

The School District of Palm Beach County

Polo Park Middle School



2019-20 Schoolwide Improvement Plan

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Polo Park Middle School

11901 LAKE WORTH RD, Wellington, FL 33449

<https://ppms.palmbeachschools.org>

Demographics

Principal: Jennifer Galindo

Start Date for this Principal: 7/19/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Native American Students Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (76%) 2016-17: A (74%) 2015-16: A (70%) 2014-15: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/20/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

	2018-19	2017-18	2016-17	2015-16
Year	A	A	A	A
Grade				

School Board Approval

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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. 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	Job Duties and Responsibilities
Aronson, Michael	Principal	As the Principal of Polo Park, Mr. Aronson meets weekly with the leadership team 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.
Matz, Larry	Assistant Principal	As the Assistant Principal of Polo Park, Mr. Matz meets weekly with the leadership team 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.
Einhorn, Stacey	Teacher, K-12	As the ESE Coordinator, Ms. Einhorn is responsible for tracking student progress and monitoring the fidelity of implementation of the ESE programs as well as oversee the SBT committee.
Kauker, Fallon	Assistant Principal	As the Assistant Principal of Polo Park, Ms. Kauker meets weekly with the leadership team 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.
Michaels, John	Other	As Polo Park's Resource Officer, Officer Michaels is responsible for ensuring the safety of all stakeholders on campus, so that the school can meet its academic goals.
Kolnick, Tara	Psychologist	As School Psychologist, Ms. Kolnick is responsible for meet the leadership team to discuss intervention implementation, monitoring of specific targeted students and make recommendations for any changes that are deemed necessary.
Moore, Dale	Teacher, K-12	As the Science Department Instructional Leader, Mr. Moore is responsible for ensuring that the alignment of standards, student assessment, data analysis, and the tracking of student progress is taking place in each of the Science classrooms.
Shirey, Hope	Teacher, K-12	As the Reading Department Instructional Leader, Ms. Shirey is responsible for ensuring that the alignment of standards, student assessment, data analysis, and the tracking of student progress is taking place in each of the Reading classrooms.

Name	Title	Job Duties and Responsibilities
Corentino, Craig	Assistant Principal	As the Assistant Principal of Polo Park, Mr. Corentino meets weekly with the leadership team 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. .
Beach, Sheryl	Teacher, K-12	As the ELA Department Instructional Leader, Ms. BEach is responsible for ensuring that the alignment of standards, student assessment, data analysis, and the tracking of student progress is taking place in each of the ELA classrooms.
Mayville, Kelly	School Counselor	As School Counselor, Ms. Fredley is responsible for monitoring the mental and emotional health of the students. instructional leaders and practice shared decision making
Ehlers, Jamie	Teacher, K-12	As the Math Department Instructional Leader, Ms. Ehlers is responsible for ensuring that the alignment of standards, student assessment, data analysis, and the tracking of student progress is taking place in each of the Math classrooms.
Kirik, Brittny	School Counselor	As School Counselor, Ms. Kirik is responsible for monitoring the mental and emotional health of the students.
Solorzano, Chelsea	School Counselor	As School Counselor, Ms. Solorzano is responsible for monitoring the mental and emotional health of the students.
Soto-Coleman, Naomi	School Counselor	As School Counselor, Ms. Soto-Coleman is responsible for monitoring the mental and emotional health of the students.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	426	460	348	0	0	0	0	1234
Attendance below 90 percent	0	0	0	0	0	0	23	34	30	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	64	56	48	0	0	0	0	168
Course failure in ELA or Math	0	0	0	0	0	0	34	40	48	0	0	0	0	122
Level 1 on statewide assessment	0	0	0	0	0	0	64	50	64	0	0	0	0	178

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	46	49	51	0	0	0	0	146

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	3	2	1	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

80

Date this data was collected or last updated

Saturday 8/24/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	22	24	37	0	0	0	0	83

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	22	24	37	0	0	0	0	83

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	74%	58%	54%	78%	56%	52%
ELA Learning Gains	59%	56%	54%	71%	57%	54%
ELA Lowest 25th Percentile	48%	49%	47%	62%	48%	44%
Math Achievement	79%	62%	58%	83%	61%	56%
Math Learning Gains	70%	60%	57%	76%	61%	57%
Math Lowest 25th Percentile	55%	53%	51%	68%	52%	50%
Science Achievement	63%	52%	51%	73%	53%	50%
Social Studies Achievement	90%	75%	72%	90%	76%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	426 (0)	460 (0)	348 (0)	1234 (0)
Attendance below 90 percent	23 (13)	34 (11)	30 (33)	87 (57)
One or more suspensions	64 (34)	56 (40)	48 (39)	168 (113)
Course failure in ELA or Math	34 (17)	40 (29)	48 (42)	122 (88)
Level 1 on statewide assessment	64 (49)	50 (40)	64 (33)	178 (122)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	71%	58%	13%	54%	17%
	2018	76%	53%	23%	52%	24%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2019	74%	53%	21%	52%	22%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	75%	54%	21%	51%	24%
Same Grade Comparison		-1%				
Cohort Comparison		-2%				
08	2019	70%	58%	12%	56%	14%
	2018	78%	60%	18%	58%	20%
Same Grade Comparison		-8%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	70%	60%	10%	55%	15%
	2018	71%	56%	15%	52%	19%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	53%	35%	18%	54%	-1%
	2018	64%	39%	25%	54%	10%
Same Grade Comparison		-11%				
Cohort Comparison		-18%				
08	2019	85%	64%	21%	46%	39%
	2018	84%	65%	19%	45%	39%
Same Grade Comparison		1%				
Cohort Comparison		21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	60%	51%	9%	48%	12%
	2018	77%	54%	23%	50%	27%
Same Grade Comparison		-17%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	87%	72%	15%	71%	16%
2018	93%	72%	21%	71%	22%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-6%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	64%	34%	61%	37%
2018	96%	62%	34%	62%	34%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	60%	40%	57%	43%
2018	100%	57%	43%	56%	44%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	39	41	36	50	55	45	35	70	54		
ELL	54	60	57	61	64	50	48	68	37		
ASN	93	60		95	81			100	88		
BLK	60	51	42	66	58	52	46	80	74		
HSP	71	61	53	75	67	45	59	87	64		
MUL	72	52	40	89	80		38	89	60		
WHT	80	63	45	85	74	65	76	95	76		
FRL	63	55	51	69	65	52	51	81	63		
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		

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
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	680
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The Learning Gains for ELA Lowest 25% was the lowest component in our data. This has been the lowest performer for the past three consecutive years with 48% of students in the ELA lowest 25% making learning gains. A factor that contributed to this is that several of our ELA teachers missed significant time for various reasons.

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

The achievement level for our Science students showed the largest decline from the previous year. The achievement level dropped 16 percentage points from a 79% to a 63%. A factor that contributed to this decline is the alignment of curriculum with the standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap between the State and Polo Park Middle School is Math Achievement. There was a positive 21% gap between the two. The combination of a strong professional learning community within our Math department and the introduction of the supplement Math program, IXL helped our school achieve this growth in proficiency.

Which data component showed the most improvement? What new actions did your school take in this area?

The 7th grade math cohort showed an increase in PYG to 1.48 years worth of growth. This is attributed to the instructional focus, data feedback and re-teach strategies used. Each area will be consistent because our staff will use the data feedback method of analyzing core area common assessments on a bi-weekly schedule. The results will be reviewed by the respective grade level and subject areas teachers who then plan re-teach activities including but not limited to pair-share, group interactions, reciprocal teaching, and 'do now' review.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our primary area of concern is the amount of students achieving a level 1 on the statewide assessments.

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

1. Increase High School Readiness

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	High School Readiness
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.
State the measurable outcome the school plans to achieve	Our targeted outcome is 78% of Polo Park Middle School students will meet the high school readiness criteria (increase ELA and Math levels of our lowest 25%/ increase learning gains in Math/ELA).
Person responsible for monitoring outcome	Michael Aronson (michael.aronson@palmbeachschools.org)
Evidence-based Strategy	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%.
Rationale for Evidence-based Strategy	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.
Action Step	
Description	<p>In order to meet our measurable outcome we must ensure the following are taking place:</p> <ol style="list-style-type: none"> 1. Data driven PLC's weekly 2. Teaching on Standards 3. Appropriate pacing 4. Student Tracking Scales 5. Best Practice Lesson Feedback Strategies 6. Data Feedback Form completed and submitted for Common Assessments with Remediation plans. 7. Identification of students who are level 1 and 2 readers 8. Lessons contain rigorous Instruction and student engagement <p>Each step is monitored by Mr. Aronson, Mr. Matz, Ms. Kauker, Mr. Corsentino, and Ms. Haddock.</p>
Person Responsible	Michael Aronson (michael.aronson@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

1. Include Holocaust Studies and African American, Hispanic, Women, and Veteran Contributions within the Social Studies curriculum each year.

How?

Each grade level (6th World History, 7th Civics, and 8th American History) met during PLC's in August to develop a grade-wide lesson to teach Holocaust Studies and African American, Hispanic, Women, and Veteran Contributions. Each grade level teacher follows the lesson plan and timeline with each topic.

Monitoring Outcome: Craig Corsentino

2. Establish a Single School Culture that promotes learning.

How?

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/PBIS 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/PBIS. This year we will continue our "Student of Month" program, Pride Tickets, and Principal's 200.

Monitoring Outcome: Craig Corsentino

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 Schoolwide Improvement Plan 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.

N/A

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.

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. All staff members have been trained in the Kognito evaluation protocols for emotional stress. Our school is a pilot for the Check and Connect best practices mentoring program developed by University of Minnesota for student academic and behavioral support. Polo Park is implementing Social Emotional Lessons daily during our

extended lunch period. Polo Park has added a Behavioral Interventionist Specialist position to meet the emotional needs of our students.

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

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 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.

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.

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

All 8th grade students have the career planning component included in their US History course.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: High School Readiness				\$4,006.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	1000-STATE FEES	2611 - Polo Park Middle School	School Improvement Funds	861.0	\$4,006.00	
Total:					\$4,006.00	