and maintain a list of students performing in the lowest 25% of each class on the most recent Reading diagnostic and FSA tests, along with a list of strategies that have been shown to increase students' reading ability.

#### Person Responsible

Fallon Kauker

#### Schedule

Semiannually, from 9/6/2016 to 5/26/2017

#### Evidence of Completion

Teachers will have lists of targeted students, along with a list of strategies that have been shown to increase students' reading ability.

### Action Step 2 5

Language Arts and Reading Teachers will use Goals and Scales aligned to the Florida Standards and monitor student proficiency through common assessments, exit strategies, individual student tracking.

#### Person Responsible

Ann Clark

#### Schedule

On 5/26/2017

#### Evidence of Completion

Goals and Scales will be posted in the classroom and students will have the process and evidence of individualized student tracking.

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Monitor that teachers maintain a list of targeted students, along with a list of strategies that have been shown to increase students' reading ability.

**Person Responsible**

Fallon Kauker

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Teachers will have lists of targeted students, along with a list of strategies that have been shown to increase students' reading ability.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Check student performance on the SY2017 Reading Diagnostic tests.

**Person Responsible**

Fallon Kauker

**Schedule**

Semiannually, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

An increased number of students enrolled in the targeted tutorial programs will score at or above a Level 3 in reading on the SY2017 Reading Diagnostic test.

**G3.B1.S3** Polo Park will continue to promote a school wide Reading Counts initiative. 4

 S234991

### **Strategy Rationale**

Reading counts is a researched based program designed to increase student reading proficiency.

### **Action Step 1** 5

Check that Reading Counts program materials are accessible by students.

#### **Person Responsible**

Ann Clark

#### **Schedule**

On 5/26/2017

#### ***Evidence of Completion***

Students and Reading Counts administrators can access materials necessary for program implementation and program use.

### **Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Monitor students' Reading Counts records for frequency of use.

#### **Person Responsible**

Larry Matz

#### **Schedule**

Quarterly, from 9/6/2016 to 5/26/2017

#### ***Evidence of Completion***

Students' average daily participation in the Reading Counts program will increase each month.



## Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Check student performance on the SY2017 Reading Diagnostic and the SY2017 FSA Reading tests.

### Person Responsible

Ann Clark

### Schedule

Quarterly, from 9/6/2016 to 5/26/2017

### Evidence of Completion

An increased number of students who participated in the Reading Counts Initiative will score at or above a Level 3 in Reading on the SY2017 Reading Diagnostic and the SY2017 FSA Reading tests.

**G3.B1.S4** Support facilitation teachers will meet with regular education teachers on common planning during scheduled meetings to review data, brainstorm possible interventions, track student progress and develop re-teach lessons for remediation. 4

 S234992

### Strategy Rationale

Teamwork in instructional planning, teaching, coupled with monitoring individual student progress and re-teaching concepts increases student proficiency.

## Action Step 1 5

Calendar of meetings between support facilitators and regular education teachers created by subject area.

### Person Responsible

Larry Matz

### Schedule

Monthly, from 9/6/2016 to 5/26/2017

### Evidence of Completion

Data forms and reteach plans

**Plan to Monitor Fidelity of Implementation of G3.B1.S4** 6

Department meetings are attended by administrators.

**Person Responsible**

Ann Clark

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Data forms and assessments are collected.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S4** 7

Data forms will reflect re-teach strategies and students in need of additional support

**Person Responsible**

Larry Matz

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Data forms will be collected

**G3.B1.S5** Teachers will be trained in teaching reading in their content areas (Math, Science, SS) through district provided Content Literacy Strategies training. 4

S234993

### Strategy Rationale

Increasing capacity of teachers impacts student academic achievement and proficiency at all levels.

### Action Step 1 5

Teachers will sign up to participate in the Content Literacy Strategy training provided by the district.

#### Person Responsible

Ann Clark

#### Schedule

On 8/17/2016

#### Evidence of Completion

### Plan to Monitor Fidelity of Implementation of G3.B1.S5 6

Teachers will apply the Content Literacy Strategies in their classrooms.

#### Person Responsible

Ann Clark

#### Schedule

Monthly, from 9/6/2016 to 5/26/2017

#### Evidence of Completion

Classroom observations and lesson plans

## Plan to Monitor Effectiveness of Implementation of G3.B1.S5 7

Common assessments in reading will be evaluated for student proficiency.

### Person Responsible

Ann Clark

### Schedule

Monthly, from 9/6/2016 to 5/26/2017

### Evidence of Completion

Data strategy form will be completed by teachers after reviewing data from common assessments and record their plan of instruction or remediation to increase student proficiency in the targeted standards.

**G4.** If we utilize writing feedback strategies for students then in SY2017, Polo Park students will score in the 90th percentile on the FSA Writing test. 1

 G083824

**G4.B1** Many Polo Park students do not possess adequate skill in the writing process to perform adequately on the FSA Writing test. 2

 B222709

**G4.B1.S1** Feedback will be provided for each student at the conclusion of the required Writing assessments to identify students' strengths and weaknesses in writing. 4

 S234994

### Strategy Rationale

Student feedback is crucial for developing individual student writing ability and increasing proficiency.

## Action Step 1 5

All language arts teachers will receive feedback training for scoring the performance based writing assessments.

### Person Responsible

Fallon Kauker

### Schedule

Monthly, from 9/6/2016 to 5/26/2017

### Evidence of Completion

Accurately scored writing samples with corrective feedback provided to students.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Monitor the use of feedback for students' writing samples.

**Person Responsible**

Ann Clark

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Students' writing samples with written corrective feedback from the teachers.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Teachers will evaluate student performance on the writing assessments and address individual needs with students

**Person Responsible**

Ann Clark

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Student writing proficiency will increase throughout the year.

**G4.B1.S2** Fundamental writing strategies will be reviewed and practiced in core academic courses and electives to reinforce students' writing skills in all curriculums areas. 4

 S234995

### Strategy Rationale

Cross curricular writing strengthens student writing proficiency.

### Action Step 1 5

Fundamental writing strategies will be reviewed and practiced in all core academic and elective classes, to reinforce students' writing skills in all curriculums areas.

#### Person Responsible

Fallon Kauker

#### Schedule

Monthly, from 9/6/2016 to 5/26/2017

#### Evidence of Completion

The number of students who score at or above proficiency on the writing assessments will increase throughout the school year.

### Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Monitor student work samples from all core academic and all elective classes.

#### Person Responsible

Ann Clark

#### Schedule

Monthly, from 9/6/2016 to 5/26/2017

#### Evidence of Completion

Student work samples will demonstrate students' use of targeted writing strategies.

## Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Monitor student performance on the SY2017 writing assessments and the SY2017 FSA writing test.

### Person Responsible

Larry Matz

### Schedule

Monthly, from 9/6/2016 to 2/27/2017

### Evidence of Completion

An increased number of students will score at or proficiency on the SY2017 writing assessments and on the SY2017 FSA writing test.

**G5.** If we increase academic rigor through the use of enhanced curriculum then in SY2017, Polo Park students will score at or above the 90th percentile on the FSA Mathematics test as compared to the district. 1

 G083825

**G5.B1** Students performing below proficiency on the FSA Mathematics test do not possess the math skills necessary to score at or above proficiency on the FSA Mathematics test. 2

 B222710

**G5.B1.S1** Teachers will infuse CRISS strategies for vocabulary instruction in math classes. 4

 S234996

### Strategy Rationale

Increasing student ability in vocabulary is essential to increasing academic proficiency.

## Action Step 1 5

Teachers will infuse CRISS strategies and Marzano best practices for vocabulary instruction in math classes.

### Person Responsible

Fallon Kauker

### Schedule

Biweekly, from 9/6/2016 to 5/26/2017

### Evidence of Completion

Student assignments will demonstrate CRISS strategies are being utilized in classroom instruction.

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Monitor student work samples to ensure CRISS strategies are being utilized.

**Person Responsible**

Fallon Kauker

**Schedule**

On 5/26/2017

***Evidence of Completion***

Student work samples will demonstrate use of CRISS strategies.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Check performance of targeted students on the Mathematics Diagnostic tests.

**Person Responsible**

Larry Matz

**Schedule**

On 5/26/2017

***Evidence of Completion***

An increased number of targeted students will score at or above a Level 4 on the SY2016 Mathematics Diagnostic tests.



**G5.B1.S2** Provide students performing below proficiency with additional in-class support and remediation to close the gap towards proficiency. 4

 S234997

### Strategy Rationale

Increasing student support for low performing students increases student academic success and proficiency.

### Action Step 1 5

Provide mathematics teachers with training on differentiated instruction so they can identify and implement appropriate remediation strategies.

#### Person Responsible

Stacey Einhorn

#### Schedule

On 5/26/2017

#### Evidence of Completion

Teacher lesson plans and student work samples will show that appropriate remediation strategies are being implemented.

### Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Check teacher lesson plans and student work samples.

#### Person Responsible

Ann Clark

#### Schedule

On 5/26/2017

#### Evidence of Completion

Teacher lesson plans and student work samples will show that appropriate remediation strategies are being implemented.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2** 7

Check performance of targeted students on the SY2016 Mathematics Diagnostic tests.

**Person Responsible**

Larry Matz


**Schedule**

On 5/26/2017

**Evidence of Completion**

An increased number of targeted students will score at or above a Level 3 on the SY2016 Mathematics Diagnostic tests.

**G5.B1.S3** Create tutorial and enrichment programs to be held before school, after school, and on weekends, and encourage student participation in these programs. 4

 S234998

**Strategy Rationale**

Providing multiple options for student remediation allows more students opportunities to increase their academic potential.

**Action Step 1** 5

Create tutorial and enrichment programs to be held before school, after school, and on weekends, and encourage student participation in these programs.

**Person Responsible**

Fallon Kauker

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

Student attendance logs will show that the targeted programs have been created, and that students are participating in these programs.

**Plan to Monitor Fidelity of Implementation of G5.B1.S3** 6

Monitor attendance logs of the targeted programs.

**Person Responsible**

Fallon Kauker

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Attendance logs of the targeted programs will show that the programs have been created, and that students are participating in them.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S3** 7

Check performance of targeted students on the SY2017 Mathematics Diagnostic tests.

**Person Responsible**

Larry Matz

**Schedule**

Semiannually, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

An increased number of targeted students will score at or above a Level 4 on the SY2017 Mathematics Diagnostic tests.

**G5.B1.S4** Support facilitation teachers will meet with regular education teachers on common planning during scheduled meetings to review data, brainstorm possible interventions, track student progress and develop re-teach lessons for remediation. 4

 S234999

### Strategy Rationale

Utilizing a team approach for planning re-teach lessons, and developing instructional methods to impact student proficiency is a research based strategy.

### Action Step 1 5

Calendar of meetings between support facilitators and regular education teachers created by subject area.

#### Person Responsible

Larry Matz

#### Schedule

On 5/26/2017

#### Evidence of Completion

Common planning meetings scheduled with regular education teachers and support facilitators.

### Plan to Monitor Fidelity of Implementation of G5.B1.S4 6

Administrators will attend the department common planning data chat meetings.

#### Person Responsible

Ann Clark

#### Schedule

Monthly, from 9/6/2016 to 5/26/2017

#### Evidence of Completion

Data forms will be submitted with re-teach interventions listed.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S4** 7

Data Forms will be reviewed for the remediation and re-assessment information.

**Person Responsible**

Fallon Kauker

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017


**Evidence of Completion**

Data forms contain the re-assessment scores for below proficiency benchmarks.

**G5.B2** There is a lack of current funding for remediation materials. 2

 B222711

**G5.B2.S1** Polo Park will apply for the Keely Spinelli Education Grant to purchase I-Pads for math to be used with level 1 and level 2 students. 4

 S235000

**Strategy Rationale**

Utilizing technological resources for meeting the needs of students is a researched based best practice for increasing student proficiency.

**Action Step 1** 5

With Keely Spinelli Grant funds, school will purchase I-Pads for Level 1 and 2 students.

**Person Responsible**

Ann Clark

**Schedule**

Biweekly, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

Level 1 and 2 students working with newly purchased I-Pads.

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Monitor implementation of mathematics computer programs, materials, and manipulatives in the math classes.

**Person Responsible**

Larry Matz

**Schedule**

On 5/26/2017

***Evidence of Completion***

Lesson plans, observations

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Mathematics improvement.

**Person Responsible**

Larry Matz

**Schedule**

On 5/26/2017

***Evidence of Completion***

Lesson plans, progress reports, report cards, district diagnostic tests.

**G5.B2.S2** Polo Park will utilize the District provided focus lessons, comprehension checks, and diagnostics to monitor student progress and provide remediation. 4

 S235001

### **Strategy Rationale**

Regularly monitoring student performance and supplying appropriate feedback coupled with re-teaching concepts increases student academic success and proficiency.

### **Action Step 1** 5

Polo Park will utilize the District provided focus lessons, comprehension checks, and diagnostics to monitor student progress and provide remediation.

#### **Person Responsible**

Ann Clark

#### **Schedule**

Biweekly, from 9/6/2016 to 5/26/2017

#### **Evidence of Completion**

Teacher lesson plans will show regular use of district-provided focus lessons, comprehension checks, and diagnostics.

### **Plan to Monitor Fidelity of Implementation of G5.B2.S2** 6

Monitor teacher lesson plans for regular use of the targeted resources.

#### **Person Responsible**

Ann Clark

#### **Schedule**

Monthly, from 9/6/2016 to 5/26/2017

#### **Evidence of Completion**

Teacher lesson plans will show regular use of the targeted resources.

**Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7**

Check student performance on the SY2017 Mathematics Diagnostic and the SY2017 FSA Mathematics tests.

**Person Responsible**

Larry Matz

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

An increased number of students will score at or above a Level 3 on the SY2017 Mathematics Diagnostic and the SY2017 FSA Mathematics tests.



**G5.B3** The “Scope and Sequence” timelines for Mathematics courses leave little time for identification and remediation of skills or benchmarks. **2**

 B222712

**G5.B3.S1** All students in all Mathematics classes will be provided with targeted skill and benchmark remediation throughout the school year. **4**

 S235002

### **Strategy Rationale**

Remediation is critical for increasing student performance and proficiency.

### **Action Step 1** **5**

Mathematics teachers will review students’ scores on the common assessments and diagnostic tests to develop a list of benchmarks where students are below proficiency; utilize remediation activities to increase performance on the targeted benchmarks; create and implement a schedule for each of these remedial activities in the classroom.

#### **Person Responsible**

Larry Matz

#### **Schedule**

Biweekly, from 9/6/2016 to 5/26/2017

#### **Evidence of Completion**

Teacher lesson plans will show that all Benchmark remediation activities are being implemented in the classroom.

### **Action Step 2** **5**

Math teachers will set goals and use Marzano based scales aligned to the Florida Standards for monitoring student proficiency through administering: common assessments, exit strategies and facilitating individualized student progress tracking.

#### **Person Responsible**

Ann Clark

#### **Schedule**

On 5/26/2017

#### **Evidence of Completion**

Goals and Marzano based scales will be posted in the classroom and students will be able to show evidence of individualized student progress for tracking proficiency in the standards.

**Plan to Monitor Fidelity of Implementation of G5.B3.S1** 6

Monitor teacher lesson plans for classroom implementation of Benchmark remediation activities.

**Person Responsible**

Ann Clark

**Schedule**

Biweekly, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

Teacher lesson plans will show that all Benchmark remediation activities are being implemented in the classroom.

**Plan to Monitor Effectiveness of Implementation of G5.B3.S1** 7

Check student performance on the SY2017 Mathematics Diagnostic and the SY2017 FSA Mathematics tests.

**Person Responsible**

Ann Clark

**Schedule**

Quarterly, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

An increased number of students will score at or above a Level 3 on the SY2017 Mathematics Diagnostic and the SY2017 FSA Mathematics test.

**G5.B3.S2** Additional remedial math courses will be added to the master schedule 4

 S235003

**Strategy Rationale**

Providing a tier 2 support for mathematics is a researched based intervention for increasing proficiency.

**Action Step 1** 5

Create a remedial math class in the master schedule

**Person Responsible**

Larry Matz

**Schedule**

On 5/26/2017

***Evidence of Completion***

The course is in place and student schedules reflect remedial math

**Plan to Monitor Fidelity of Implementation of G5.B3.S2** 6

Student placement will be based on FSA scores.

**Person Responsible**

Larry Matz

**Schedule**

On 1/16/2017

***Evidence of Completion***

Data reports showing FSA scores used for student placement.

**Plan to Monitor Effectiveness of Implementation of G5.B3.S2** 7

Ongoing student assessment in class will be monitored for student proficiency on remediation of benchmarks.

**Person Responsible**

Larry Matz

**Schedule**

Monthly, from 8/29/2016 to 6/2/2017


***Evidence of Completion***

Standards based assessments provided by intensive teacher.

**G5.B4** Lack of rigor **2**

 B222713

**G5.B4.S1** Teachers will increase the rigor and relevance of their lessons. **4**

 S235004

**Strategy Rationale**

Increasing academic rigor and aligning instructional relevance to standards is a research based strategy designed to increase student academic success and proficiency.

**Action Step 1** **5**

All mathematics teachers will implement strategies to increase the rigor and relevance of their lessons.

**Person Responsible**

Ann Clark

**Schedule**

Biweekly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Teachers will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples

**Action Step 2** **5**

Teachers will be trained in methods to increase the rigor and relevance of their lessons using CRISS strategies and best practices presented during staff meetings.

**Person Responsible**

Larry Matz

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Attendance logs and teacher product samples from training sessions will show teacher participation in the targeted training activities.

**Plan to Monitor Fidelity of Implementation of G5.B4.S1** 6

Monitor teacher lesson plans, descriptions of student learning activities, and/or student work samples for evidence of increased rigor.

**Person Responsible**

Larry Matz

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Teacher will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples.

**Plan to Monitor Effectiveness of Implementation of G5.B4.S1** 7

Check student performance on the SY2017 Mathematics Diagnostics, Common Assessments and the SY2017 FSA Mathematics tests

**Person Responsible**

Larry Matz

**Schedule**


Biweekly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

An increased number of students will score at or above proficiency on the SY2016 Mathematics Diagnostic and Common Assessments leading to increased proficiency on the SY2016 FSA Mathematics tests.

**G5.B4.S2** Teachers will use goals and Marzano based scales aligned to the Florida Standards and monitor student proficiency through common assessments, exit strategies, individual student tracking.

4

 S235005

### **Strategy Rationale**

Utilizing a research based academic system is crucial for increasing student proficiency.

### **Action Step 1** 5

Math teachers will align lessons with Florida Standards for mathematics and create goals and scales to assist in monitoring student achievement in proficiency of the standards.

#### **Person Responsible**

Ann Clark

#### **Schedule**

On 5/26/2017

#### **Evidence of Completion**

Scales will be evident in the classrooms or in student portfolios.

### **Plan to Monitor Fidelity of Implementation of G5.B4.S2** 6

Administrative observations will be conducted to ensure utilization.

#### **Person Responsible**

Ann Clark

#### **Schedule**

Monthly, from 8/17/2016 to 6/2/2017

#### **Evidence of Completion**

Reports from IObservation will reflect implementation of best practice processes in the classroom.

**Plan to Monitor Effectiveness of Implementation of G5.B4.S2** 7

Review of regularly scheduled common assessments will be used to monitor the effectiveness of the processes.

**Person Responsible**

Ann Clark

**Schedule**

Monthly, from 8/24/2016 to 6/2/2017

***Evidence of Completion***

Data reports on common assessments and re-teach strategies will be collected.



**G6.** If we increase the use of supplemental resources and technologically enhanced lessons then in SY2017, 73% of Polo Park students will score at or above Level 3 on the SY2017 FCAT Science test. **1**

 G083826

**G6.B1** Lack of rigor **2**

 B222714

**G6.B1.S1** Teachers will increase the rigor and relevance of their lessons. **4**

 S235006

### Strategy Rationale

Increasing academic rigor and aligning instructional relevance to standards is a research based strategy designed to increase student academic success and proficiency.

### Action Step 1 **5**

Teachers will be trained in methods to increase the rigor and relevance of their lessons utilizing Marzano best practices

#### Person Responsible

Ann Clark

#### Schedule

Monthly, from 9/6/2016 to 5/26/2017

#### Evidence of Completion

Attendance logs and teacher product samples from training sessions will show teacher participation in the targeted training activities.

### Action Step 2 **5**

All Science teachers will implement strategies to increase the rigor and relevance of their lessons

#### Person Responsible

Larry Matz

#### Schedule

Biweekly, from 9/6/2016 to 5/26/2017

#### Evidence of Completion

Teacher will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Monitor teacher lesson plans, descriptions of student learning activities, and/or student work samples for evidence of increased rigor.

**Person Responsible**

Larry Matz

**Schedule**

Biweekly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Teacher will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Monitor student performance on the SY2016 Science Diagnostics, Common Assessments and the SY2017 FCAT Science test.

**Person Responsible**

Ann Clark

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

An increased number of students will score at or above a Level 3 on the SY2016 Science Diagnostics, Common Assessments and the SY2017 FCAT Science test.

**G6.B1.S2** STEM elective and Accelerated Science courses will be added to the master schedule. 4

 S235007

### **Strategy Rationale**

Providing students research based opportunities for applying learning increases student learning gains and proficiency.

### **Action Step 1** 5

STEM courses and Accelerated Science courses will be added to the master schedule

#### **Person Responsible**

Larry Matz

#### **Schedule**

On 5/26/2017

#### ***Evidence of Completion***

Student schedules will reflect STEM or Accelerated Science Courses.

### **Plan to Monitor Fidelity of Implementation of G6.B1.S2** 6

Teachers will be assigned to the instructional units

#### **Person Responsible**

Ann Clark

#### **Schedule**

On 6/2/2017

#### ***Evidence of Completion***

The master schedule will reflect the additional units added.

**G6.B2** Science scope and sequence provides instruction in discrete topics, providing little time for identification and review of content areas where students need remediation. **2**

 B222715

**G6.B2.S1** All students in all Science classes will be provided with targeted benchmark remediation throughout the school year. **4**

 S235008

### Strategy Rationale

Remediation strategies increase student proficiency.

### Action Step 1 **5**

Science teachers will review students' scores on the SY2016 Science Diagnostic tests to develop a list of benchmarks where students scored below proficiency, utilize activities for remediation of students' performance on the targeted benchmarks, and develop a schedule for implementing each of the activities in the classroom.

#### Person Responsible

Ann Clark

#### Schedule

Quarterly, from 9/6/2016 to 5/26/2017

#### Evidence of Completion

Teacher lesson plans will show that all benchmark remediation activities are being implemented in the classroom.

### Action Step 2 **5**

Science teachers will use goals and Marzano based scales aligned to the Florida Standards and monitor student proficiency through common assessments, exit strategies, individual student tracking

#### Person Responsible

Ann Clark

#### Schedule

On 5/26/2017

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G6.B2.S1** 6

Monitor teacher lesson plans for classroom implementation of benchmark remediation activities.

**Person Responsible**

Ann Clark

**Schedule**

Biweekly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Teacher lesson plans will show that all benchmark remediation activities are being implemented in the classroom.

**Plan to Monitor Effectiveness of Implementation of G6.B2.S1** 7

Check student performance on the SY2017 Science Diagnostics, common assessments and the SY2017 FCAT Science tests

**Person Responsible**

Larry Matz

**Schedule**


















Biweekly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

















An increased number of students will score at or above proficiency on the SY2017 Science Diagnostics and the SY2017 FCAT Science tests.

## IV. Implementation Timeline

















Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.B1.S5.A1 A302852	Teachers will sign up to participate in the Content Literacy Strategy training provided by the...	Clark, Ann	8/17/2016		8/17/2016 one-time
G1.B1.S1.MA1 M307509	Student portfolios and surveys will be evaluated.	Iovine, Laura	8/15/2016	Student portfolios and surveys.	9/29/2016 one-time
G1.B1.S1.A1 A302838	Invite business partners to participate in a Career Fair.	Matz, Larry	8/15/2016	Career Fair scheduled on the calendar for September 29th.	9/29/2016 one-time
G1.MA1 M307518	Tracking throughout the partnership will show an increase in student attendance.	Iovine, Laura	9/29/2016	Attendance records will be used to track the goal.	10/14/2016 one-time
G1.B1.S1.MA1 M307508	Students write a reflection paper on their experience.	Corsentino, Craig	9/29/2016	Reflection papers will be graded by the Civics teachers.	10/14/2016 one-time
G1.B1.S5.MA1 M307516	Student participation in the partnership will be reflected in an increase of attendance in 8th...		9/19/2016	Gradequick records will be used to monitor the effectiveness of the strategy.	11/30/2016 one-time
G5.B3.S2.MA1 M307559	Student placement will be based on FSA scores.	Matz, Larry	8/10/2016	Data reports showing FSA scores used for student placement.	1/16/2017 one-time
G4.B1.S2.MA1 M307541	Monitor student performance on the SY2017 writing assessments and the SY2017 FSA writing test.	Matz, Larry	9/6/2016	An increased number of students will score at or proficiency on the SY2017 writing assessments and on the SY2017 FSA writing test.	2/27/2017 monthly
G1.B1.S3.MA1 M307512	Attendance increase in the 8th grade classes during the event will show effectiveness of the...	Iovine, Laura	9/19/2016	Gradequick attendance records will be used to monitor effectiveness of the strategy.	2/28/2017 one-time
G1.B1.S3.MA1 M307513	Staff and student participation at Barnes and Noble will be recorded.	Bernstein, Nora	9/19/2016	Sign-in sheets will be used.	2/28/2017 one-time
G1.B1.S3.A1 A302840	Coordinate with Barnes and Noble to partner with them as host to Polo Park for a literacy night...	Bernstein, Nora	9/19/2016	Literacy night is scheduled with Barnes and Noble.	2/28/2017 one-time
G3.B1.S1.MA1 M307529	Monitor attendance logs of the targeted programs.	Kauker, Fallon	9/6/2016	Attendance logs of the targeted programs will show that the programs have been created, and that students are participating in them.	5/19/2017 monthly
G3.MA1 M307538	Check student performance on Common Assessments and Winter diagnostic assessments, Insight...	Matz, Larry	10/24/2016	Assessment scores from EDW and teachers' assessment scores in Performance Matters.	5/26/2017 quarterly
G4.MA1 M307543	Writing assessment scores.	Kauker, Fallon	9/6/2016	Writing assessment results.	5/26/2017 monthly
G5.MA1 M307564	Diagnostic and common assessments will be monitored for increasing performance on benchmarks.	Matz, Larry	9/6/2016	Assessment scores and graphs will show increasing performance on targeted benchmarks.	5/26/2017 biweekly
G6.MA1 M307570	Fall and Winter diagnostic assessments, teacher-created assessments utilizing test item specs.	Clark, Ann	10/5/2016	Reports from EDW, and teacher results from classroom assessments.	5/26/2017 biweekly
G3.B1.S1.MA1 M307528	Monitor student performance on the SY2016 reading diagnostic tests and common assessments.	Kauker, Fallon	9/19/2016	EDW and Performance Matters reports following diagnostic and common assessments.	5/26/2017 monthly
G3.B1.S1.A1 A302847	Create before school, after school, and weekend tutorial programs, and encourage student...	Matz, Larry	9/6/2016	Attendance logs will show that the targeted programs have been created, and that students are participating in these programs.	5/26/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1  M307539	Teachers will evaluate student performance on the writing assessments and address individual needs...	Clark, Ann	9/6/2016	Student writing proficiency will increase throughout the year.	5/26/2017 monthly
G4.B1.S1.MA1  M307540	Monitor the use of feedback for students' writing samples.	Clark, Ann	9/6/2016	Students' writing samples with written corrective feedback from the teachers.	5/26/2017 monthly
G4.B1.S1.A1  A302853	All language arts teachers will receive feedback training for scoring the performance based writing...	Kauker, Fallon	9/6/2016	Accurately scored writing samples with corrective feedback provided to students.	5/26/2017 monthly
G5.B1.S1.MA1  M307544	Check performance of targeted students on the Mathematics Diagnostic tests.	Matz, Larry	9/6/2016	An increased number of targeted students will score at or above a Level 4 on the SY2016 Mathematics Diagnostic tests.	5/26/2017 one-time
G5.B1.S1.MA1  M307545	Monitor student work samples to ensure CRISS strategies are being utilized.	Kauker, Fallon	9/6/2016	Student work samples will demonstrate use of CRISS strategies.	5/26/2017 one-time
G5.B1.S1.A1  A302855	Teachers will infuse CRISS strategies and Marzano best practices for vocabulary instruction in math...	Kauker, Fallon	9/6/2016	Student assignments will demonstrate CRISS strategies are being utilized in classroom instruction.	5/26/2017 biweekly
G5.B2.S1.MA1  M307552	Mathematics improvement.	Matz, Larry	9/6/2016	Lesson plans, progress reports, report cards, district diagnostic tests.	5/26/2017 one-time
G5.B2.S1.MA1  M307553	Monitor implementation of mathematics computer programs, materials, and manipulatives in the math...	Matz, Larry	9/6/2016	Lesson plans, observations	5/26/2017 one-time
G5.B2.S1.A1  A302859	With Keely Spinelli Grant funds, school will purchase I-Pads for Level 1 and 2 students.	Clark, Ann	9/6/2016	Level 1 and 2 students working with newly purchased I-Pads.	5/26/2017 biweekly
G5.B3.S1.MA1  M307556	Check student performance on the SY2017 Mathematics Diagnostic and the SY2017 FSA Mathematics tests.	Clark, Ann	9/6/2016	An increased number of students will score at or above a Level 3 on the SY2017 Mathematics Diagnostic and the SY2017 FSA Mathematics test.	5/26/2017 quarterly
G5.B3.S1.MA1  M307557	Monitor teacher lesson plans for classroom implementation of Benchmark remediation activities.	Clark, Ann	9/6/2016	Teacher lesson plans will show that all Benchmark remediation activities are being implemented in the classroom.	5/26/2017 biweekly
G5.B3.S1.A1  A302861	Mathematics teachers will review students' scores on the common assessments and diagnostic tests to...	Matz, Larry	9/6/2016	Teacher lesson plans will show that all Benchmark remediation activities are being implemented in the classroom.	5/26/2017 biweekly
G5.B3.S1.A2  A302862	Math teachers will set goals and use Marzano based scales aligned to the Florida Standards for...	Clark, Ann	9/6/2016	Goals and Marzano based scales will be posted in the classroom and students will be able to show evidence of individualized student progress for tracking proficiency in the standards.	5/26/2017 one-time
G5.B4.S1.MA1  M307560	Check student performance on the SY2017 Mathematics Diagnostics, Common Assessments and the SY2017...	Matz, Larry	9/6/2016	An increased number of students will score at or above proficiency on the SY2016 Mathematics Diagnostic and Common Assessments leading to increased proficiency on the SY2016 FSA Mathematics tests.	5/26/2017 biweekly
G5.B4.S1.MA1  M307561	Monitor teacher lesson plans, descriptions of student learning activities, and/or student work...	Matz, Larry	9/6/2016	Teacher will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples.	5/26/2017 monthly
G5.B4.S1.A1  A302864	All mathematics teachers will implement strategies to increase the rigor and relevance of their...	Clark, Ann	9/6/2016	Teachers will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples	5/26/2017 biweekly
G5.B4.S1.A2  A302865	Teachers will be trained in methods to increase the rigor and relevance of their lessons using...	Matz, Larry	9/6/2016	Attendance logs and teacher product samples from training sessions will show teacher participation in the targeted training activities.	5/26/2017 monthly






















Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.MA1  M307565	Monitor student performance on the SY2016 Science Diagnostics, Common Assessments and the SY2017...	Clark, Ann	9/6/2016	An increased number of students will score at or above a Level 3 on the SY2016 Science Diagnostics, Common Assessments and the SY2017 FCAT Science test.	5/26/2017 monthly
G6.B1.S1.MA1  M307566	Monitor teacher lesson plans, descriptions of student learning activities, and/or student work...	Matz, Larry	9/6/2016	Teacher will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples.	5/26/2017 biweekly
G6.B1.S1.A1  A302867	Teachers will be trained in methods to increase the rigor and relevance of their lessons utilizing...	Clark, Ann	9/6/2016	Attendance logs and teacher product samples from training sessions will show teacher participation in the targeted training activities.	5/26/2017 monthly
G6.B1.S1.A2  A302868	All Science teachers will implement strategies to increase the rigor and relevance of their lessons	Matz, Larry	9/6/2016	Teacher will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples	5/26/2017 biweekly
G6.B2.S1.MA1  M307568	Check student performance on the SY2017 Science Diagnostics, common assessments and the SY2017 FCAT...	Matz, Larry	9/6/2016	An increased number of students will score at or above proficiency on the SY2017 Science Diagnostics and the SY2017 FCAT Science tests.	5/26/2017 biweekly
G6.B2.S1.MA1  M307569	Monitor teacher lesson plans for classroom implementation of benchmark remediation activities.	Clark, Ann	9/6/2016	Teacher lesson plans will show that all benchmark remediation activities are being implemented in the classroom.	5/26/2017 biweekly
G6.B2.S1.A1  A302870	Science teachers will review students' scores on the SY2016 Science Diagnostic tests to develop a...	Clark, Ann	9/6/2016	Teacher lesson plans will show that all benchmark remediation activities are being implemented in the classroom.	5/26/2017 quarterly
G6.B2.S1.A2  A302871	Science teachers will use goals and Marzano based scales aligned to the Florida Standards and...	Clark, Ann	9/6/2016		5/26/2017 one-time
G1.B1.S2.MA1  M307511	Partnership projects implemented and completed through staff oversight.	Moore, Dale	10/13/2016	Project artifacts completed by students	5/26/2017 monthly
G3.B1.S2.MA1  M307530	Check student performance on the SY2017 Reading Diagnostic tests.	Kauker, Fallon	9/6/2016	An increased number of students enrolled in the targeted tutorial programs will score at or above a Level 3 in reading on the SY2017 Reading Diagnostic test.	5/26/2017 semiannually
G3.B1.S2.MA1  M307531	Monitor that teachers maintain a list of targeted students, along with a list of strategies that...	Kauker, Fallon	9/6/2016	Teachers will have lists of targeted students, along with a list of strategies that have been shown to increase students' reading ability.	5/26/2017 monthly
G3.B1.S2.A1  A302848	Teachers will create and maintain a list of students performing in the lowest 25% of each class on...	Kauker, Fallon	9/6/2016	Teachers will have lists of targeted students, along with a list of strategies that have been shown to increase students' reading ability.	5/26/2017 semiannually
G3.B1.S2.A2  A302849	Language Arts and Reading Teachers will use Goals and Scales aligned to the Florida Standards and...	Clark, Ann	9/6/2016	Goals and Scales will be posted in the classroom and students will have the process and evidence of individualized student tracking.	5/26/2017 one-time
G4.B1.S2.MA1  M307542	Monitor student work samples from all core academic and all elective classes.	Clark, Ann	9/6/2016	Student work samples will demonstrate students' use of targeted writing strategies.	5/26/2017 monthly
G4.B1.S2.A1  A302854	Fundamental writing strategies will be reviewed and practiced in all core academic and elective...	Kauker, Fallon	9/6/2016	The number of students who score at or above proficiency on the writing assessments will increase throughout the school year.	5/26/2017 monthly
G5.B1.S2.MA1  M307546	Check performance of targeted students on the SY2016 Mathematics Diagnostic tests.	Matz, Larry	9/6/2016	An increased number of targeted students will score at or above a Level 3 on the SY2016 Mathematics Diagnostic tests.	5/26/2017 one-time














Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S2.MA1  M307547	Check teacher lesson plans and student work samples.	Clark, Ann	9/6/2016	Teacher lesson plans and student work samples will show that appropriate remediation strategies are being implemented.	5/26/2017 one-time
G5.B1.S2.A1  A302856	Provide mathematics teachers with training on differentiated instruction so they can identify and...	Einhorn, Stacey	9/6/2016	Teacher lesson plans and student work samples will show that appropriate remediation strategies are being implemented.	5/26/2017 one-time
G5.B2.S2.MA1  M307554	Check student performance on the SY2017 Mathematics Diagnostic and the SY2017 FSA Mathematics...	Matz, Larry	9/6/2016	An increased number of students will score at or above a Level 3 on the SY2017 Mathematics Diagnostic and the SY2017 FSA Mathematics tests.	5/26/2017 monthly
G5.B2.S2.MA1  M307555	Monitor teacher lesson plans for regular use of the targeted resources.	Clark, Ann	9/6/2016	Teacher lesson plans will show regular use of the targeted resources.	5/26/2017 monthly
G5.B2.S2.A1  A302860	Polo Park will utilize the District provided focus lessons, comprehension checks, and diagnostics...	Clark, Ann	9/6/2016	Teacher lesson plans will show regular use of district-provided focus lessons, comprehension checks, and diagnostics.	5/26/2017 biweekly
G5.B3.S2.A1  A302863	Create a remedial math class in the master schedule	Matz, Larry	9/6/2016	The course is in place and student schedules reflect remedial math	5/26/2017 one-time
G5.B4.S2.A1  A302866	Math teachers will align lessons with Florida Standards for mathematics and create goals and scales...	Clark, Ann	9/6/2016	Scales will be evident in the classrooms or in student portfolios.	5/26/2017 one-time
G6.B1.S2.A1  A302869	STEM courses and Accelerated Science courses will be added to the master schedule	Matz, Larry	9/6/2016	Student schedules will reflect STEM or Accelerated Science Courses.	5/26/2017 one-time
G3.B1.S3.MA1  M307532	Check student performance on the SY2017 Reading Diagnostic and the SY2017 FSA Reading tests.	Clark, Ann	9/6/2016	An increased number of students who participated in the Reading Counts Initiative will score at or above a Level 3 in Reading on the SY2017 Reading Diagnostic and the SY2017 FSA Reading tests.	5/26/2017 quarterly
G3.B1.S3.MA1  M307533	Monitor students' Reading Counts records for frequency of use.	Matz, Larry	9/6/2016	Students' average daily participation in the Reading Counts program will increase each month.	5/26/2017 quarterly
G3.B1.S3.A1  A302850	Check that Reading Counts program materials are accessible by students.	Clark, Ann	9/6/2016	Students and Reading Counts administrators can access materials necessary for program implementation and program use.	5/26/2017 one-time
G5.B1.S3.MA1  M307548	Check performance of targeted students on the SY2017 Mathematics Diagnostic tests.	Matz, Larry	9/6/2016	An increased number of targeted students will score at or above a Level 4 on the SY2017 Mathematics Diagnostic tests.	5/26/2017 semiannually
G5.B1.S3.MA1  M307549	Monitor attendance logs of the targeted programs.	Kauker, Fallon	9/6/2016	Attendance logs of the targeted programs will show that the programs have been created, and that students are participating in them.	5/26/2017 monthly
G5.B1.S3.A1  A302857	Create tutorial and enrichment programs to be held before school, after school, and on weekends,...	Kauker, Fallon	9/6/2016	Student attendance logs will show that the targeted programs have been created, and that students are participating in these programs.	5/26/2017 monthly
G1.B1.S4.MA1  M307515	Student artifacts and presentations will be displayed or directed during the event	Ajusma, Caleine	1/16/2017	The Art department will create items for presentation. The Band department will practice and direct their presentation at the Equestrian Event.	5/26/2017 one-time
G1.B1.S4.A1  A302841	Students will participate in presentations at the Equestrian Event for the Arts	Ajusma, Caleine	1/16/2017	Student sign-in	5/26/2017 one-time

**Palm Beach - 2611 - Polo Park Middle School - 2016-17 SIP**

*Polo Park Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S4.MA1  M307534	Data forms will reflect re-teach strategies and students in need of additional support	Matz, Larry	9/6/2016	Data forms will be collected	5/26/2017 monthly
G3.B1.S4.MA1  M307535	Department meetings are attended by administrators.	Clark, Ann	9/6/2016	Data forms and assessments are collected.	5/26/2017 monthly
G3.B1.S4.A1  A302851	Calendar of meetings between support facilitators and regular education teachers created by subject...	Matz, Larry	9/6/2016	Data forms and reteach plans	5/26/2017 monthly
G5.B1.S4.MA1  M307550	Data Forms will be reviewed for the remediation and re-assessment information.	Kauker, Fallon	9/6/2016	Data forms contain the re-assessment scores for below proficiency benchmarks.	5/26/2017 monthly
G5.B1.S4.MA1  M307551	Administrators will attend the department common planning data chat meetings.	Clark, Ann	9/6/2016	Data forms will be submitted with re-teach interventions listed.	5/26/2017 monthly
G5.B1.S4.A1  A302858	Calendar of meetings between support facilitators and regular education teachers created by subject...	Matz, Larry	9/6/2016	Common planning meetings scheduled with regular education teachers and support facilitators.	5/26/2017 one-time
G1.B1.S5.MA1  M307517	The science department will contact and coordinate the Night of Science with Palm Beach Science...	Moore, Dale	9/12/2016	The Palm Beach Science Museum artifacts will be used during the Night of Science.	5/26/2017 one-time
G1.B1.S5.A1  A302842	The Palm Beach Science Museum will participate in the Night of Science at Polo Park Middle School.	Moore, Dale	9/12/2016	The Palm Beach Science Museum will perform their Science presentation during the Night of Science.	5/26/2017 one-time
G3.B1.S5.MA1  M307536	Common assessments in reading will be evaluated for student proficiency.	Clark, Ann	9/6/2016	Data strategy form will be completed by teachers after reviewing data from common assessments and record their plan of instruction or remediation to increase student proficiency in the targeted standards.	5/26/2017 monthly
G3.B1.S5.MA1  M307537	Teachers will apply the Content Literacy Strategies in their classrooms.	Clark, Ann	9/6/2016	Classroom observations and lesson plans	5/26/2017 monthly
G1.B1.S2.A1  A302839	Academic projects with Palm Beach Central HS, Royal Palm Beach HS and Wellington HS will be planned...	Moore, Dale	10/13/2016	Project planning and implementation will result in student artifacts showing increased understanding and proficiency in Science and complex cognitive processes.	5/27/2017 monthly
G2.MA1  M307527	Students with FSA scores of 3 or higher will be scheduled for courses offering advanced credit.	Kauker, Fallon	6/3/2016	Student schedules who have an FSA score of 3 or higher are enrolled in accelerated courses.	6/2/2017 weekly
G2.B1.S1.MA1  M307519	Course offerings provided will show an increased number of students enrolled in courses offering...	Kauker, Fallon	6/3/2016	Teacher loads will be used to track the number of students participating in courses offering industry certification.	6/2/2017 weekly
G2.B1.S1.MA1  M307520	Master board reviewed and positions allocated for the planned courses.	Clark, Ann	6/3/2016	Master scheduled reflects the implementation of the course.	6/2/2017 one-time
G2.B1.S1.A1  A302843	Design the master board to reflect additional courses in Pre-IT	Matz, Larry	6/3/2016		6/2/2017 one-time
G1.B1.S2.MA1  M307510	Student participation in the partnership will be reflected in an increase of attendance in 8th...	Iovine, Laura	10/13/2016	Gradequick attendance reports from 8th grade courses show an increased attendance rate.	6/2/2017 monthly
G2.B1.S2.MA1  M307521	Course selection cards and FSA scores will be used to place students in appropriate accelerated...	Matz, Larry	6/3/2016	Teacher load report will reflect an increased number of students taking accelerated courses.	6/2/2017 monthly
G2.B1.S2.MA1  M307522	Planned courses will be allocated staffing in budget.	Clark, Ann	6/3/2016	Master schedule will reflect new course and teacher position.	6/2/2017 one-time
G2.B1.S2.A1  A302844	Develop the master board to reflect additional courses which require industry certification.	Matz, Larry	6/3/2016	Master schedule will reflect the courses planned for implementation.	6/2/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B3.S2.MA1  M307558	Ongoing student assessment in class will be monitored for student proficiency on remediation of...	Matz, Larry	8/29/2016	Standards based assessments provided by intensive teacher.	6/2/2017 monthly
G5.B4.S2.MA1  M307562	Review of regularly scheduled common assessments will be used to monitor the effectiveness of the...	Clark, Ann	8/24/2016	Data reports on common assessments and re-teach strategies will be collected.	6/2/2017 monthly
G5.B4.S2.MA1  M307563	Administrative observations will be conducted to ensure utilization.	Clark, Ann	8/17/2016	Reports from IObservation will reflect implementation of best practice processes in the classroom.	6/2/2017 monthly
G6.B1.S2.MA1  M307567	Teachers will be assigned to the instructional units	Clark, Ann	6/2/2016	The master schedule will reflect the additional units added.	6/2/2017 one-time
G2.B1.S3.MA1  M307523	Courses will be filled based on student choices and FSA scores.	Matz, Larry	6/3/2016	Student schedules will reflect increase number of students in classes requiring advanced exams.	6/2/2017 weekly
G2.B1.S3.MA1  M307524	Course selection cards will be created with the additional courses for student choices.	Matz, Larry	6/3/2016	Student choices for courses will be used to schedule classes.	6/2/2017 one-time
G2.B1.S3.A1  A302845	Master board will reflect additional courses which require students taking advanced exams.	Matz, Larry	6/3/2016	Courses scheduled and placed on student course selection cards.	6/2/2017 one-time
G1.B1.S4.MA1  M307514	Student participation in the partnership will be reflected in an increase of attendance in 8th...	Iovine, Laura	9/19/2016	Gradequick attendance records will be used to monitor effectiveness of the strategy.	6/2/2017 one-time
G2.B1.S4.MA1  M307525	Increase number of students will enroll in accelerated programs.	Kauker, Fallon	6/3/2016	Student schedules reflect increased participation in accelerated programs.	6/2/2017 weekly
G2.B1.S4.MA1  M307526	Pre-IT courses scheduled and budgeted.	Clark, Ann	6/3/2016	Master board will reflect the new course offerings.	6/2/2017 one-time
G2.B1.S4.A1  A302846	Offering Pre-IT courses will increase student participation in accelerated programs.	Matz, Larry	6/3/2016	Courses will be scheduled in the master board and funded through teacher allocation budget.	6/2/2017 one-time

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G3.** If we increase student academic rigor through the use of technology then in SY2017, Polo Park students will score at or above the 90th percentile in reading as compared with the district and 8th grade students will meet High School Readiness goal for SY2021.

**G3.B1** Students performing below proficiency on the FSA have a reading deficiency or need more rigorous instruction.

**G3.B1.S2** All teachers will identify students performing in the lowest 25% of each class on the Reading diagnostic and FSA tests, and provide these students with additional assistance designed to increase their reading skill.

### PD Opportunity 1

Teachers will create and maintain a list of students performing in the lowest 25% of each class on the most recent Reading diagnostic and FSA tests, along with a list of strategies that have been shown to increase students' reading ability.

#### Facilitator

Administration, PDD team

#### Participants

All Polo Park Teachers

#### Schedule

Semiannually, from 9/6/2016 to 5/26/2017

### PD Opportunity 2

Language Arts and Reading Teachers will use Goals and Scales aligned to the Florida Standards and monitor student proficiency through common assessments, exit strategies, individual student tracking.

#### Facilitator

District Provided

#### Participants

All Language Arts and Reading Teachers

#### Schedule

On 5/26/2017

**G4.** If we utilize writing feedback strategies for students then in SY2017, Polo Park students will score in the 90th percentile on the FSA Writing test.

**G4.B1** Many Polo Park students do not possess adequate skill in the writing process to perform adequately on the FSA Writing test.

**G4.B1.S1** Feedback will be provided for each student at the conclusion of the required Writing assessments to identify students' strengths and weaknesses in writing.

#### **PD Opportunity 1**

All language arts teachers will receive feedback training for scoring the performance based writing assessments.

##### **Facilitator**

Administrative team, PD team

##### **Participants**

Language arts teachers

##### **Schedule**

Monthly, from 9/6/2016 to 5/26/2017

**G4.B1.S2** Fundamental writing strategies will be reviewed and practiced in core academic courses and electives to reinforce students' writing skills in all curriculums areas.

#### **PD Opportunity 1**

Fundamental writing strategies will be reviewed and practiced in all core academic and elective classes, to reinforce students' writing skills in all curriculums areas.

##### **Facilitator**

Principal, district staff

##### **Participants**

All Language Arts teachers

##### **Schedule**

Monthly, from 9/6/2016 to 5/26/2017

**G5.** If we increase academic rigor through the use of enhanced curriculum then in SY2017, Polo Park students will score at or above the 90th percentile on the FSA Mathematics test as compared to the district.

**G5.B1** Students performing below proficiency on the FSA Mathematics test do not possess the math skills necessary to score at or above proficiency on the FSA Mathematics test.

**G5.B1.S2** Provide students performing below proficiency with additional in-class support and remediation to close the gap towards proficiency.

### **PD Opportunity 1**

Provide mathematics teachers with training on differentiated instruction so they can identify and implement appropriate remediation strategies.

#### **Facilitator**

Principal, ESE math teachers, Professional Development Coordinator

#### **Participants**

All mathematics teachers

#### **Schedule**

On 5/26/2017

**G5.B3** The “Scope and Sequence” timelines for Mathematics courses leave little time for identification and remediation of skills or benchmarks.

**G5.B3.S1** All students in all Mathematics classes will be provided with targeted skill and benchmark remediation throughout the school year.

### **PD Opportunity 1**

Mathematics teachers will review students’ scores on the common assessments and diagnostic tests to develop a list of benchmarks where students are below proficiency; utilize remediation activities to increase performance on the targeted benchmarks; create and implement a schedule for each of these remedial activities in the classroom.

#### **Facilitator**

Administration, PD Team

#### **Participants**

All math teachers

#### **Schedule**

Biweekly, from 9/6/2016 to 5/26/2017

## PD Opportunity 2

Math teachers will set goals and use Marzano based scales aligned to the Florida Standards for monitoring student proficiency through administering: common assessments, exit strategies and facilitating individualized student progress tracking.

### Facilitator

District Provided

### Participants

All Math Teachers

### Schedule

On 5/26/2017

## G5.B4 Lack of rigor

**G5.B4.S1** Teachers will increase the rigor and relevance of their lessons.

## PD Opportunity 1

All mathematics teachers will implement strategies to increase the rigor and relevance of their lessons.

### Facilitator

Administration, PD Team

### Participants

All mathematics teachers.

### Schedule

Biweekly, from 9/6/2016 to 5/26/2017

## PD Opportunity 2

Teachers will be trained in methods to increase the rigor and relevance of their lessons using CRISS strategies and best practices presented during staff meetings.

### Facilitator

Administration, PD Team

### Participants

All mathematics teachers

### Schedule

Monthly, from 9/6/2016 to 5/26/2017

**G5.B4.S2** Teachers will use goals and Marzano based scales aligned to the Florida Standards and monitor student proficiency through common assessments, exit strategies, individual student tracking.

**PD Opportunity 1**

Math teachers will align lessons with Florida Standards for mathematics and create goals and scales to assist in monitoring student achievement in proficiency of the standards.

**Facilitator**

District Provided

**Participants**

Math Teachers

**Schedule**

On 5/26/2017

**G6.** If we increase the use of supplemental resources and technologically enhanced lessons then in SY2017, 73% of Polo Park students will score at or above Level 3 on the SY2017 FCAT Science test.

**G6.B1** Lack of rigor

**G6.B1.S1** Teachers will increase the rigor and relevance of their lessons.

**PD Opportunity 1**

Teachers will be trained in methods to increase the rigor and relevance of their lessons utilizing Marzano best practices

**Facilitator**

Principal, PD Committee

**Participants**

All Science Teachers

**Schedule**

Monthly, from 9/6/2016 to 5/26/2017



## PD Opportunity 2

All Science teachers will implement strategies to increase the rigor and relevance of their lessons

### Facilitator

Principal, PD Team

### Participants

All science teachers

### Schedule

Biweekly, from 9/6/2016 to 5/26/2017

**G6.B2** Science scope and sequence provides instruction in discrete topics, providing little time for identification and review of content areas where students need remediation.

**G6.B2.S1** All students in all Science classes will be provided with targeted benchmark remediation throughout the school year.

## PD Opportunity 1

Science teachers will use goals and Marzano based scales aligned to the Florida Standards and monitor student proficiency through common assessments, exit strategies, individual student tracking

### Facilitator

District provided

### Participants

Science teachers

### Schedule

On 5/26/2017

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	Invite business partners to participate in a Career Fair.				\$0.00
2	G1.B1.S2.A1	Academic projects with Palm Beach Central HS, Royal Palm Beach HS and Wellington HS will be planned and implemented through our science and STEM department.				\$0.00
3	G1.B1.S3.A1	Coordinate with Barnes and Noble to partner with them as host to Polo Park for a literacy night focus.				\$0.00
4	G1.B1.S4.A1	Students will participate in presentations at the Equestrian Event for the Arts				\$0.00
5	G1.B1.S5.A1	The Palm Beach Science Museum will participate in the Night of Science at Polo Park Middle School.				\$0.00
6	G2.B1.S1.A1	Design the master board to reflect additional courses in Pre-IT				\$0.00
7	G2.B1.S2.A1	Develop the master board to reflect additional courses which require industry certification.				\$0.00
8	G2.B1.S3.A1	Master board will reflect additional courses which require students taking advanced exams.				\$0.00
9	G2.B1.S4.A1	Offering Pre-IT courses will increase student participation in accelerated programs.				\$0.00
10	G3.B1.S1.A1	Create before school, after school, and weekend tutorial programs, and encourage student participation in these programs.				\$0.00
11	G3.B1.S2.A1	Teachers will create and maintain a list of students performing in the lowest 25% of each class on the most recent Reading diagnostic and FSA tests, along with a list of strategies that have been shown to increase students' reading ability.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		\$1,000.00
			Notes: Keely-Spinelli grant money for supplies \$1000 towards purchasing Scholastic Scope			
12	G3.B1.S2.A2	Language Arts and Reading Teachers will use Goals and Scales aligned to the Florida Standards and monitor student proficiency through common assessments, exit strategies, individual student tracking.				\$0.00
13	G3.B1.S3.A1	Check that Reading Counts program materials are accessible by students.				\$0.00
14	G3.B1.S4.A1	Calendar of meetings between support facilitators and regular education teachers created by subject area.				\$0.00
15	G3.B1.S5.A1	Teachers will sign up to participate in the Content Literacy Strategy training provided by the district.				\$0.00
16	G4.B1.S1.A1	All language arts teachers will receive feedback training for scoring the performance based writing assessments.				\$0.00

17	G4.B1.S2.A1	Fundamental writing strategies will be reviewed and practiced in all core academic and elective classes, to reinforce students' writing skills in all curriculums areas.				\$0.00
18	G5.B1.S1.A1	Teachers will infuse CRISS strategies and Marzano best practices for vocabulary instruction in math classes.				\$0.00
19	G5.B1.S2.A1	Provide mathematics teachers with training on differentiated instruction so they can identify and implement appropriate remediation strategies.				\$0.00
20	G5.B1.S3.A1	Create tutorial and enrichment programs to be held before school, after school, and on weekends, and encourage student participation in these programs.				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		\$9,000.00
			Notes: Tutorial Money from K-12 Support Grant \$9000 towards tutorials			
21	G5.B1.S4.A1	Calendar of meetings between support facilitators and regular education teachers created by subject area.				\$0.00
22	G5.B2.S1.A1	With Keely Spinelli Grant funds, school will purchase I-Pads for Level 1 and 2 students.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		239-Other	2611 - Polo Park Middle School	Other		\$12,000.00
			Notes: Keely-Spinelli grant money \$12,000 for I--Pads			
23	G5.B2.S2.A1	Polo Park will utilize the District provided focus lessons, comprehension checks, and diagnostics to monitor student progress and provide remediation.				\$0.00
24	G5.B3.S1.A1	Mathematics teachers will review students' scores on the common assessments and diagnostic tests to develop a list of benchmarks where students are below proficiency; utilize remediation activities to increase performance on the targeted benchmarks; create and implement a schedule for each of these remedial activities in the classroom.				\$0.00
25	G5.B3.S1.A2	Math teachers will set goals and use Marzano based scales aligned to the Florida Standards for monitoring student proficiency through administering: common assessments, exit strategies and facilitating individualized student progress tracking.				\$0.00
26	G5.B3.S2.A1	Create a remedial math class in the master schedule				\$0.00
27	G5.B4.S1.A1	All mathematics teachers will implement strategies to increase the rigor and relevance of their lessons.				\$0.00
28	G5.B4.S1.A2	Teachers will be trained in methods to increase the rigor and relevance of their lessons using CRISS strategies and best practices presented during staff meetings.				\$0.00
29	G5.B4.S2.A1	Math teachers will align lessons with Florida Standards for mathematics and create goals and scales to assist in monitoring student achievement in proficiency of the standards.				\$0.00

30	G6.B1.S1.A1	Teachers will be trained in methods to increase the rigor and relevance of their lessons utilizing Marzano best practices	\$0.00
31	G6.B1.S1.A2	All Science teachers will implement strategies to increase the rigor and relevance of their lessons	\$0.00
32	G6.B1.S2.A1	STEM courses and Accelerated Science courses will be added to the master schedule	\$0.00
33	G6.B2.S1.A1	Science teachers will review students' scores on the SY2016 Science Diagnostic tests to develop a list of benchmarks where students scored below proficiency, utilize activities for remediation of students' performance on the targeted benchmarks, and develop a schedule for implementing each of the activities in the classroom.	\$0.00
34	G6.B2.S1.A2	Science teachers will use goals and Marzano based scales aligned to the Florida Standards and monitor student proficiency through common assessments, exit strategies, individual student tracking	\$0.00
Total:			\$22,000.00