



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Polo Park Middle School

11901 LAKE WORTH RD

Wellington, FL 33449

561-333-5500

www.edline.net/pages/polo_park_middle_school

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 46%
Alternative/ESE Center No	Charter School No	Minority Rate 52%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Polo Park Middle School

Principal

Ann Clark

School Advisory Council chair

Roy Bernstein

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ann Clark	Principal
Stacey Einhorn	ESE Coordinator
Yolanda Gregory	Assistant Principal
Scott Abell	Assistant Principal
Angela Mazzocco	Counselor
Carolyn Zakrie	Counselor
John Michaels	School Resource Officer

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Polo Park Middle School's School Advisory Council is comprised of the following members:
 Parents Members: Amy M. Thibault, Christine Bruno, Eve Sauer, Grisel Shulman, Jennifer Hargain, Julie Shamash, Kimberley Schrank, Kris Riedell, Lori Bilkis, Tammi Schnider, Tanya Siskind
 Teachers: James Ring, Kathleen Lodes, Matthew Besman, Nora Bernstein
 Administrators: Ann Clark, Principal
 SAC Chair: Roy Bernstein, Teacher
 Business Community Partner: Michelle McGovern
 Student: Sydney Nmezi

Involvement of the SAC in the development of the SIP

Members of the SAC reviewed the previous year's school improvement plan and made recommendations for changes based on the students' academic achievement from SY13.

Activities of the SAC for the upcoming school year

School Advisory Council reviews the school improvement plan and makes suggestions regarding possible changes. Additionally, they assist in the approval of allocation of leftover school funds. Data trends from the diagnostic assessments and previous FCAT scores are reviewed and discussed.

Projected use of school improvement funds, including the amount allocated to each project

Currently there is \$1,249 left from the SY12-13 budget. Teachers will fill out mini-grant requests which will be submitted to the SAC for approval. At this time, no additional funds are expected in school improvement dollars.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ann Clark

Principal

Years as Administrator: 19

Years at Current School: 1

Credentials

Master’s Degree in ED/LD/VE from Florida State University
 Certification in Educational Leadership from Nova University
 ESOL Endorsement

Performance Record

Principal at Polo Park MS
 SY 2012-2013:
 Grade: A.
 FCAT Reading: 72% of students are proficient
 FCAT Math: 74% of students are proficient
 FCAT Science: 63% of students are proficient
 FCAT Writing: 78% of students are proficient
 AYP: n/a
 Principal Poinciana Elementary School
 SY 2011-2012
 School Grade B
 43% of lowest 25% making learning gains– Reading
 60% of lowest 25% making learning gains– Math
 64% making learning gains – Reading
 59% making learning gains - Math
 SY 2010-2011
 School Grade A
 AYP – No – 90% - SWD in Math and Reading not making AYP
 71% of lowest 25% making learning gains– Reading
 52% of lowest 25% making learning gains– Math
 73% making learning gains – Reading
 56% making learning gains – Math
 SY 2009-2010
 School Grade A
 AYP – No – 90% SWD in Reading and ED in Math not making AYP
 56% of lowest 25% making learning gains– Reading
 57% of lowest 25% making learning gains- Math
 68% making learning gains – Reading
 57% making learning gains – Math

Yolanda Gregory

Asst Principal

Years as Administrator: 10

Years at Current School: 5

Credentials

BA-Business Administration, Florida Atlantic University
 Master of Education- Adult Education, Florida Atlantic University
 Educational Specialist-Educational Leadership, Florida Atlantic University
 Certification: School Principal; Educational Leadership
 Endorsements: Reading; Business Education; ELL.

Performance Record

Assistant Principal at Polo Park MS
 SY 2012-2013:
 Grade: A.
 FCAT Reading: 72% of students are proficient
 FCAT Math: 74% of students are proficient
 FCAT Science: 63% of students are proficient
 FCAT Writing: 78% of students are proficient
 AYP: n/a
 SY 2011-2012:
 Grade: A.
 FCAT Reading: 63% of students were proficient
 FCAT Math: 65% of students were proficient
 FCAT Science: 47% of students were proficient
 FCAT Writing: 60% of students were proficient
 AYP: AYP not met.
 SY 2010-2011:
 Grade: A.
 FCAT Reading: 64% of students were proficient
 FCAT Math: 69% of students were proficient
 FCAT Science: 64% of students were proficient
 FCAT Writing: 82% of students were proficient
 AYP: AYP not met
 SY 2009-2010:
 Grade: A.
 FCAT Reading: 79% proficient, 66% made gains and 60% of students in lowest 25% made gains. 2 subgroups did not make proficiency: Blacks and Hispanics.
 FCAT Math: 77% proficient, 70% made gains and 65% of lowest 25% made gains. Two sub groups did not make proficiency: Black and Hispanic.
 FCAT Science: 71% proficient.
 FCAT Writing: 98% proficient.
 AYP: School did not meet AYP.
 SY 2008-2009:
 Grade: A.
 FCAT Reading Mastery: 80%.
 FCAT Math Mastery: 79%.
 AYP: 87%. White and Hispanic subgroups met AYP in Reading and Math. Economically Disadvantaged met AYP in Reading.
 Assistant Principal at Atlantic Community High School
 SY 2007-2008:

Grade: C.
FCAT Reading Mastery: 49%.
FCAT Math Mastery: 69%.
AYP: 69%. Only white subgroup made AYP in Reading and Math.
Hispanic subgroup made AYP in .
SY 2006-2007:
Grade: C.
FCAT Reading Mastery: 48%.
FCAT Math Mastery: 68%.
AYP: 85%. Only White subgroup made AYP in reading and math.
Black, Hispanic, Economically Disadvantaged and ELL subgroups
made AYP in math.
SY 2005-2006:
Grade: B.
FCAT Reading Mastery 48%.
FCAT Math mastery: 68%.
AYP: 72%. Hispanics and White subgroups made AYP in Reading
and Math.
SY 2004-2005:
Grade: B.
FCAT Reading Mastery: 52%.
FCAT Math mastery: 73%.
AYP: 80%. Only white subgroups made AYP in Reading and
Math. Economically Disadvantaged also met AYP in Math.
SY 2003-2004:
Grade: B.
FCAT Reading mastery: 50%.
FCAT Math mastery: 71%.
AYP: 73%. White, Hispanic, Asian met AYP in Reading and Math.
Economically Disadvantaged also met AYP in Math.

Scott Abell

Asst Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

BS- Secondary Education, Stephen F. Austin State University
 Master's Degree-Educational Leadership, Nova Southeastern University
 Florida certifications: Educational Leadership; Biology 6-12; Earth-Space Science 6-12;
 Texas- certifications: Biology 6-12; Earth-Space Science 6-12;
 Endorsements: Gifted Endorsed; Reading Endorsed; ESOL endorsed

Performance Record

Assistant Principal at Polo Park MS
 SY 2012-2013:
 Grade: A.
 FCAT Reading: 72% of students are proficient
 FCAT Math: 74% of students are proficient
 FCAT Science: 63% of students are proficient
 FCAT Writing: 78% of students are proficient
 AYP: n/a
 SY 2011-2012:
 Grade: A.
 FCAT Reading: 63% of students were proficient
 FCAT Math: 65% of students were proficient
 FCAT Science: 47% of students were proficient
 FCAT Writing: 60% of students were proficient
 AYP: AYP not met.
 SY 2010-2011:
 Grade: A.
 FCAT Reading: 64% of students were proficient
 FCAT Math: 69% of students were proficient
 FCAT Science: 64% of students were proficient
 FCAT Writing: 82% of students were proficient
 AYP: AYP not met
 SY 2009-2010:
 Grade: A.
 FCAT Reading: 79% proficient, 66% made gains and 60% of students in lowest 25% made gains. 2 subgroups did not make proficiency: Blacks and Hispanics.
 FCAT Math: 77% proficient, 70% made gains and 65% of lowest 25% made gains. Two sub groups did not make proficiency: Black and Hispanic.
 FCAT Science: 71% proficient.
 FCAT Writing: 98% proficient.
 AYP: School did not meet AYP.
 8th Grade Science Teacher at Tradewinds Middle School.
 2008-2009: Science mastery at TMS 49%.
 2007-2008: Science mastery at TMS 39%.
 2006-2007: Science mastery at TMS 44%.
 2005-2006: No science FCAT.
 2004-2005: No science FCAT.

Classroom Teachers

of classroom teachers

55

receiving effective rating or higher

55, 100%

Highly Qualified Teachers

87%

certified in-field

100, 182%

ESOL endorsed

12, 22%

reading endorsed

5, 9%

with advanced degrees

17, 31%

National Board Certified

3, 5%

first-year teachers

0, 0%

with 1-5 years of experience

18, 33%

with 6-14 years of experience

18, 33%

with 15 or more years of experience

18, 33%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

1, 17%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Recruiting will occur at District and local University job fairs. Referrals will be sought from colleagues and district personnel. (Person responsible: Principal)
 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)

Scheduled observations and conferences will occur as part of our educator support program (administrators)

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets 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.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The following data sources and management systems will be used to access and analyze the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement:

Scholastic Reading Inventory (SRI)
Palm Beach County Fall Diagnostics
Palm Beach County Winter Diagnostics
Palm Beach Writes
Core K12 Assessments
FAIR Test
Florida Comprehensive Assessment Test (FCAT)
End of Course Exams (EOC)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff will be trained on MTSS/RTI in professional development meetings. Staff will be trained by the MTSS/RTI facilitator and by MTSS/RTI staff members on the effective and appropriate use of data sources and procedures for each tier.

The MTSS/RTI leadership team will use the appropriate data sources listed above to monitor student progress, and provide additional training and resources to teachers as required to fully implement MTSS/RTI.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After 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 Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The principal, assistant principals, guidance counselors, before school/after school program coordinator and teachers will be responsible for monitoring implementation 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 FCAT tests will be implemented on six Saturdays prior to this year's FCAT testing. This program will target both Florida-specific and CORE Curriculum 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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The administrative team will be responsible for monitoring implementation of this strategy.

Strategy: Before or 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, Debate Club and a variety of other enrichment clubs meet montly.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Rosters from specific clubs and activities are kept and reviewed.

Who is responsible for monitoring implementation of this strategy?

The administrative team will be responsible for monitoring implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Ann Clark	Principal
Yolanda Gregory	Assistant Principal
Scott Abell	Assistant Principal
Stacey Einhorn	ESE Contact
E. Alvarado-Masa	ESOL Teacher
L. Benhardus	ESE Teacher
N. Bernstein	Library-Media Specialist
H. Shirey	Reading Teacher
S. Peric	Reading Teacher
E. Temple	Reading Teacher
T. Dufresne-Lockey	ESE-Language Support Teacher

How the school-based LLT functions

The school-based LLT will hold monthly meetings to evaluate student progress, design and implement an action plan based on current data. The LLT will revise the plan, train or retrain teachers and staff as necessary, and implement the suggested course of action.

Major initiatives of the LLT

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 Common Core 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.

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers will identify students performing in the lowest 25% of each of their classes on the Reading diagnostic and the FCAT Reading tests and provide these students with targeted activities designed to increase their reading abilities. Professional development based on effective reading strategies will be provided to all staff members. All staff members are encouraged to attend district professional development activities and share lessons and activities that they have found successful.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	71%	Yes	74%
American Indian				
Asian	83%	83%	Yes	84%
Black/African American	53%	50%	No	58%
Hispanic	69%	64%	No	72%
White	79%	82%	Yes	81%
English language learners	33%	11%	No	40%
Students with disabilities	44%	39%	No	50%
Economically disadvantaged	58%	54%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	282	31%	32%
Students scoring at or above Achievement Level 4	369	41%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		80%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	750	75%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	720	72%	77%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	27	41%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	23%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	26%	31%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	272	77%	79%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	73%	No	78%
American Indian				
Asian	93%	89%	No	93%
Black/African American	61%	50%	No	65%
Hispanic	73%	65%	No	76%
White	81%	86%	Yes	83%
English language learners	46%	38%	No	51%
Students with disabilities	52%	45%	No	57%
Economically disadvantaged	67%	58%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	276	31%	33%
Students scoring at or above Achievement Level 4	381	43%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	830	83%	88%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	680	68%	73%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	145	50%	52%
Middle school performance on high school EOC and industry certifications	145	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	8%	6%
Students scoring at or above Achievement Level 4	109	92%	94%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	28	100%	100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	29%	30%
Students scoring at or above Achievement Level 4	121	34%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		15
Participation in STEM-related experiences provided for students	980	99%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	66	22%	25%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	66	100%	100%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	4	0%	0%
Students who fail a mathematics course	21	2%	1%
Students who fail an English Language Arts course	33	3%	2%
Students who fail two or more courses in any subject	27	2%	1%
Students who receive two or more behavior referrals	85	9%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	56	6%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

In addition to our extracurricular activities involving sports and band, Polo Park will increase the number of parent nights that focus on academics. For the 2013-2014 school year, Polo Park will host a science night and a Night of the Arts which will focus on language arts and reading. Feeder school parents will be invited to attend.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Add two additional parent nights	1	33%	100%

Area 10: Additional Targets

Additional targets for the school

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

- History of the Holocaust;
- History of Africans and African Americans;
- Hispanic Contributions;
- Women’s Contributions; and Sacrifices of Veterans.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
1003.42(2)(a): The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.	370	99%	100%
1003.42(2)(b): The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.	980	99%	100%
1003.42(2)(c): The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.	370	99%	100%
1003.42(2)(e): The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.	980	99%	100%
1003.42(2)(f): The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.	370	99%	100%
1003.42(2)(g): The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.	980	99%	100%
1003.42(2)(h): The history of African Americans, including the history of African peoples before the	610	99%	100%

Target	2013 Actual #	2013 Actual %	2014 Target %
political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.			
1003.42(2)(i): The elementary principles of agriculture.	610	99%	100%
1003.42(2)(j): The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.	370	99%	100%
1003.42(2)(l): The history of the state.	684	99%	100%
1003.42(2)(m): The conservation of natural resources.	315	99%	315%
1003.42(2)(n): Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.	370	99%	100%
1003.42(2)(p): The study of Hispanic contributions to the United States.	980	99%	100%
1003.42(2)(q): The study of women's contributions to the United States.	980	99%	100%
1003.42(2)(r): The nature and importance of free enterprise to the United States economy.	370	99%	100%
1003.42(2)(s): A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The	315	99%	100%

Target	2013 Actual #	2013 Actual %	2014 Target %
character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.			
1003.42(2)(t): In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.	980	99%	100%

Goals Summary

- G1.** In SY2014, 77% of Polo Park students will score at or above level 3 in reading.
- G2.** In SY2014, 79% of 8th grade Polo Park students will score 4.0 or above on the SY2014 FCAT Writing test.
- G3.** In SY2014, 78% of Polo Park students will score at or above level 3 on the FCAT Mathematics test.
- G4.** In SY2014, 68% of Polo Park 8th Grade students will score at or above Level 3 on the SY2014 FCAT Science test.

Goals Detail

G1. In SY2014, 77% of Polo Park students will score at or above level 3 in reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Scholastic Reading Inventory scores
- Fall and Winter Diagnostic Reading Scores
- Reading Plus program

Targeted Barriers to Achieving the Goal

- Students performing at level 1 and 2 on the FCAT do not have access to current reading materials, computer programs and manipulatives due to budget constraints.

Plan to Monitor Progress Toward the Goal

Check student performance on the Fall and Winter diagnostic assessments, SRI scores, and teacher-created assessments utilizing item specs.

Person or Persons Responsible

Administrative team.

Target Dates or Schedule:

When assessment results are posted and during reading department LTM's.

Evidence of Completion:

Assessment scores from EDW and teachers' assessment scores.

G2. In SY2014, 79% of 8th grade Polo Park students will score 4.0 or above on the SY2014 FCAT Writing test.

Targets Supported

- Writing

Resources Available to Support the Goal

- Data from Palm Beach Writes assessments
- District-provided writing activities posted on Learning Village.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Palm Beach Writes assessment scores.

Person or Persons Responsible

Administrative team.

Target Dates or Schedule:

Palm Beach Writes scores will be discussed and compared during Language Arts LTM meetings.

Evidence of Completion:

Palm Beach Writes assessment results.

G3. In SY2014, 78% of Polo Park students will score at or above level 3 on the FCAT Mathematics test.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- District-provided instructional resources available on Learning Village, including focus lessons, comprehension checks, and diagnostics.
- Mathematics Diagnostic test data

Targeted Barriers to Achieving the Goal

- Students performing at Level 1 or Level 2 on the FCAT Mathematics test do not possess the math skills necessary to score at or above Level 3 on the FCAT Mathematics test.
- There is a lack of current funding for remediation materials.
- The "Scope and Sequence" timelines for Mathematics courses leave little time for identification and remediation of skills or benchmarks.
- Lack of Rigor

Plan to Monitor Progress Toward the Goal

Fall and Winter mathematics diagnostic assessments, Fall and Winter Algebra 1 and Geometry EOC results, teacher-created assessments utilizing item specs.

Person or Persons Responsible

Administrative team.

Target Dates or Schedule:

After each assessment results are posted to EDW and during math LTM's.

Evidence of Completion:

Reports from EDW and teacher-created assessment results discussed at LTM's.

G4. In SY2014, 68% of Polo Park 8th Grade students will score at or above Level 3 on the SY2014 FCAT Science test.

Targets Supported

- Science - Middle School

Resources Available to Support the Goal

- Instructional resources available on Learning Village
- Science Diagnostic test data

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administrative team.

Target Dates or Schedule:

When assessment results are posted to EDW, Discovery Education reports for each teacher, teacher-created assessment results discussed during science LTM's.

Evidence of Completion:

Reports from EDW, Discovery Education, and teacher results from classroom assessments.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. In SY2014, 77% of Polo Park students will score at or above level 3 in reading.

G1.B1 Students performing at level 1 and 2 on the FCAT do not have access to current reading materials, computer programs and manipulatives due to budget constraints.

G1.B1.S1 Polo Park will apply for the Keely Spinelli Education Grant to purchase new computer programs, books and manipulatives.

Action Step 1

Purchase Reading Plus, computer headsets, classroom libraries, and manipulatives

Person or Persons Responsible

Administration

Target Dates or Schedule

October/November 2013

Evidence of Completion

Invoices

Facilitator:

Reading department chair, administration

Participants:

Reading teachers

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

Implementation of Reading Plus program, utilization of materials purchased through the grant

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

FCAT data of targeted students

Plan to Monitor Effectiveness of G1.B1.S1

Reading FCAT scores

Person or Persons Responsible

Administration

Target Dates or Schedule

End of school year

Evidence of Completion

FCAT data

G1.B1.S2 Create before school, after school, and weekend tutorial programs, and encourage student participation in these programs.

Action Step 1

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

Person or Persons Responsible

Principal

Target Dates or Schedule

Continuously

Evidence of Completion

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

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

Monitor attendance logs of the targeted programs.

Person or Persons Responsible

Principal, After-School Director

Target Dates or Schedule

monthly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S2

Monitor student performance on the SY2014 reading diagnostic tests and common assessments.

Person or Persons Responsible

Principal

Target Dates or Schedule

On-going

Evidence of Completion

Sign in sheets

G1.B1.S3 All teachers will identify students performing in the lowest 25% of each class on the Reading diagnostic and FCAT tests, and provide these students with additional assistance designed to increase their reading skill.

Action Step 1

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

Person or Persons Responsible

All Polo Park teachers

Target Dates or Schedule

continuously

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.

Facilitator:

Administration, PDD team

Participants:

All Polo Park Teachers

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

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

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S3

Check student performance on the SY2014 Reading Diagnostic tests.

Person or Persons Responsible

Principal

Target Dates or Schedule

When test results are posted.

Evidence of Completion

An increased number of students enrolled in the targeted tutorial programs will score at or above a Level 3 in reading on the SY2014 Reading Diagnostic test.

G1.B1.S4 Polo Park will create and promote a school wide Reading Counts initiative.

Action Step 1

Check that Reading Counts program materials are accessible by students.

Person or Persons Responsible

Principal, Media Specialist/ school-based Reading Counts administrator, School-based Technology Coordinator (STST)

Target Dates or Schedule

Continuously from the beginning of the school year until the program is fully implemented.

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Monitor students' Reading Counts records for frequency of use.

Person or Persons Responsible

Media Specialist/ school-based Reading Counts administrator

Target Dates or Schedule

Monthly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S4

Check student performance on the SY2014 Reading Diagnostic and the SY2014 FCAT Reading tests.

Person or Persons Responsible

Principal

Target Dates or Schedule

When test results are posted.

Evidence of Completion

An increased number of students who participated in the Reading Counts Initiative will score at or above a Level 3 in Reading on the SY2014 Reading Diagnostic and the SY2014 FCAT Reading tests.

G2. In SY2014, 79% of 8th grade Polo Park students will score 4.0 or above on the SY2014 FCAT Writing test.

G2.B1 Many Polo Park students do not possess adequate skill in the writing process to perform adequately on the FCAT Writing test.

G2.B1.S1 Feedback will be provided for each student at the conclusion of the required Palm Beach Writes assessments to identify students' strengths and weaknesses in writing.

Action Step 1

All language arts teachers will receive feedback training for scoring the Palm Beach Writes assessments.

Person or Persons Responsible

PD team, district trainers

Target Dates or Schedule

PD days, LTM's

Evidence of Completion

Accurately scored writing samples with corrective feedback provided to students.

Facilitator:

Administrative team, PD team

Participants:

Language arts teachers

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

Monitor the use of feedback for students' writing samples.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

After each round of Palm Beach Writes assessments.

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S2 Fundamental writing strategies will be reviewed and practiced in core academic courses and electives to reinforce students' writing skills in all curriculums areas.

Action Step 1

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

Person or Persons Responsible

All Polo Park teachers

Target Dates or Schedule

Continuously

Evidence of Completion

The number of students who score at or above 4.0 on the Palm Beach Writes assessments will increase throughout the school year.

Facilitator:

Principal, district staff

Participants:

All Language Arts teachers

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

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

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S2

Monitor student performance on the SY2014 the Palm Beach Writes assessments and the SY2014 FCAT Writing test.

Person or Persons Responsible

Principal

Target Dates or Schedule

When test results are posted.

Evidence of Completion

An increased number of students will score at or above a 3.5 on the SY2014 Palm Beach Writes assessments and on the SY2014 FCAT Writing test.

G3. In SY2014, 78% of Polo Park students will score at or above level 3 on the FCAT Mathematics test.

G3.B1 Students performing at Level 1 or Level 2 on the FCAT Mathematics test do not possess the math skills necessary to score at or above Level 3 on the FCAT Mathematics test.

G3.B1.S1 Create two intensive math classes designed to remediate level 1 and level 2 students.

Action Step 1

Two intensive math classes will be created using sixth period supplements.

Person or Persons Responsible

Administration

Target Dates or Schedule

After progress reports for the first nine weeks.

Evidence of Completion

Two courses created with selected students from the math teachers.

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

Monitor intensive math classes for student improvement.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-quarterly

Evidence of Completion

Lesson plans.

Plan to Monitor Effectiveness of G3.B1.S1

Two intensive math classes.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-quarterly

Evidence of Completion

Progress reports, report cards

G3.B1.S2 Provide students performing at a Level 1 or Level 2 FCAT Mathematics test with additional in-class support and remediation to close the gap towards proficiency.

Action Step 1

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

Person or Persons Responsible

Principal, Professional Development committee, all mathematics teachers

Target Dates or Schedule

During professional development training sessions

Evidence of Completion

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

Facilitator:

Principal, ESE math teachers, Professional Development Coordinator

Participants:

All mathematics teachers

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

Check teacher lesson plans and student work samples.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B1.S2

Check performance of targeted students on the SY2014 Mathematics Diagnostic tests.

Person or Persons Responsible

Principal

Target Dates or Schedule

When test results are posted.

Evidence of Completion

An increased number of targeted students will score at or above a Level 3 on the SY2014 Mathematics Diagnostic tests.

G3.B1.S3 Create tutorial and enrichment programs to be held before school, after school, and on weekends, and encourage student participation in these programs.

Action Step 1

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

Person or Persons Responsible

Principal, After-School Director

Target Dates or Schedule

At the beginning of the school year

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Monitor attendance logs of the targeted programs.

Person or Persons Responsible

Principal, After-School Director

Target Dates or Schedule

Monthly

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B1.S3

Check performance of targeted students on the SY2014 Mathematics Diagnostic tests.

Person or Persons Responsible

Principal

Target Dates or Schedule

When test results are posted.

Evidence of Completion

An increased number of targeted students will score at or above a Level 4 on the SY2014 Mathematics Diagnostic tests.

G3.B2 There is a lack of current funding for remediation materials.

G3.B2.S1 Polo Park will apply for the Keely Spinelli Education Grant to purchase materials, computer programs, and manipulatives for math to be used with level 1 and level 2 students.

Action Step 1

Purchase Trans-math

Person or Persons Responsible

Administration

Target Dates or Schedule

October 2013

Evidence of Completion

invoice

Plan to Monitor Fidelity of Implementation of G3.B2.S1

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

Person or Persons Responsible

Administrative team.

Target Dates or Schedule

Continually during observations and LTM's.

Evidence of Completion

Lesson plans, observations

Plan to Monitor Effectiveness of G3.B2.S1

Mathematics improvement.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-quarterly

Evidence of Completion

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

G3.B2.S2 Polo Park will utilize the District provided focus lessons, comprehension checks, and diagnostics to monitor student progress and provide remediation.

Action Step 1

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

Person or Persons Responsible

All Mathematics teachers

Target Dates or Schedule

Continuously

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B2.S2

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

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B2.S2

Check student performance on the SY2014 Mathematics Diagnostic and the SY2014 FCAT Mathematics tests.

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

When test results are posted.

Evidence of Completion

An increased number of students will score at or above a Level 3 on the SY2014 Mathematics Diagnostic and the SY2014 FCAT Mathematics tests.

G3.B3 The “Scope and Sequence” timelines for Mathematics courses leave little time for identification and remediation of skills or benchmarks.

G3.B3.S1 All students in all Mathematics classes will be provided with targeted skill and benchmark remediation throughout the school year.

Action Step 1

Mathematics teachers will review students’ scores on the SY2014 Mathematics Diagnostic tests to develop a list of benchmarks where students scored poorly; create activities to remediate students’ poor performance on the targeted benchmarks; and implement a schedule for implementing each of these activities in the classroom.

Person or Persons Responsible

Principal; All Mathematics teachers

Target Dates or Schedule

When Fall Science Diagnostic scores are posted, then continuously throughout the school year.

Evidence of Completion

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

Facilitator:

Administration, PD Team

Participants:

All math teachers

Plan to Monitor Fidelity of Implementation of G3.B3.S1

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

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B3.S1

Check student performance on the SY2014 Mathematics Diagnostic and the SY2014 FCAT Mathematics tests.

Person or Persons Responsible

Principal

Target Dates or Schedule

When test results are posted.

Evidence of Completion

An increased number of students will score at or above a Level 3 on the SY2014 Mathematics Diagnostic and the SY2014 FCAT Mathematics tests.

G3.B4 Lack of Rigor

G3.B4.S1 Teachers will increase the rigor and relevance of their lessons.

Action Step 1

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

Person or Persons Responsible

All mathematics teachers

Target Dates or Schedule

Continuously

Evidence of Completion

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

Facilitator:

Administration, PD Team

Participants:

All mathematics teachers.

Action Step 2

Teachers will be trained in methods to increase the rigor and relevance of their lessons.

Person or Persons Responsible

All mathematics teachers

Target Dates or Schedule

At professional development training sessions

Evidence of Completion

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

Facilitator:

Administration, PD Team

Participants:

All mathematics teachers

Plan to Monitor Fidelity of Implementation of G3.B4.S1

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

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B4.S1

Check student performance on the SY2014 Mathematics Diagnostic and the SY2014 FCAT Mathematics tests

Person or Persons Responsible

Principal

Target Dates or Schedule

When test results are posted.

Evidence of Completion

An increased number of students will score at or above a Level 3 on the SY2014 Mathematics Diagnostic and the SY2014 FCAT Mathematics tests.

G4. In SY2014, 68% of Polo Park 8th Grade students will score at or above Level 3 on the SY2014 FCAT Science test.

G4.B2 Lack of rigor

G4.B2.S1 Teachers will utilize Discovery Education Science to enhance and extend lessons.

Action Step 1

Science teachers will utilize Discovery Education Science to increase the rigor of their lessons.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Continually

Evidence of Completion

Lesson plans, assessment reports from Discover Education Science.

Facilitator:

Administration, science department chair

Participants:

All science teachers.

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Implementation of Discover Education Science program.

Person or Persons Responsible

Administration

Target Dates or Schedule

Continual

Evidence of Completion

Lesson plans, Discovery Education Science assessment reports.

Plan to Monitor Effectiveness of G4.B2.S1

Implementation of Discovery Education Science.

Person or Persons Responsible

Administration

Target Dates or Schedule

Continual

Evidence of Completion

Discovery Education Science assessment reports, district science diagnostic assessments.

G4.B2.S2 Teachers will increase the rigor and relevance of their lessons.

Action Step 1

Teachers will be trained in methods to increase the rigor and relevance of their lessons

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

At Professional Development training sessions

Evidence of Completion

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

Facilitator:

Principal, PD Committee

Participants:

All Science Teachers

Action Step 2

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

Person or Persons Responsible

All science teachers

Target Dates or Schedule

Continuously

Evidence of Completion

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

Facilitator:

Principal, PD Team

Participants:

All science teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S2

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

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B2.S2

Monitor student performance on the SY2014 Science Diagnostic and the SY2014 FCAT Science tests.

Person or Persons Responsible

Principal

Target Dates or Schedule

When test results are posted.

Evidence of Completion

An increased number of students will score at or above a Level 3 on the SY2014 Science Diagnostic and the SY2014 FCAT Science tests.

G4.B3 Science scope and sequence provides instruction in discrete topics, providing little time for identification and review of content areas where students need remediation.

G4.B3.S1 All students in all Science classes will be provided with targeted benchmark remediation throughout the school year.

Action Step 1

Science teachers will review students' scores on the SY2014 Science Diagnostic tests to develop a list of benchmarks where students scored poorly, create activities to remediate students' poor performance on the targeted benchmarks, and implement a schedule for implementing each of the activities in the classroom.

Person or Persons Responsible

Principal; all science teachers

Target Dates or Schedule

Beginning when Fall Science Diagnostic scores are posted, then continuously throughout the school year.

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B3.S1

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

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

Quarterly

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B3.S1

Check student performance on the SY2014 Science Diagnostic and the SY2014 FCAT Science tests

Person or Persons Responsible

Principal, Assistant Principals

Target Dates or Schedule

When test results are posted.

Evidence of Completion

An increased number of students will score at or above a Level 3 on the SY2014 Science Diagnostic and the SY2014 FCAT Science tests.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 have added a "Student of the Month" and "Athlete of the Month" program and are re-implementing "Character Counts."

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. In SY2014, 77% of Polo Park students will score at or above level 3 in reading.

G1.B1 Students performing at level 1 and 2 on the FCAT do not have access to current reading materials, computer programs and manipulatives due to budget constraints.

G1.B1.S1 Polo Park will apply for the Keely Spinelli Education Grant to purchase new computer programs, books and manipulatives.

PD Opportunity 1

Purchase Reading Plus, computer headsets, classroom libraries, and manipulatives

Facilitator

Reading department chair, administration

Participants

Reading teachers

Target Dates or Schedule

October/November 2013

Evidence of Completion

Invoices

G1.B1.S3 All teachers will identify students performing in the lowest 25% of each class on the Reading diagnostic and FCAT tests, and provide these students with additional assistance designed to increase their reading skill.

PD Opportunity 1

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

Facilitator

Administration, PDD team

Participants

All Polo Park Teachers

Target Dates or Schedule

continuously

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.

G2. In SY2014, 79% of 8th grade Polo Park students will score 4.0 or above on the SY2014 FCAT Writing test.

G2.B1 Many Polo Park students do not possess adequate skill in the writing process to perform adequately on the FCAT Writing test.

G2.B1.S1 Feedback will be provided for each student at the conclusion of the required Palm Beach Writes assessments to identify students' strengths and weaknesses in writing.

PD Opportunity 1

All language arts teachers will receive feedback training for scoring the Palm Beach Writes assessments.

Facilitator

Administrative team, PD team

Participants

Language arts teachers

Target Dates or Schedule

PD days, LTM's

Evidence of Completion

Accurately scored writing samples with corrective feedback provided to students.

G2.B1.S2 Fundamental writing strategies will be reviewed and practiced in core academic courses and electives to reinforce students' writing skills in all curriculums areas.

PD Opportunity 1

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

Facilitator

Principal, district staff

Participants

All Language Arts teachers

Target Dates or Schedule

Continuously

Evidence of Completion

The number of students who score at or above 4.0 on the Palm Beach Writes assessments will increase throughout the school year.

G3. In SY2014, 78% of Polo Park students will score at or above level 3 on the FCAT Mathematics test.

G3.B1 Students performing at Level 1 or Level 2 on the FCAT Mathematics test do not possess the math skills necessary to score at or above Level 3 on the FCAT Mathematics test.

G3.B1.S2 Provide students performing at a Level 1 or Level 2 FCAT Mathematics test with additional in-class support and remediation to close the gap towards proficiency.

PD Opportunity 1

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

Facilitator

Principal, ESE math teachers, Professional Development Coordinator

Participants

All mathematics teachers

Target Dates or Schedule

During professional development training sessions

Evidence of Completion

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

G3.B3 The “Scope and Sequence” timelines for Mathematics courses leave little time for identification and remediation of skills or benchmarks.

G3.B3.S1 All students in all Mathematics classes will be provided with targeted skill and benchmark remediation throughout the school year.

PD Opportunity 1

Mathematics teachers will review students’ scores on the SY2014 Mathematics Diagnostic tests to develop a list of benchmarks where students scored poorly; create activities to remediate students’ poor performance on the targeted benchmarks; and implement a schedule for implementing each of these activities in the classroom.

Facilitator

Administration, PD Team

Participants

All math teachers

Target Dates or Schedule

When Fall Science Diagnostic scores are posted, then continuously throughout the school year.

Evidence of Completion

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

G3.B4 Lack of Rigor

G3.B4.S1 Teachers will increase the rigor and relevance of their lessons.

PD Opportunity 1

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

Facilitator

Administration, PD Team

Participants

All mathematics teachers.

Target Dates or Schedule

Continuously

Evidence of Completion

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

PD Opportunity 2

Teachers will be trained in methods to increase the rigor and relevance of their lessons.

Facilitator

Administration, PD Team

Participants

All mathematics teachers

Target Dates or Schedule

At professional development training sessions

Evidence of Completion

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

G4. In SY2014, 68% of Polo Park 8th Grade students will score at or above Level 3 on the SY2014 FCAT Science test.

G4.B2 Lack of rigor

G4.B2.S1 Teachers will utilize Discovery Education Science to enhance and extend lessons.

PD Opportunity 1

Science teachers will utilize Discovery Education Science to increase the rigor of their lessons.

Facilitator

Administration, science department chair

Participants

All science teachers.

Target Dates or Schedule

Continually

Evidence of Completion

Lesson plans, assessment reports from Discover Education Science.

G4.B2.S2 Teachers will increase the rigor and relevance of their lessons.

PD Opportunity 1

Teachers will be trained in methods to increase the rigor and relevance of their lessons

Facilitator

Principal, PD Committee

Participants

All Science Teachers

Target Dates or Schedule

At Professional Development training sessions

Evidence of Completion

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

PD Opportunity 2

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

Facilitator

Principal, PD Team

Participants

All science teachers

Target Dates or Schedule

Continuously

Evidence of Completion

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	In SY2014, 77% of Polo Park students will score at or above level 3 in reading.	\$16,849
G2.	In SY2014, 79% of 8th grade Polo Park students will score 4.0 or above on the SY2014 FCAT Writing test.	\$1,535
G3.	In SY2014, 78% of Polo Park students will score at or above level 3 on the FCAT Mathematics test.	\$8,047
Total		\$26,431

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
Keeley Spinelli Education Grant	\$4,622	\$5,274	\$9,896
K-12 Grant	\$0	\$1,535	\$1,535
Keely Spinelli Education Grant	\$0	\$15,000	\$15,000
Total	\$4,622	\$21,809	\$26,431

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. In SY2014, 77% of Polo Park students will score at or above level 3 in reading.

G1.B1 Students performing at level 1 and 2 on the FCAT do not have access to current reading materials, computer programs and manipulatives due to budget constraints.

G1.B1.S1 Polo Park will apply for the Keely Spinelli Education Grant to purchase new computer programs, books and manipulatives.

Action Step 1

Purchase Reading Plus, computer headsets, classroom libraries, and manipulatives

Resource Type

Evidence-Based Program

Resource

Purchase Reading Plus, computer headsets, classroom libraries, and manipulatives

Funding Source

Keely Spinelli Education Grant

Amount Needed

\$15,000

G1.B1.S2 Create before school, after school, and weekend tutorial programs, and encourage student participation in these programs.

Action Step 1

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

Resource Type

Personnel

Resource

Tutorial and pull out program

Funding Source

Keeley Spinelli Education Grant

Amount Needed

\$1,849

G2. In SY2014, 79% of 8th grade Polo Park students will score 4.0 or above on the SY2014 FCAT Writing test.

G2.B1 Many Polo Park students do not possess adequate skill in the writing process to perform adequately on the FCAT Writing test.

G2.B1.S2 Fundamental writing strategies will be reviewed and practiced in core academic courses and electives to reinforce students' writing skills in all curriculums areas.

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Saturday tutorials for students scoring below a level 4.

Funding Source

K-12 Grant

Amount Needed

\$1,535

G3. In SY2014, 78% of Polo Park students will score at or above level 3 on the FCAT Mathematics test.

G3.B1 Students performing at Level 1 or Level 2 on the FCAT Mathematics test do not possess the math skills necessary to score at or above Level 3 on the FCAT Mathematics test.

G3.B1.S3 Create tutorial and enrichment programs to be held before school, after school, and on weekends, and encourage student participation in these programs.

Action Step 1

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

Resource Type

Personnel

Resource

Tutorial

Funding Source

Keeley Spinelli Education Grant

Amount Needed

\$2,773

G3.B2 There is a lack of current funding for remediation materials.

G3.B2.S1 Polo Park will apply for the Keely Spinelli Education Grant to purchase materials, computer programs, and manipulatives for math to be used with level 1 and level 2 students.

Action Step 1

Purchase Trans-math

Resource Type

Evidence-Based Program

Resource

TransMath

Funding Source

Keeley Spinelli Education Grant

Amount Needed

\$5,274