

The School District of Palm Beach County

Polo Park Middle School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Polo Park Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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.

Polo Park will 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students

consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	24	0	0	0	0	76
Course failure in ELA or Math	0	0	0	0	0	0	30	31	48	0	0	0	0	109
Level 1 on statewide assessment	0	0	0	0	0	0	22	47	49	0	0	0	0	118

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	11	16	32	0	0	0	0	59	

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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.

Additional events for developing partnerships and support for student achievement:

- Curriculum night will ensure parents receive curriculum information, Edline information and school website information, PTSA information, SAC information.
- Provide parents with quarterly newsletters to maintain school to family connection
- Teachers are expected to make positive contact with parents each 9 week period
- Parents are invited to a matriculation night to ensure parents are aware of their student academic status and process for entry into high school.

C. Effective Leadership**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
Mayville, Kelly	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
Sheryl Beach	Teacher
Craig Corsentino	Teacher
Bertha Richie	Education Support Employee
Jenny Levin	Parent
Jordonna Levin	Student
Kaitlyn Brugnani	Teacher
Michael Jennings	Parent
Lauren Schneider	Parent
Allison Browning	Parent
Jen Sherry	Parent
Julie Shamash	Parent
Elissa Schube	Parent
Michael Elstein	Business/Community
Grayson Hawkins	Student
Lawrence Hawkins	Parent
Saidia Shillingford	Parent
Kenneth Holley	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 implement effective and relevant instruction to meet the needs of all students then Polo Park will meet the High School Readiness criteria.

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 implement effective and relevant instruction to meet the needs of all students then Polo Park will meet the High School Readiness criteria. **1a**

 G094774

Targets Supported **1b**

Indicator	Annual Target
High School Readiness	90.0

Targeted Barriers to Achieving the Goal **3**

- Need for more appropriate application of standards based lessons.
- Need for more appropriate implementation of standards based assessments.
- Need for more integrated use of grade level and subject area rigorous text.
- Increase the number of 8th grade students taking accelerated courses.
- Limited involvement with the community and stakeholders minimized student participation in academic opportunities.
- Students are performing below proficiency in Reading on the FSA is because of a reading deficiency.
- Students performing below proficiency in writing is because students do not possess the necessary skills in the writing process to perform adequately on the FSA Writing assessment.
- Students performing below proficiency in Math is because students do not possess the math skills necessary to score at or above proficiency on the FSA Mathematics test.
- Core subject scope and sequence provides instruction in discrete topics on a specific timeline, providing little time for identification and review of content areas where students need remediation.

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

- Community member participation, community and business support.
- Scholastic Reading Inventory scores, Insight Reading Scores, Winter Diagnostic Reading Scores, Reading Plus program, Read 180, System 44, Instructional resources available in Blender.
- Create more sections in our Pre-IT courses; Emerging Technology in Business (#8207010), Exploring Information Technology Careers (#9009350)
- Data from Performance Based Writing assessments, District-provided writing activities posted in Blender.
- District-provided instructional resources available in Blender, including focus lessons, comprehension checks, and diagnostics, Algebra Nation, Geometry Nation.
- Mathematics, Science, Language Arts and Civics diagnostic test data from common assessments, FSQ's and USA's.
- Implementation of Pre-IT and Pre-Engineering choice programs.
- Project Lead the Way Pre-Engineering and STEM curriculum,
- Common Planning, Single School Culture Data Worksheet and Plan for Remediation, Failure Analysis, Unify Comparative Data Chart, EDW, SIS data resources.

- Support Facilitation instructors

Plan to Monitor Progress Toward G1. 8

Data from the Single School Culture worksheets, UNIFY comparison charts and District Diagnostic Assessments will show student progression in meeting proficiency of standards presented.

Person Responsible

Larry Matz

Schedule

Monthly, from 9/25/2017 to 5/21/2018

Evidence of Completion

EDW reports, UNIFY reports, FSA results

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 implement effective and relevant instruction to meet the needs of all students then Polo Park will meet the High School Readiness criteria. **1**

 **G094774**

G1.B1 Need for more appropriate application of standards based lessons. **2**

 **B254831**

G1.B1.S1 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

 **S269210**

Strategy Rationale

Creating standards based lessons complemented by the research based Marzano process for tracking student progress will increase student academic proficiency on standards based assessments.

Action Step 1 **5**

Teachers will set academic 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

Monthly, from 9/11/2017 to 5/21/2018

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 meeting the standards.

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

Administrative observations will be conducted based on district parameters for evaluations.

Person Responsible

Ann Clark

Schedule

Biweekly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Marzano scales will be posted and student artifacts will be evidence of use. Teacher lesson plans will be available for review.

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

Teacher artifacts will show planning and implementation of standards based lessons and documentation of increased proficiency on grade level common assessments. Student tracking forms will show evidence of proficiency in meeting the standards presented.

Person Responsible

Fallon Kauker

Schedule

Monthly, from 9/4/2017 to 5/29/2018

Evidence of Completion

Individual student tracking forms, UNIFY comparison data.

G1.B1.S2 We will implement STEM and Pre-Engineering choice program Project Lead The Way cross curricular lessons through the science, math, language arts department, 4

S269211

Strategy Rationale

Teachers will be able to ensure personalized learning for every student.

Action Step 1 5

Polo Park Middle School will become a Project Lead the Way Pre-Engineering Choice school.

Person Responsible

Larry Matz

Schedule

On 6/11/2018

Evidence of Completion

Courses will be entered on the master schedule for Pre-Engineering and teachers will be trained in utilizing PLTW curriculum and their instructional process.

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

Common planning will be used to share PLTW information with the other teachers in the choice academy. All teachers will show evidence of meeting grade level standards and an appropriate level of difficulty in academic rigor based on FSA requirements through lesson plans, descriptions of student learning activities, and/or student work samples.

Person Responsible

Ann Clark

Schedule

Monthly, from 9/25/2017 to 5/21/2018

Evidence of Completion

Department planning meeting agenda's, and lesson plans.

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

Student proficiency on common assessments in math and reading will continue to increase.

Person Responsible

Larry Matz

Schedule

Monthly, from 9/25/2017 to 5/25/2018

Evidence of Completion

UNIFY comparison graphs, EDW reports.

G1.B2 Need for more appropriate implementation of standards based assessments. 2

 B254832

G1.B2.S1 Core subject areas will create standards based common assessments or use the district provided assessments on UNIFY. 4

 S269212

Strategy Rationale

On-going student evaluation allows for continued remediation of needed benchmarks.

Action Step 1 5

Teachers will collaborate during common planning to create or select a common assessment to evaluate student proficiency in meeting the standards presented in class at or above the rigor necessary to adequately evaluate or predict student performance on the FSA.

Person Responsible

Larry Matz

Schedule

Monthly, from 9/11/2017 to 5/21/2018

Evidence of Completion

Common assessments aligned to Florida Standards with a high order of questioning at a level meeting the expectations found on the FSA.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Common assessments will be created by the teachers and reviewed by administration to meet the expected level of difficulty in preparing students for the FSA.

Person Responsible

Ann Clark

Schedule

Monthly, from 9/25/2017 to 5/21/2018

Evidence of Completion

Adequately designed common assessments.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers will complete the Single School Culture worksheet for evaluating student performance on the common assessment and data chats will be conducted with administration.

Person Responsible

Ann Clark

Schedule

Monthly, from 9/25/2017 to 5/21/2018


Evidence of Completion

The Single School Culture worksheet and UNIFY comparison graphs.

G1.B3 Need for more integrated use of grade level and subject area rigorous text. 2

 B254833

G1.B3.S1 All teachers will utilize the CLOSE reading strategy. 4

 S269213

Strategy Rationale

Using the research based reading strategy will increase the rigor of vocabulary used in the classroom.

Action Step 1 5

Professional development will be conducted to train teachers on CLOSE reading.

Person Responsible

Hope Shirey

Schedule

Quarterly, from 9/11/2017 to 5/25/2018

Evidence of Completion

PD scheduled dates and agendas, Marzano evaluations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teacher observations will be performed.

Person Responsible

Fallon Kauker

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Marzano Evaluations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Student performance on common assessments, diagnostics and FSA.

Person Responsible

Ann Clark


Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

UNIFY comparison graphs, EDW reports, FSA scores

G1.B3.S2 All teachers will utilize subject area content vocabulary on grade level for every class. 4

 S269214

Strategy Rationale

Student understanding of on grade level subject area text will prepare them for the rigor of the vocabulary they will read on the FSA.

Action Step 1 5

Conduct professional development on appropriate strategies for teaching vocabulary in the classroom.

Person Responsible

Hope Shirey

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Calendared dates and agenda's for the professional development training.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administration will conduct scheduled evaluations.

Person Responsible

Ann Clark

Schedule

Monthly, from 9/4/2017 to 5/21/2018

Evidence of Completion

Marzano evaluations

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administration will conduct scheduled evaluations.

Person Responsible

Ann Clark

Schedule

Monthly, from 9/4/2017 to 5/21/2018

Evidence of Completion

Marzano evaluations

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Student proficiency on assessments will increase.

Person Responsible

Larry Matz

Schedule

On 5/21/2018

Evidence of Completion

UNIFY comparison graphs, EDW reports

G1.B4 Increase the number of 8th grade students taking accelerated courses. **2**

 B254834

G1.B4.S1 If we increase the number of courses for students to engage in Industry Certification Exams through the Pre-IT Choice Academy then in SY2018, Polo Park will continue to exceed the 90th percentile of students who pass the Industry Certification Exams. **4**

 S269215

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**

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

Person Responsible

Larry Matz

Schedule

On 6/12/2017

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Planned courses will be allocated staffing in budget.

Person Responsible

Ann Clark

Schedule

On 7/10/2017

Evidence of Completion

Master schedule will reflect new course and teacher position.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

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

Person Responsible

Larry Matz

Schedule

Annually, from 8/7/2017 to 9/4/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

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

Person Responsible

Larry Matz

Schedule

Annually, from 8/7/2017 to 9/4/2017

Evidence of Completion

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

G1.B4.S2 If we increase the number of courses for students to engage in Industry Certification Exams through the Pre-IT Choice Academy then in SY2018, Polo Park will exceed the 90th percentile of students who participate in accelerated programs. 4

S269216

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 6/12/2017

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Pre-IT courses scheduled and budgeted.

Person Responsible

Ann Clark

Schedule

On 7/10/2017

Evidence of Completion

Master board will reflect the new course offerings.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Increase number of students will enroll in accelerated programs.

Person Responsible

Larry Matz

Schedule


On 9/4/2017

Evidence of Completion

Student schedules reflect increased participation in accelerated programs.

G1.B4.S3 If we increase student participation in accelerated programs through the Pre-IT Choice Academy then in SY2018, Polo Park students will exceed the 90th percentile for High School Readiness.

4

 S269217

Strategy Rationale

The high school readiness requirement is directly correlated to student participation in accelerated programs therefore providing more options which are available to eligible students will increase the accelerated program rate.

Action Step 1 5

Increase number of students will enroll in accelerated programs by selecting these courses on their course selection cards or by placement based on FSA scores.

Person Responsible

Larry Matz

Schedule

Semiannually, from 6/12/2017 to 7/24/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Student schedules will be reviewed for participation in Industry Certification courses. All eligible students will be enrolled in the appropriate level course.

Person Responsible

Larry Matz

Schedule

On 7/21/2017

Evidence of Completion

Student schedules will reflect Industry Certification courses.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Students in Industry Certification courses will take the Industry Certification exam.

Person Responsible

Larry Matz

Schedule

On 6/1/2018


Evidence of Completion

Results from the Industry Certification exams.

G1.B5 Limited involvement with the community and stakeholders minimized student participation in academic opportunities. **2**

 B254835

G1.B5.S1 Business participation in Career Fair encourages student planning and goal setting for academic achievement. **4**

 S269218

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

Craig Corsentino

Schedule

On 9/29/2017

Evidence of Completion

Career Fair scheduled on the calendar for September 29th.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

Event schedule and student plan for participation will ensure all 7th grade students will have the opportunity to attend.

Person Responsible

Craig Corsentino

Schedule

On 10/6/2017

Evidence of Completion

Event schedule and attendance sheets.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Students write a reflection paper on their experience and plans for their future careers.

Person Responsible

Craig Corsentino

Schedule

On 12/1/2017

Evidence of Completion

Reflection papers will be graded by the Civics teachers.

G1.B5.S2 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

 S269219

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 3/2/2018

Evidence of Completion

Event calendared and participants notified

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

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

Person Responsible

Nora Bernstein

Schedule

On 3/2/2018

Evidence of Completion

Sign-in sheets will be used.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Student surveys of the event will be evaluated and attendance checked.

Person Responsible

Caleine Ajusma

Schedule

On 3/2/2018

Evidence of Completion

Survey's and attendance

G1.B5.S3 Continuing partnership with the Annual Equestrian event will showcase student skills. 4

S269220

Strategy Rationale

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

Action Step 1 5

Coordinate with the International Equestrian Center for Polo Park's participation in the event.

Person Responsible

Craig Corsentino

Schedule

On 2/23/2018

Evidence of Completion

Event calendared and participants notified

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

All students and families invited to participate, clubs will be scheduled for participation. Student artifacts and presentations will be displayed or directed during the event.

Person Responsible

Craig Corsentino

Schedule

On 3/9/2018

Evidence of Completion

Schedule of events. 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.B5.S3 7

Student participation in the partnership with the Equestrian Event for the Arts will be reflected in attendance.

Person Responsible

Craig Corsentino

Schedule

On 3/9/2018

Evidence of Completion

Attendance logs.

G1.B5.S4 Continue 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

 S269221

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 continue its partnership to participate in the Night of Science at Polo Park Middle School.

Person Responsible

Roy Bernstein

Schedule

On 12/8/2017

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.B5.S4 6

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

Person Responsible

Roy Bernstein

Schedule

On 12/4/2017

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.B5.S4 7

Student participation in the Science Fair.

Person Responsible

Craig Corsentino

Schedule

On 12/22/2017

Evidence of Completion

Science Fair projects will be on display during the Night of Science.

Plan to Monitor Effectiveness of Implementation of G1.B5.S4 7

Student participation in the Science Fair.

Person Responsible

Craig Corsentino

Schedule

On 12/22/2017

Evidence of Completion

Science Fair projects will be on display during the Night of Science.

Plan to Monitor Effectiveness of Implementation of G1.B5.S4 7

Student participation in the Science Fair.

Person Responsible

Craig Corsentino


Schedule

On 12/22/2017

Evidence of Completion

Science Fair projects will be on display during the Night of Science.

G1.B5.S5 Continued partnerships led by PTSA for Spirit Nights at local restaurants. 4

 S269222

Strategy Rationale

Students who attend feel more connected to the school community.

Action Step 1 5

Coordinate with area businesses to schedule Polo Park Spirit Nights.

Person Responsible

Craig Corsentino

Schedule

On 5/25/2018

Evidence of Completion

Calendared dates for the Polo Park Spirit Nights.

Action Step 2 5

Coordinate with area businesses to schedule Polo Park Spirit Nights.

Person Responsible

Craig Corsentino

Schedule

On 5/25/2018

Evidence of Completion

Calendared dates for the Polo Park Spirit Nights.

Plan to Monitor Fidelity of Implementation of G1.B5.S5 6

Schedule of dates for the Spirit Nights will be posted on the school website and newsletter.

Person Responsible

Craig Corsentino

Schedule

Monthly, from 9/27/2017 to 5/23/2018

Evidence of Completion

Calendared schedule.

Plan to Monitor Effectiveness of Implementation of G1.B5.S5 7

Attendance of the events will show the effectiveness of the event.

Person Responsible

Craig Corsentino

Schedule

On 5/25/2018

Evidence of Completion

Attendance logs.

G1.B6 Students are performing below proficiency in Reading on the FSA is because of a reading deficiency. 2

 B254836

G1.B6.S1 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

 S269223

Strategy Rationale

Student proficiency is increased when student reading effectiveness increases. Teachers will utilize differentiated instruction for students in the lowest 25%.

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

Monthly, from 9/18/2017 to 5/21/2018

Evidence of Completion

EDW Reports, UNIFY reports

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Teachers will maintain a list of targeted students, along with a list of strategies that have been shown to increase students reading ability. Data will be available and discussed during common planning, department meetings, administrative evaluations.

Person Responsible

Fallon Kauker

Schedule

Monthly, from 9/25/2017 to 5/21/2018

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. Student data from EDW reports and UNIFY

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Check student performance on common assessments, the Reading Diagnostic and the FSA Reading tests.

Person Responsible

Ann Clark

Schedule

Quarterly, from 9/25/2017 to 6/15/2018

Evidence of Completion

Increased student proficiency on UNIFY comparison graphs and EDW reports.

G1.B6.S2 Polo Park will continue to promote a school wide Reading Counts and Reading Plus initiative.

4

 S269224

Strategy Rationale

Reading Counts and Reading Plus are researched based programs designed to increase student reading proficiency.

Action Step 1 5

Check that Reading Counts program materials are accessible by students.

Person Responsible

Hope Shirey

Schedule

Monthly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Monitor students Reading Counts records for frequency of use.

Person Responsible

Hope Shirey

Schedule

Monthly, from 9/25/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

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

Person Responsible

Ann Clark

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

Evidence of Completion

EDW and UNIFY reports following diagnostic and common assessments. An increased number of students who participated in the Reading Counts Initiative will score at or above a Level 3 in Reading on the Reading Diagnostic and the FSA Reading tests.

G1.B6.S3 Students with a level 1 or 2 FSA score will be scheduled into Intensive Reading courses with an individualized prescriptive reading plan for reaching proficiency. 4

 S269225

Strategy Rationale

Applying research based interventions with student individualized instruction in reading will increase student levels of proficiency. A tiered approach to student placement in reading classes will increase student motivation and proficiency.

Action Step 1 5

Tiered intensive reading courses will be scheduled.

Person Responsible

Larry Matz

Schedule

On 7/10/2017

Evidence of Completion

Master Schedule

Action Step 2 5

Tiered intensive reading courses will be scheduled.

Person Responsible

Larry Matz

Schedule

On 7/10/2017

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B6.S3 6

Students who score a level 1 or 2 on the FSA will be scheduled into the intensive reading courses.

Person Responsible

Fallon Kauker

Schedule

On 8/11/2017

Evidence of Completion

Student schedules

Plan to Monitor Fidelity of Implementation of G1.B6.S3 6

Students who score a level 1 or 2 on the FSA will be scheduled into the intensive reading courses.

Person Responsible

Fallon Kauker

Schedule

On 8/11/2017

Evidence of Completion

Student schedules

Plan to Monitor Effectiveness of Implementation of G1.B6.S3 7

Student performance on the Reading Diagnostic tests, Insight tests, and SRI will be monitored for increasing student proficiency in reading.

Person Responsible

Hope Shirey

Schedule

Monthly, from 9/4/2017 to 5/25/2018


Evidence of Completion

Student data on the Insight tests, diagnostic tests, and SRI

G1.B7 Students performing below proficiency in writing is because students do not possess the necessary skills in the writing process to perform adequately on the FSA Writing assessment. 2

 B254837

G1.B7.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

 S269226

Strategy Rationale

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

Action Step 1 5

All language arts teachers will score the performance based writing assessments.

Person Responsible

Fallon Kauker

Schedule

Monthly, from 9/25/2017 to 5/21/2018

Evidence of Completion

Accurately scored writing samples with corrective feedback provided to students.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Monitor the use of feedback for students' writing samples.

Person Responsible

Fallon Kauker

Schedule

On 5/25/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Student writing samples will show an increase in proficiency in writing.

Person Responsible

Fallon Kauker


Schedule

Monthly, from 9/25/2017 to 5/21/2018

Evidence of Completion

Palm Beach Writes scores

G1.B7.S2 Fundamental writing strategies will be reviewed and practiced in core academic courses and electives to reinforce students' writing skills in all curricula areas. 4

 S269227

Strategy Rationale

Cross curricular writing strengthens student writing proficiency.

Action Step 1 5

Teachers will implement writing in their content area to reinforce student writing proficiency.

Person Responsible

Fallon Kauker

Schedule

Quarterly, from 9/25/2017 to 5/21/2018

Evidence of Completion

Writing samples in all subject areas

Plan to Monitor Fidelity of Implementation of G1.B7.S2 6

Student writing samples will be reviewed during regularly scheduled administrative evaluations.

Person Responsible

Ann Clark

Schedule

Monthly, from 9/25/2017 to 5/21/2018

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of Implementation of G1.B7.S2 7

Writing assessment scores will be used to monitor progress toward meeting individual student proficiency goals.

Person Responsible

Fallon Kauker

Schedule

Monthly, from 9/25/2017 to 5/21/2018

Evidence of Completion

Writing assessment results.

G1.B8 Students performing below proficiency in Math is because students do not possess the math skills necessary to score at or above proficiency on the FSA Mathematics test. **2**

 B254838

G1.B8.S1 Create tutorial and enrichment programs to be held before school, after school, and on weekends, and encourage student participation in these programs. **4**

 S269228

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, including KHAN academy and encourage student participation in these programs.

Person Responsible

Craig Corsentino

Schedule

Monthly, from 9/25/2017 to 5/21/2018

Evidence of Completion

Student rosters for the subject area programs

G1.B8.S2 Continue implementing an intensive math class for students who score a level 1 or 2 on the math portion of the FSA **4**

 S269229

Strategy Rationale

Students enrolled in the intensive math class consistently reach proficiency on the FSA math test.

Action Step 1 **5**

Master schedule will reflect the implementation for an Intensive Math class

Person Responsible

Larry Matz

Schedule

On 7/10/2017

Evidence of Completion

Master Schedule

Action Step 2 **5**

Master schedule will reflect the implementation for an Intensive Math class

Person Responsible

Larry Matz

Schedule

On 7/10/2017

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B8.S2 6

Students scoring a Level 1 or 2 in math on the FSA will be enrolled in the course.

Person Responsible

Larry Matz

Schedule

On 7/28/2017

Evidence of Completion

Student schedules will reflect the Intensive Math class.

Plan to Monitor Fidelity of Implementation of G1.B8.S2 6

Students scoring a Level 1 or 2 in math on the FSA will be enrolled in the course.

Person Responsible

Larry Matz

Schedule

On 7/28/2017

Evidence of Completion

Student schedules will reflect the Intensive Math class.

Plan to Monitor Effectiveness of Implementation of G1.B8.S2 7

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

Person Responsible

Larry Matz

Schedule

On 5/21/2018


Evidence of Completion

Standards based assessments provided by intensive teacher.

G1.B9 Core subject scope and sequence provides instruction in discrete topics on a specific timeline, providing little time for identification and review of content areas where students need remediation. **2**

 B254839

G1.B9.S1 Teachers will perform a review of common assessment data through the single school culture worksheet and use the Unify comparison charts to determine needed benchmark remediation. **4**

 S269230

Strategy Rationale

Data analysis will determine which standards are in need of remediation.

Action Step 1 **5**

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 9/11/2017 to 5/25/2018

Evidence of Completion

Single School Culture worksheets, lesson plans with remediation activities listed, UNIFY comparison graphs.

Plan to Monitor Fidelity of Implementation of G1.B9.S1 **6**

Monthly review of common assessment data during department meetings.

Person Responsible

Larry Matz

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Single School Culture data worksheets from common assessments and lesson plans will show that all Benchmark remediation activities are being implemented in the classroom.

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Data gathered from re-testing of benchmark remediation will show an increase in student proficiency

Person Responsible

Larry Matz

Schedule


Monthly, from 9/25/2017 to 5/21/2018

Evidence of Completion

Single School Culture worksheets, UNIFY comparison graphs.

G1.B9.S2 Remediation will be completed in class as determined by the grade level subject area team.

4

 S269231

Strategy Rationale

Utilizing research based techniques for remediation will increase student proficiency.

Action Step 1 5

Common assessments will be given by subject areas and Single School Culture data feedback forms will be reviewed for the remediation and re-assessment information.

Person Responsible

Ann Clark

Schedule

Monthly, from 9/25/2017 to 5/21/2018

Evidence of Completion

The Data Feedback forms and lesson plans showing implementation for remediation.

Plan to Monitor Fidelity of Implementation of G1.B9.S2 6

Data chats will be held monthly by department during common planning and attended by administration to discuss student performance on the common assessments and to plan for remediation in the classroom.

Person Responsible

Larry Matz

Schedule

On 5/21/2018

Evidence of Completion

Data forms contain the re-assessment scores for below proficiency benchmarks. Notes from the common planning meetings will outline the remediation techniques implemented. Re-assessment will be conducted and the results of remediation found in UNIFY comparison graphs.

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7

Monitor student performance on the diagnostics, common assessments and the FSA test during department meetings and data chats.

Person Responsible

Larry Matz

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Data forms, UNIFY comparison graphs,

G1.B9.S3 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

S269232

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Fallon Kauker

Schedule

On 9/25/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B9.S3 6

Administrators will attend the department common planning data chat meetings.

Person Responsible

Larry Matz

Schedule

Monthly, from 9/25/2017 to 5/21/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B9.S3 7

Regularly scheduled administrative evaluations will be used to monitor teacher lesson plans for classroom implementation of benchmark remediation activities.

Person Responsible

Ann Clark

Schedule

Monthly, from 9/25/2017 to 5/21/2018

Evidence of Completion

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



















IV. Implementation Timeline




















Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B4.S1.A1 A359272	The Master Schedule will reflect additional courses which require students taking advanced exams.	Matz, Larry	6/12/2017	Master Schedule	6/12/2017 one-time
G1.B4.S2.A1 A359273	Develop the master board to reflect additional courses which require industry certification.	Matz, Larry	6/12/2017	Master Schedule	6/12/2017 one-time
G1.B4.S1.MA1 M383923	Planned courses will be allocated staffing in budget.	Clark, Ann	7/10/2017	Master schedule will reflect new course and teacher position.	7/10/2017 one-time
G1.B4.S2.MA1 M383925	Pre-IT courses scheduled and budgeted.	Clark, Ann	7/10/2017	Master board will reflect the new course offerings.	7/10/2017 one-time
G1.B8.S2.A1 A359288	Master schedule will reflect the implementation for an Intensive Math class	Matz, Larry	7/10/2017	Master Schedule	7/10/2017 one-time
G1.B8.S2.A2 A359289	Master schedule will reflect the implementation for an Intensive Math class	Matz, Larry	7/10/2017	Master Schedule	7/10/2017 one-time
G1.B6.S3.A1 A359283	Tiered intensive reading courses will be scheduled.	Matz, Larry	7/10/2017	Master Schedule	7/10/2017 one-time
G1.B6.S3.A2 A359284	Tiered intensive reading courses will be scheduled.	Matz, Larry	7/10/2017	Master Schedule	7/10/2017 one-time
G1.B4.S3.MA1 M383927	Student schedules will be reviewed for participation in Industry Certification courses. All...	Matz, Larry	7/17/2017	Student schedules will reflect Industry Certification courses.	7/21/2017 one-time
G1.B4.S3.A1 A359274	Increase number of students will enroll in accelerated programs by selecting these courses on their...	Matz, Larry	6/12/2017	Course offerings provided will show an increased number of students enrolled in courses offering industry certification exams.	7/24/2017 semiannually
G1.B8.S2.MA1 M383952	Students scoring a Level 1 or 2 in math on the FSA will be enrolled in the course.	Matz, Larry	7/24/2017	Student schedules will reflect the Intensive Math class.	7/28/2017 one-time
G1.B8.S2.MA1 M383953	Students scoring a Level 1 or 2 in math on the FSA will be enrolled in the course.	Matz, Larry	7/24/2017	Student schedules will reflect the Intensive Math class.	7/28/2017 one-time
G1.B6.S3.MA1 M383945	Students who score a level 1 or 2 on the FSA will be scheduled into the intensive reading courses.	Kauker, Fallon	7/10/2017	Student schedules	8/11/2017 one-time
G1.B6.S3.MA1 M383946	Students who score a level 1 or 2 on the FSA will be scheduled into the intensive reading courses.	Kauker, Fallon	7/10/2017	Student schedules	8/11/2017 one-time
G1.B4.S1.MA1 M383921	Course offerings provided will show an increased number of students enrolled in courses offering...	Matz, Larry	8/7/2017	Teacher loads will be used to track the number of students participating in courses offering industry certification.	9/4/2017 annually
G1.B4.S1.MA1 M383922	Course offerings provided will show an increased number of students enrolled in courses offering...	Matz, Larry	8/7/2017	Teacher loads will be used to track the number of students participating in courses offering industry certification.	9/4/2017 annually
G1.B4.S2.MA1 M383924	Increase number of students will enroll in accelerated programs.	Matz, Larry	7/10/2017	Student schedules reflect increased participation in accelerated programs.	9/4/2017 one-time
G1.B9.S3.A1 A359292	Calendar of meetings between support facilitators and regular education teachers created by subject...	Kauker, Fallon	7/17/2017	Common planning meetings scheduled with regular education teachers and support facilitators.	9/25/2017 one-time
G1.B5.S1.A1 A359275	Invite business partners to participate in a Career Fair.	Corsentino, Craig	7/17/2017	Career Fair scheduled on the calendar for September 29th.	9/29/2017 one-time

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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
G1.B5.S1.MA1 M383929	Event schedule and student plan for participation will ensure all 7th grade students will have the...	Corsentino, Craig	8/21/2017	Event schedule and attendance sheets.	10/6/2017 one-time
G1.B5.S1.MA1 M383928	Students write a reflection paper on their experience and plans for their future careers.	Corsentino, Craig	10/2/2017	Reflection papers will be graded by the Civics teachers.	12/1/2017 one-time
G1.B5.S4.MA1 M383937	The science department will contact and coordinate the Night of Science with Palm Beach Science...	Bernstein, Roy	9/4/2017	The Palm Beach Science Museum artifacts will be used during the Night of Science.	12/4/2017 one-time
G1.B5.S4.A1 A359278	The Palm Beach Science Museum will continue its partnership to participate in the Night of Science...	Bernstein, Roy	10/2/2017	The Palm Beach Science Museum will perform their Science presentation during the Night of Science.	12/8/2017 one-time
G1.B5.S4.MA1 M383934	Student participation in the Science Fair.	Corsentino, Craig	10/2/2017	Science Fair projects will be on display during the Night of Science.	12/22/2017 one-time
G1.B5.S4.MA1 M383935	Student participation in the Science Fair.	Corsentino, Craig	10/2/2017	Science Fair projects will be on display during the Night of Science.	12/22/2017 one-time
G1.B5.S4.MA1 M383936	Student participation in the Science Fair.	Corsentino, Craig	10/2/2017	Science Fair projects will be on display during the Night of Science.	12/22/2017 one-time
G1.B5.S3.A1 A359277	Coordinate with the International Equestrian Center for Polo Park's participation in the event.	Corsentino, Craig	12/1/2017	Event calendared and participants notified	2/23/2018 one-time
G1.B5.S2.MA1 M383930	Student surveys of the event will be evaluated and attendance checked.	Ajusma, Caleine	9/4/2017	Survey's and attendance	3/2/2018 one-time
G1.B5.S2.MA1 M383931	Staff and student participation at Barnes and Noble will be recorded.	Bernstein, Nora	9/25/2017	Sign-in sheets will be used.	3/2/2018 one-time
G1.B5.S2.A1 A359276	Coordinate with Barnes and Noble to partner with them as host to Polo Park for a literacy night...	Bernstein, Nora	9/25/2017	Event calendared and participants notified	3/2/2018 one-time
G1.B5.S3.MA1 M383932	Student participation in the partnership with the Equestrian Event for the Arts will be reflected...	Corsentino, Craig	9/4/2017	Attendance logs.	3/9/2018 one-time
G1.B5.S3.MA1 M383933	All students and families invited to participate, clubs will be scheduled for participation....	Corsentino, Craig	1/15/2018	Schedule of events. The Art department will create items for presentation. The Band department will practice and direct their presentation at the Equestrian Event.	3/9/2018 one-time
G1.MA1 M383960	Data from the Single School Culture worksheets, UNIFY comparison charts and District Diagnostic...	Matz, Larry	9/25/2017	EDW reports, UNIFY reports, FSA results	5/21/2018 monthly
G1.B1.S1.A1 A359267	Teachers will set academic goals and use Marzano based scales aligned to the Florida Standards for...	Clark, Ann	9/11/2017	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 meeting the standards.	5/21/2018 monthly
G1.B2.S1.MA1 M383914	Teachers will complete the Single School Culture worksheet for evaluating student performance on...	Clark, Ann	9/25/2017	The Single School Culture worksheet and UNIFY comparison graphs.	5/21/2018 monthly
G1.B2.S1.MA1 M383915	Common assessments will be created by the teachers and reviewed by administration to meet the...	Clark, Ann	9/25/2017	Adequately designed common assessments.	5/21/2018 monthly
G1.B2.S1.A1 A359269	Teachers will collaborate during common planning to create or select a common assessment to...	Matz, Larry	9/11/2017	Common assessments aligned to Florida Standards with a high order of questioning at a level meeting the expectations found on the FSA.	5/21/2018 monthly
G1.B6.S1.MA1 M383941	Teachers will maintain a list of targeted students, along with a list of strategies that have been...	Kauker, Fallon	9/25/2017	Teachers will have lists of targeted students, along with a list of strategies that have been shown to increase	5/21/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				students reading ability. Student data from EDW reports and UNIFY	
G1.B6.S1.A1  A359281	Teachers will create and maintain a list of students performing in the lowest 25% of each class on...	Kauker, Fallon	9/18/2017	EDW Reports, UNIFY reports	5/21/2018 monthly
G1.B7.S1.MA1  M383947	Student writing samples will show an increase in proficiency in writing.	Kauker, Fallon	9/25/2017	Palm Beach Writes scores	5/21/2018 monthly
G1.B7.S1.A1  A359285	All language arts teachers will score the performance based writing assessments.	Kauker, Fallon	9/25/2017	Accurately scored writing samples with corrective feedback provided to students.	5/21/2018 monthly
G1.B8.S1.A1  A359287	Create tutorial and enrichment programs to be held before school, after school, and on weekends,...	Corsentino, Craig	9/25/2017	Student rosters for the subject area programs	5/21/2018 monthly
G1.B9.S1.MA1  M383954	Data gathered from re-testing of benchmark remediation will show an increase in student proficiency	Matz, Larry	9/25/2017	Single School Culture worksheets, UNIFY comparison graphs.	5/21/2018 monthly
G1.B1.S2.MA1  M383913	Common planning will be used to share PLTW information with the other teachers in the choice...	Clark, Ann	9/25/2017	Department planning meeting agenda's, and lesson plans.	5/21/2018 monthly
G1.B3.S2.MA1  M383918	Student proficiency on assessments will increase.	Matz, Larry	9/25/2017	UNIFY comparison graphs, EDW reports	5/21/2018 one-time
G1.B3.S2.MA1  M383919	Administration will conduct scheduled evaluations.	Clark, Ann	9/4/2017	Marzano evaluations	5/21/2018 monthly
G1.B3.S2.MA1  M383920	Administration will conduct scheduled evaluations.	Clark, Ann	9/4/2017	Marzano evaluations	5/21/2018 monthly
G1.B7.S2.MA1  M383949	Writing assessment scores will be used to monitor progress toward meeting individual student...	Kauker, Fallon	9/25/2017	Writing assessment results.	5/21/2018 monthly
G1.B7.S2.MA1  M383950	Student writing samples will be reviewed during regularly scheduled administrative evaluations.	Clark, Ann	9/25/2017	Student writing samples	5/21/2018 monthly
G1.B7.S2.A1  A359286	Teachers will implement writing in their content area to reinforce student writing proficiency.	Kauker, Fallon	9/25/2017	Writing samples in all subject areas	5/21/2018 quarterly
G1.B8.S2.MA1  M383951	Ongoing student assessment in class will be monitored for student proficiency on remediation of...	Matz, Larry	9/4/2017	Standards based assessments provided by intensive teacher.	5/21/2018 one-time
G1.B9.S2.MA1  M383957	Data chats will be held monthly by department during common planning and attended by administration...	Matz, Larry	9/25/2017	Data forms contain the re-assessment scores for below proficiency benchmarks. Notes from the common planning meetings will outline the remediation techniques implemented. Re-assessment will be conducted and the results of remediation found in UNIFY comparison graphs.	5/21/2018 one-time
G1.B9.S2.A1  A359291	Common assessments will be given by subject areas and Single School Culture data feedback forms...	Clark, Ann	9/25/2017	The Data Feedback forms and lesson plans showing implementation for remediation.	5/21/2018 monthly
G1.B9.S3.MA1  M383958	Regularly scheduled administrative evaluations will be used to monitor teacher lesson plans for...	Clark, Ann	9/25/2017	Teacher lesson plans will show that all benchmark remediation activities are being implemented in the classroom.	5/21/2018 monthly
G1.B9.S3.MA1  M383959	Administrators will attend the department common planning data chat meetings.	Matz, Larry	9/25/2017	Data forms will be submitted with re-teach interventions listed.	5/21/2018 monthly
G1.B5.S5.MA1  M383939	Schedule of dates for the Spirit Nights will be posted on the school website and newsletter.	Corsentino, Craig	9/27/2017	Calendared schedule.	5/23/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1  M383911	Administrative observations will be conducted based on district parameters for evaluations.	Clark, Ann	9/18/2017	Marzano scales will be posted and student artifacts will be evidence of use. Teacher lesson plans will be available for review.	5/25/2018 biweekly
G1.B3.S1.MA1  M383916	Student performance on common assessments, diagnostics and FSA.	Clark, Ann	9/4/2017	UNIFY comparison graphs, EDW reports, FSA scores	5/25/2018 monthly
G1.B3.S1.MA1  M383917	Teacher observations will be performed.	Kauker, Fallon	9/4/2017	Marzano Evaluations	5/25/2018 monthly
G1.B3.S1.A1  A359270	Professional development will be conducted to train teachers on CLOSE reading.	Shirey, Hope	9/11/2017	PD scheduled dates and agendas, Marzano evaluations	5/25/2018 quarterly
G1.B7.S1.MA1  M383948	Monitor the use of feedback for students' writing samples.	Kauker, Fallon	9/25/2017	Students' writing samples with written corrective feedback from the teachers.	5/25/2018 one-time
G1.B9.S1.MA1  M383955	Monthly review of common assessment data during department meetings.	Matz, Larry	9/11/2017	Single School Culture data worksheets from common assessments and lesson plans will show that all Benchmark remediation activities are being implemented in the classroom.	5/25/2018 monthly
G1.B9.S1.A1  A359290	Teachers will review students scores on the common assessments and diagnostic tests to develop a...	Matz, Larry	9/11/2017	Single School Culture worksheets, lesson plans with remediation activities listed, UNIFY comparison graphs.	5/25/2018 biweekly
G1.B1.S2.MA1  M383912	Student proficiency on common assessments in math and reading will continue to increase.	Matz, Larry	9/25/2017	UNIFY comparison graphs, EDW reports.	5/25/2018 monthly
G1.B3.S2.A1  A359271	Conduct professional development on appropriate strategies for teaching vocabulary in the classroom.	Shirey, Hope	9/4/2017	Calendared dates and agenda's for the professional development training.	5/25/2018 monthly
G1.B9.S2.MA1  M383956	Monitor student performance on the diagnostics, common assessments and the FSA test during...	Matz, Larry	9/4/2017	Data forms, UNIFY comparison graphs,	5/25/2018 monthly
G1.B6.S3.MA1  M383944	Student performance on the Reading Diagnostic tests, Insight tests, and SRI will be monitored for...	Shirey, Hope	9/4/2017	Student data on the Insight tests, diagnostic tests, and SRI	5/25/2018 monthly
G1.B5.S5.MA1  M383938	Attendance of the events will show the effectiveness of the event.	Corsentino, Craig	9/11/2017	Attendance logs.	5/25/2018 one-time
G1.B5.S5.A1  A359279	Coordinate with area businesses to schedule Polo Park Spirit Nights.	Corsentino, Craig	9/4/2017	Calendared dates for the Polo Park Spirit Nights.	5/25/2018 one-time
G1.B5.S5.A2  A359280	Coordinate with area businesses to schedule Polo Park Spirit Nights.	Corsentino, Craig	9/4/2017	Calendared dates for the Polo Park Spirit Nights.	5/25/2018 one-time
G1.B1.S1.MA1  M383910	Teacher artifacts will show planning and implementation of standards based lessons and...	Kauker, Fallon	9/4/2017	Individual student tracking forms, UNIFY comparison data.	5/29/2018 monthly
G1.B6.S2.MA1  M383942	Monitor student performance on the reading diagnostic tests and common assessments.	Clark, Ann	9/4/2017	EDW and UNIFY reports following diagnostic and common assessments. An increased number of students who participated in the Reading Counts Initiative will score at or above a Level 3 in Reading on the Reading Diagnostic and the FSA Reading tests.	5/31/2018 quarterly
G1.B6.S2.MA1  M383943	Monitor students Reading Counts records for frequency of use.	Shirey, Hope	9/25/2017	Students' average daily participation in the Reading Counts program will increase each month.	5/31/2018 monthly
G1.B6.S2.A1  A359282	Check that Reading Counts program materials are accessible by students.	Shirey, Hope	9/25/2017		5/31/2018 monthly
G1.B4.S3.MA1  M383926	Students in Industry Certification courses will take the Industry Certification exam.	Matz, Larry	1/16/2017	Results from the Industry Certification exams.	6/1/2018 one-time

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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
G1.B1.S2.A1  A359268	Polo Park Middle School will become a Project Lead the Way Pre-Engineering Choice school.	Matz, Larry	7/10/2017	Courses will be entered on the master schedule for Pre-Engineering and teachers will be trained in utilizing PLTW curriculum and their instructional process.	6/11/2018 one-time
G1.B6.S1.MA1  M383940	Check student performance on common assessments, the Reading Diagnostic and the FSA Reading tests.	Clark, Ann	9/25/2017	Increased student proficiency on UNIFY comparison graphs and EDW reports.	6/15/2018 quarterly

V. Professional Development Opportunities

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

G1. If we implement effective and relevant instruction to meet the needs of all students then Polo Park will meet the High School Readiness criteria.

G1.B3 Need for more integrated use of grade level and subject area rigorous text.

G1.B3.S1 All teachers will utilize the CLOSE reading strategy.

PD Opportunity 1

Professional development will be conducted to train teachers on CLOSE reading.

Facilitator

District provided trainers

Participants

Teachers

Schedule

Quarterly, from 9/11/2017 to 5/25/2018

G1.B3.S2 All teachers will utilize subject area content vocabulary on grade level for every class.

PD Opportunity 1

Conduct professional development on appropriate strategies for teaching vocabulary in the classroom.

Facilitator

Participants

Schedule

Monthly, from 9/4/2017 to 5/25/2018

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	Teachers will set academic 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
2	G1.B1.S2.A1	Polo Park Middle School will become a Project Lead the Way Pre-Engineering Choice school.	\$0.00
3	G1.B2.S1.A1	Teachers will collaborate during common planning to create or select a common assessment to evaluate student proficiency in meeting the standards presented in class at or above the rigor necessary to adequately evaluate or predict student performance on the FSA.	\$0.00
4	G1.B3.S1.A1	Professional development will be conducted to train teachers on CLOSE reading.	\$0.00
5	G1.B3.S2.A1	Conduct professional development on appropriate strategies for teaching vocabulary in the classroom.	\$0.00
6	G1.B4.S1.A1	The Master Schedule will reflect additional courses which require students taking advanced exams.	\$0.00
7	G1.B4.S2.A1	Develop the master board to reflect additional courses which require industry certification.	\$0.00
8	G1.B4.S3.A1	Increase number of students will enroll in accelerated programs by selecting these courses on their course selection cards or by placement based on FSA scores.	\$0.00
9	G1.B5.S1.A1	Invite business partners to participate in a Career Fair.	\$0.00
10	G1.B5.S2.A1	Coordinate with Barnes and Noble to partner with them as host to Polo Park for a literacy night focus.	\$0.00
11	G1.B5.S3.A1	Coordinate with the International Equestrian Center for Polo Park's participation in the event.	\$0.00
12	G1.B5.S4.A1	The Palm Beach Science Museum will continue its partnership to participate in the Night of Science at Polo Park Middle School.	\$0.00
13	G1.B5.S5.A1	Coordinate with area businesses to schedule Polo Park Spirit Nights.	\$0.00
14	G1.B5.S5.A2	Coordinate with area businesses to schedule Polo Park Spirit Nights.	\$0.00
15	G1.B6.S1.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.	\$0.00
16	G1.B6.S2.A1	Check that Reading Counts program materials are accessible by students.	\$0.00
17	G1.B6.S3.A1	Tiered intensive reading courses will be scheduled.	\$0.00
18	G1.B6.S3.A2	Tiered intensive reading courses will be scheduled.	\$0.00
19	G1.B7.S1.A1	All language arts teachers will score the performance based writing assessments.	\$0.00
20	G1.B7.S2.A1	Teachers will implement writing in their content area to reinforce student writing proficiency.	\$0.00

21	G1.B8.S1.A1	Create tutorial and enrichment programs to be held before school, after school, and on weekends, including KHAN academy and encourage student participation in these programs.	\$0.00
22	G1.B8.S2.A1	Master schedule will reflect the implementation for an Intensive Math class	\$0.00
23	G1.B8.S2.A2	Master schedule will reflect the implementation for an Intensive Math class	\$0.00
24	G1.B9.S1.A1	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	G1.B9.S2.A1	Common assessments will be given by subject areas and Single School Culture data feedback forms will be reviewed for the remediation and re-assessment information.	\$0.00
26	G1.B9.S3.A1	Calendar of meetings between support facilitators and regular education teachers created by subject area.	\$0.00
Total:			\$0.00