
Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	10
Title I Requirements	11
Budget to Support Goals	13

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) Middle School 6-8	2017-18 Title I School No	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 43%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 58%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title
Aronson, Michael	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
Ehlers, Jamie	Teacher, K-12

Duties

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.

All Department Heads are responsible for alignment of standards to instruction, student assessment data analysis and tracking student progress. ESE Department Head is responsible for tracking

student progress and monitoring the fidelity of implementation of the ESE programs as well as oversee the SBT committee. Guidance counselors are responsible for monitoring the mental and emotional health of the students. instructional leaders and practice shared decision making

The school-based MTSS leadership team will meet weekly to discuss academic and emotional needs of our students. An academic review of data collected is conducted during the meeting and plans are made to address any changes needed to successfully reach the School Improvement Plan goal for high school readiness and 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 Month" program.

Early Warning Systems

Year 2017-18

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	13	11	33	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	34	40	39	0	0	0	0	113
Course failure in ELA or Math	0	0	0	0	0	0	17	29	42	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	0	0	0	49	40	33	0	0	0	0	122

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	22	24	37	0	0	0	0	83

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	11	15	14	0	0	0	0	40

Date this data was collected

Monday 8/20/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The Learning Gains for ELA Lowest 25% was the lowest component in our data. This has been the lowest performing component for the past two consecutive years with 62% of students in the ELA lowest 25% making learning gains.

Which data component showed the greatest decline from prior year?

The Learning Gains for Math Lowest 25% showed the largest decline from the previous year of four points from 68% to 64%/

Which data component had the biggest gap when compared to the state average?

Our data shows our school is at least 15% above the state average in all areas.

Which data component showed the most improvement? Is this a trend?

Our science data was the most improved component in our data with a 6% increase over the previous year. This is the second consecutive year of showing increases.

Describe the actions or changes that led to the improvement in this area.

Our staff uses a data feedback method of analyzing core area common assessments on a bi-weekly schedule. The results are reviewed by the respective grade level and subject area teachers who then plan re-teach activities including but not limited to pair-share, group interactions, reciprocal teaching, and 'do now' review.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	79%	56%	53%	76%	55%	52%
ELA Learning Gains	72%	57%	54%	72%	56%	53%
ELA Lowest 25th Percentile	62%	49%	47%	64%	49%	45%
Math Achievement	82%	61%	58%	80%	59%	55%
Math Learning Gains	73%	61%	57%	78%	60%	55%
Math Lowest 25th Percentile	64%	54%	51%	61%	48%	47%
Science Achievement	79%	55%	52%	64%	54%	50%
Social Studies Achievement	94%	75%	72%	85%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	13 (6)	11 (8)	33 (12)	57 (26)
One or more suspensions	34 (23)	40 (29)	39 (24)	113 (76)
Course failure in ELA or Math	17 (30)	29 (31)	42 (48)	88 (109)
Level 1 on statewide assessment	49 (22)	40 (47)	33 (49)	122 (118)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	76%	53%	23%	52%	24%
	2017	71%	54%	17%	52%	19%
Same Grade Comparison		5%				
Cohort Comparison						
07	2018	75%	54%	21%	51%	24%
	2017	79%	55%	24%	52%	27%
Same Grade Comparison		-4%				
Cohort Comparison		4%				
08	2018	78%	60%	18%	58%	20%
	2017	77%	56%	21%	55%	22%
Same Grade Comparison		1%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	71%	56%	15%	52%	19%
	2017	76%	55%	21%	51%	25%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2018	64%	39%	25%	54%	10%
	2017	66%	38%	28%	53%	13%
Same Grade Comparison		-2%				
Cohort Comparison		-12%				
08	2018	84%	65%	19%	45%	39%
	2017	86%	63%	23%	46%	40%
Same Grade Comparison		-2%				
Cohort Comparison		18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	77%	54%	23%	50%	27%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	72%	21%	71%	22%
2017	88%	73%	15%	69%	19%
Compare		5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	96%	62%	34%	62%	34%
2017	95%	59%	36%	60%	35%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	57%	43%	56%	44%
2017	100%	55%	45%	53%	47%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	49	49	42	52	63	52	43	85	44		
ELL	38	63	67	56	56	41		92			
ASN	89	86		92	81		88		95		
BLK	69	71	60	68	67	56	62	84	67		
HSP	75	69	63	81	73	58	75	96	71		
MUL	66	63	50	72	59	67		93	92		
WHT	85	74	63	89	76	74	86	98	78		
FRL	69	67	61	73	68	59	71	93	64		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	49	55	46	51	57	50	41	61	8		
ELL	39	66	70	58	72	67	40		9		
ASN	94	83		97	100			100	81		
BLK	68	64	56	70	69	70	58	82	58		
HSP	75	71	60	81	73	69	73	92	48		
MUL	71	67		83	78			90			
WHT	82	73	67	87	78	64	77	91	73		
FRL	71	67	56	75	70	65	64	90	35		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	High School Readiness Criteria
Rationale	If we implement effective and relevant instruction to meet the needs of all students then Polo Park will meet the high school readiness criteria.
Intended Outcome	Our targeted outcome is 78% of Polo Park Middle School students will meet the high school readiness criteria.
Point Person	Michael Aronson (michael.aronson@palmbeachschools.org)
Action Step	
Description	<p>The implementation of effective and relevant instruction will begin with continued application of rigorous standards based lessons utilizing grade level vocabulary complemented by applying the Marzano research based process for tracking student progress in academic proficiency on grade level subject area standards based lessons and assessments with a focus on the lowest 25%.</p> <p>The Pillars of Effective Instruction focus on ensuring ALL students are afforded equity and access to the provided 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 our Single School Culture of high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and development of lessons incorporating differentiated instruction.</p>
Person Responsible	Fallon Kauker (fallon.kauker@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<p>Teacher artifacts including Data Feedback Forms will show planning and implementation of standards based lessons and documentation of increasing proficiency on grade level subject specific common assessments. Student artifacts including student tracking forms and scales will show evidence of students increasing proficiency in the standards presented. One venue for encouraging positive working relationships and monitoring effectiveness of instruction is through their participation in Professional Learning Communities (PLCs). The master schedule has been designed to provided consistent time for teachers to meet by comment content areas and address the needs of our multi-culturally diverse population and subgroups. 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 grade level and subject area collaboration.</p>
Person Responsible	Larry Matz (larry.matz@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

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 2018-2019 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.

PFEP Link

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

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.

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.

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."

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.

Part V: Budget	
Total:	\$1,724.00