

The School District of Palm Beach County

Polo Park Middle School



2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2019-20 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%)
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 is pending approval by the Palm Beach County School Board.

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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Polo Park Middle School

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>46%</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

	2019-20	2018-19	2017-18	2016-17
Year	A	A	A	A
Grade				

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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, position title, and job duties/responsibilities 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.
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.
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.
Corsentino, Craig	Assistant Principal	As the Assistant Principal of Polo Park, Mr. Corsentino 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. .

Name	Title	Job Duties and Responsibilities
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.
Adams, Kristin	Teacher, ESE	As the ESE Coordinator, Ms. Adams is responsible for tracking student progress and monitoring the fidelity of implementation of the ESE programs.
McLean, Danielle	Teacher, K-12	As the Social Studies Department Instructional Leader, Ms. McLean 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 Social Studies classrooms.

Demographic Information

Principal start date

Thursday 7/19/2018, Jennifer Galindo

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

62

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
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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	414	429	450	0	0	0	0	1293
Attendance below 90 percent	0	0	0	0	0	0	31	16	14	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	6	50	56	0	0	0	0	112
Course failure in ELA	0	0	0	0	0	0	25	12	31	0	0	0	0	68
Course failure in Math	0	0	0	0	0	0	17	19	14	0	0	0	0	50
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	17	28	35	0	0	0	0	80
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	23	21	46	0	0	0	0	90
FY20 ELA Diag Levels 1 & 2	0	0	0	0	0	0	127	133	86	0	0	0	0	346
FY20 Math Diag Levels 1 & 2	0	0	0	0	0	0	102	140	69	0	0	0	0	311

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	29	31	51	0	0	0	0	111

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

Date this data was collected or last updated

Wednesday 8/26/2020

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	
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

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	
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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	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%
	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%
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		
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

ESSA Federal Index	
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0

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.

FY19

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 (FY17-19) 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.

FY20 Winter Diagnostic

8th Grade- 60% of students met mastery(1% drop from last year) For FY20, we had one new ELA teacher. The diagnostic score from FY19 represented when our ELA teachers were in attendance. Significant time was missed after the winter diagnostic.

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

FY19

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.

FY20 Winter Diagnostic

8th Grade- Diagnostic predicted level this year in EDW is 76% (this would be a 16% increase over last year's FSA score). The Science Department is focusing on aligning instruction to curriculum.

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.

FY19

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.

FY20 Winter Diagnostic

8th Grade (excluding students in Algebra I, Geometry, and Algebra II)- 12% of our students who took the 8th grade diagnostics met mastery (40% drop from last year)

The Math Department will incorporate Study Island into class as a supplement for curriculum support while virtual and when we go back to brick and mortar. We have also added intensive math courses to provide extra support for our lowing achieving math students.

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

FY19

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.

FY20 Winter Diagnostic

This year we have increased the number of students enrolled in high school credit math courses. The mastery percentages are as follows:

Algebra 1- 82% of the 134 8th grade students met mastery

Geometry- 100% of the 43 8th grade students met mastery

Algebra II-100% of the 26 8th grader students met mastery

As mentioned in the previous section, our Math Department will incorporate Study Island into their class as a supplement for curriculum support while virtual and when we go back to brick and mortar. We have also purchased Nearpod for teachers to utilize which will help engage students both virtually and face to face. We have also added intensive math courses to provide extra support for our lowing achieving math students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our focus for FY 21 will be to increase the High School Readiness of students at Polo Park Middle School. This will encompass increasing student achievement in ELA, Math, Science, and Social Studies.

Based on our data from FY19 and limited data from FY 20, it has been determined that one of our

areas of concern is the amount of students achieving a level 1 on the statewide assessments. According to FY19 data, this is 80 students for ELA and 90 students for Math. A portion of these students are who are achieving level 1 on statewide assessments are comprised of students with disabilities. If Polo Park Middle School does not increase student achievement with this sub group we are at risk of them falling within the identification of ESSA, bringing Polo Park Middle School to a TS&I category. According to our data they were at 47% Federal Index Percentage Points.

Polo Park Middle School plans on increasing High School Readiness by implementing rigorous standards-based instruction, frequent monitoring of student achievement, and remediation plans developed during PLCs.

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

1. Increase High School Readiness- Increasing high school readiness is our primary focus. This focus will encompass increasing student achievement in ELA, Math, Science, and Social Studies. There are several reasons contributing to the High School Readiness focus:

- a. According to FY19 data, 80 students scored a level 1 for ELA and 90 students scored a level 1 for Math.
- b. 48% of of students in the Lowest 25% made learning gains in FY19.
- c. The Science achievement level dropped 16 percentage points from a 79% (FY18) to a 63% (FY19).
- d. According to our data, Students with disabilities were at 47% Federal Index Percentage Points. The students achievement within the SWD subgroup dropped in all care subject areas (ELA- 10%, Math- 2%, Science 8%, and Social Studies 15%).

Polo Park Middle School plans on increasing High School Readiness by implementing rigorous standards-based instruction, frequent monitoring of student achievement, and remediation plans developed during PLCs. If we can achieve these goals, we should see an increase in high school readiness resulting from a decrease in level 1 students in ELA and Math, coinciding with an increase in student achievement from our students with disabilities.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to High School Readiness

Area of Focus	High School Readiness is our primary area of focus.
Description and Rationale:	If Polo Park Middle School implements rigorous standards-based instruction, frequent monitoring of student achievement, and remediation plans developed during PLCs we will then increase High School Readiness amongst our student population.
Measurable Outcome:	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:	<ol style="list-style-type: none"> 1. Weekly Professional Learning Communities will be held to ensure the teacher and subject area administrators can share best practices and methodologies. 2. Teachers will incorporate the use of technology-based programs including Study Island (Math) and Nearpod (all teachers) to engage students, enhance students ability, and meet the needs of both students in brick and mortar and those who are distance learning. 3. Teachers will implement rigorous standards-based instruction to ensure that curriculum focuses on content that students may encounter on FSAs and EOCs. 4. FSA/EOC tutoring will be offered in all core subject areas to ensure that learning is supplemented with additional resources, teacher support, and time. 5. Teachers will utilize common assessment to make data-based decisions.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Professional Learning Communities- Allow teachers and administrators the ability to collaborate, share best practices, analyze data, monitor student progress, and make curriculum decisions throughout the year. 2. Technology-based Programs- These programs allow teacher to engage their students by differentiated instruction focused on identifying the needs of each student. 3. Standards-based Instruction- Ensures that teachers are teaching the curriculum outlined by the state standards. 4. FSA/EOC Tutoring- Students who have participated in the past of shown an increase in achievement (recorded by our K12 grant data). 5. Common Assessments- Allow teachers teachers to identify student weaknesses and strengths prior to FSAs and EOCs. Teachers are able to make data-based decisions about their curriculum throughout the school year.

Action Steps to Implement

1. Professional Learning Communities
 - a. Teachers and administrators will use PLCs to share best practices.
 - b. Teachers and administrators will use PLCs to develop standards-based in which lessons, assignments, and activities that focus on Florida State Standards, rigorous instruction, and student

engagement.

- c. Teachers and administrators will use PLCs to develop effective an scope and sequence.
- d. Teachers and administrators will use PLCs to identify students in the low 25% and level 1 and 2 ELA and Math Students.

Monitored by administrative team

Person Responsible Michael Aronson (michael.aronson@palmbeachschools.org)

2. Technology-based Programs

Study Island

- a. Math teachers review data from FY19 and FY20 to identify needs.
- b. Math teachers identify students strengths and weaknesses.
- c. Math teachers identify Study Island as the program that will most benefit their students.
- d. Math teachers receive training on how to implement Study Island.
- e. Math teachers implement Study Island.
- f. Math teachers monitor student data throughout FY21 to analyze effectiveness and make modifications throughout the year.

Nearpod

- a. Teachers review data from FY19 and FY20 to identify needs.
- b. Teacher identify student strengths and weaknesses with a focus on student engagement and distance learning.
- c. Teachers identify Nearpod as a program that effectively meet the needs of their students.
- d. Teachers receive training on how to implement Nearpod.
- e. Teachers implement Nearpod.
- f. Teachers monitor student data throughout FY21 to analyze effectiveness and make modifications throughout the year.

Monitored by administrative team

Person Responsible Michael Aronson (michael.aronson@palmbeachschools.org)

3. Standards-based Instruction

- a. Teachers will use PLCs to create lesson focused on standard-based instruction.
- b. Teachers will frequently review Florida State Standards when lesson planning.
- c. Teachers will align all materials to Florida State Standards.

Monitored by administrative team

Person Responsible Michael Aronson (michael.aronson@palmbeachschools.org)

4. FSA/EOC Tutoring

- a. Teachers will use common assessment data to determine which students will most benefit from tutoring.
- b. Students will be identified for participation (low 25, level 1 and level 2, SWDs).
- c. Teachers will receive training focused on expectations of tutoring sessions.
- c. Parents of identified students will be contacted.
- d. Teachers will track student data of students who participate.

Monitored by administrative team.

Person Responsible Michael Aronson (michael.aronson@palmbeachschools.org)

5. Common Assessments

- a. Teachers will either create common assessments or use district made FSQs and USAs.
- b. Teachers will use PLCs to create a calendar of when to give common assessments.
- c. Teachers will use common assessment data to identify those in the low 25% or at risk of joining.
- d. Teachers will use common assessment data to identify student strengths and weaknesses.
- e. Teachers will use common assessment data to develop reteach lessons.

Monitored by administrative team

Person Responsible Michael Aronson (michael.aronson@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Incorporating Multicultural Diversity

Polo Park Middle School integrates Multicultural Diversity with adherence to school board 2.09 and Florida State Statute 1003.42. Polo Park Middle School utilizes art, band, guitar, and journalism classes to share with students achievements and contributions of different cultures and eras. The Polo Park Media Center is filled with books that celebrates diverse cultures. Language Arts classes incorporate literature that teach diverse cultures and belief. Students are challenged to become critical thinkers. Seventh grade students are required to take Civics. A required course that helps students to become conscious minded citizens. Eight grade American History students participate in a career exploration unit which prompts students to think about their future while identifying their skills and interests.

Polo Park Middle School utilizes Social Studies PLC's to develop plans to effectively incorporate the Florida State Standards and content required by Florida State Statute 1003.42. 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 the following:

The History of the Holocaust

The History of Black and African American

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Each grade level teacher follows the lesson plans filled with activities and resources meant to immerse their students in the history and contributions of those before them. Each grade level has a timeline for each important topic.

Monitoring Outcome: Craig Corsentino

Choice Program

Polo Park Middle School offers to Choice programs: The Pre-Information Technology Academy and the Pre-Engineering (Project Lead the Way) Academy. Each program is designed to set a strong foundation for more advanced programs in high school, colleges, and future careers.

Monitoring Outcome: Craig Corsentino

Single School Culture

Polo Park Middle 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.

The School-wide Positive Behavior Support Committee (SwPBS Committee) meets monthly to identify school needs, create action plans, and monitor progress. Goals are created with student data the focuses on academic achievement, attendance, and discipline. Data is primarily collected from the Educational Data Warehouse and Performance Matters. The SwPBS Committee is composed of administration, teachers, counselors, and staff. The committee

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Polo Park Middle School establishes a Single School Culture that promotes a positive culture and environment.

How?

School-wide Positive Behavior Support Committee (SwPBS)

Our school integrates SwPBS 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.

Our school will continue to integrate a Single School Culture during Brick and Mortar and Distance Learning. We have created structured lessons for the teachers to deliver during the first week of school. We have also translated our "Student of Month" program, Pride Tickets, and Principal's 200 to adapt to Virtual Learning. In order to increase positive relationships between students and their teacher, we have developed a "Positive Communication Race". This will promote positive interactions between staff, students, and family.

Monitoring Outcome: Craig Corsentino

Behavioral Health Professional (BHP)

Ms. Solorzano our BHP works closely with the leadership team to develop professional development that can help all staff meet the social and emotional needs of our students. She also works with our leadership team to identify students that she can positively impact one on one.

Monitoring Outcome: Craig Corsentino

Check & Connect Mentoring Program

Eight of Polo Park Staff Members have volunteered to Pilot the Check & Connect Mentoring Program created by the University of Minnesota. This team consists of six teachers, one School Counselor, and our Behavioral Health Professional. Each member is matched up with a students who struggles academically to mentor, monitor, and guide them throughout the year. The goal is that the strong connection between the student and mentor results in the students meeting their academic potential.

Monitoring Outcome: Craig Corsentino

Social & Emotional Learning (SEL)

Polo Park Middle School BHP and School Counselors worked together to create SEL lessons and a calendar that each teacher uses to connect with their students through Social and Emotional Learning.

Monitoring Outcome: Craig Corsentino

Suite360

Polo Park Middle School incorporate the behavior and intervention program that is implemented by teachers and supported by counselors.

Monitoring Outcome: Craig Corsentino

School Advisory Council (SAC)

Polo Park Middle School works with parents and community members during Virtual SAC meetings as long it is needed.

Monitoring Outcome: Michael Aronson

Polo Park Summer Prep Program

Polo Park Middle School created a a virtual prep program for incoming 6th grade where students and parents were able to learn about Polo Park Middle School through virtual tours, presentations, and q&a's.

Monitoring Outcome: Craig Corsentino

Clubs

Polo Park Middle School offers several clubs that meet the interests and needs of our student population. These clubs in include National Junior Honor Society, Robotics, Future Business Leaders of America, Gay-Straight Alliance, and the Comic Book Club.

Monitoring Outcome: Fallon Kauker

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Other: High School Readiness				\$5,980.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	690-Computer Software	2611 - Polo Park Middle School	Other		\$1,300.00
			<i>Notes: Nearpod- a student engagement platform that can be used to amazing effect in the classroom. The concept is simple. A teacher can create presentations that can contain Quiz's, Polls, Videos, Images, Drawing-Boards, Web Content and so on.</i>			
	5000	690-Computer Software	2611 - Polo Park Middle School	Other		\$4,680.00

	<i>Notes: Study Island- combines rigorous content that is highly customized to specific state standards in math with interactive features and games that engage students and reinforce and reward learning achievement.</i>	
		Total: \$5,980.00