

The School District of Palm Beach County

Polo Park Middle School



2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2020-21 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%)
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	

* 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 10/20/2021.

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 style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 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

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		A	A	A

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Polo Park Middle School is committed to empowering students to attain their maximum potential through partnering with parents and the community, fostering the knowledge, understanding, and skills necessary for students to become productive, literate citizens.

Provide the school's vision statement.

Polo Park Middle School is committed to empowering students to become productive and responsible citizens with the skills needed to succeed in a diverse and global society. Students will become responsible, independent, and life-long learners.

School Leadership Team

Membership

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

Name	Position 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.
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.
Leiva, Melissa	Assistant Principal	As the Assistant Principal of Polo Park, Ms. Leiva 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.
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.
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
Soto-Coleman, Naomy	School Counselor	As School Counselor, Ms. Soto-Coleman is responsible for monitoring the mental and emotional health of the students. instructional leaders and practice shared decision making
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.

Name	Position Title	Job Duties and Responsibilities
	Psychologist	As School Psychologist, Ms. Glover 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.
Solorzano, Chelsea	School Counselor	As School Counselor, Ms. Solorzano is responsible for monitoring the mental and emotional health of the students.
Connors, Kris	School Counselor	As School Counselor, Ms. Connors is responsible for monitoring the mental and emotional health of the students. instructional leaders and practice shared decision making.
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.
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.
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.
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.
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.

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.*

18

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.*

10

Total number of teacher positions allocated to the school

78

Total number of students enrolled at the school

1,201

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	378	415	407	0	0	0	0	1200
Attendance below 90 percent	0	0	0	0	0	0	22	6	8	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	1	14	23	0	0	0	0	38
Course failure in ELA	0	0	0	0	0	0	0	31	56	0	0	0	0	87
Course failure in Math	0	0	0	0	0	0	0	32	70	0	0	0	0	102
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	17	28	35	0	0	0	0	80
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	23	21	46	0	0	0	0	90
Number of students with a substantial reading deficiency	0	0	0	0	0	0	17	6	7	0	0	0	0	30
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	139	199	139	0	0	0	0	477
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	160	168	99	0	0	0	0	427

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	41	31	62	0	0	0	0	134

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	1	0	1	0	0	0	0	2

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	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	1	0	0	0	0	0	0	1

2020-21 - 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	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	1	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				74%	58%	54%	79%	56%	53%
ELA Learning Gains				59%	56%	54%	72%	57%	54%
ELA Lowest 25th Percentile				48%	49%	47%	62%	49%	47%
Math Achievement				79%	62%	58%	82%	61%	58%
Math Learning Gains				70%	60%	57%	73%	61%	57%
Math Lowest 25th Percentile				55%	53%	51%	64%	54%	51%
Science Achievement				63%	52%	51%	79%	55%	52%
Social Studies Achievement				90%	75%	72%	94%	75%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	71%	58%	13%	54%	17%
Cohort Comparison						
07	2021					
	2019	74%	53%	21%	52%	22%
Cohort Comparison		-71%				
08	2021					
	2019	70%	58%	12%	56%	14%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	70%	60%	10%	55%	15%
Cohort Comparison						
07	2021					
	2019	53%	35%	18%	54%	-1%
Cohort Comparison		-70%				
08	2021					
	2019	85%	64%	21%	46%	39%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	60%	51%	9%	48%	12%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	72%	15%	71%	16%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	64%	34%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

In grades 6-8 we will use USAs in the Fall, Winter, and Spring.

Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74.5	67.5	72.2
	Economically Disadvantaged	68.3	55.4	62.2
	Students With Disabilities	52.1	43.6	45.6
	English Language Learners	30.0	22.7	20.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65.3	71.0	75.1
	Economically Disadvantaged	55.5	61.3	66.5
	Students With Disabilities	57.1	56.1	57.9
	English Language Learners	42.9	52.2	52.0
	Grade 7			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63.8	62.4	61.6
	Economically Disadvantaged	54.9	48.0	48.3
	Students With Disabilities	46.8	40.0	38.1
	English Language Learners	10.0	16.7	23.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66.6	70.1	71.5
	Economically Disadvantaged	56.9	59.7	64.3
	Students With Disabilities	47.5	53.6	52.4
	English Language Learners	45.5	50.0	46.2
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	64.5	73.1	75.9
	Economically Disadvantaged	56.1	61.4	65.3
	Students With Disabilities	48.0	58.3	62.5
	English Language Learners	41.7	33.3	33.3

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	82.7	80.6	80.9
	Economically Disadvantaged	77.3	71.6	73.4
	Students With Disabilities	53.5	57.1	64.5
	English Language Learners	40.0	27.3	38.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58.3	62.5	67.2
	Economically Disadvantaged	48.0	49.5	53.8
	Students With Disabilities	34.0	32.7	42.3
	English Language Learners	22.2	9.1	25.0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	86.5	85.4	83.6
	Economically Disadvantaged	80.6	79.5	76.3
	Students With Disabilities	68.5	64.8	64.2
	English Language Learners	54.5	50.0	45.5

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	41	45	31	39	31	24	29	64	67		
ELL	51	53	50	46	42	43	19	57	53		
ASN	86	71		87	46		77	95	97		
BLK	59	58	38	50	35	19	55	67	80		
HSP	62	56	41	60	44	36	55	71	81		
MUL	73	58	33	67	44	40	87	69	82		
WHT	76	61	42	74	46	34	73	87	83		
FRL	58	55	40	51	37	28	51	68	76		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	58
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	46
Total Points Earned for the Federal Index	582
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	46
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	80
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	51
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	55
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	61
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	64
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FSA (FY19) VS FSA (FY21)

ELA

6th Grade

FY19 (71) FY21 (70) Difference (-1)

7th Grade

FY19 (74) FY21 (62) Difference (-12)

8th Grade

FY19 (70) FY21 (72) Difference (+2)

Math

6th Grade

FY19 (70) FY21 (56) Difference (-14)

7th Grade

FY19 (53) FY21 (27) Difference (-26)

8th Grade

FY19 (85) FY21 (66) Difference (-19)

Algebra

FY19 (98) FY21 (93) Difference (-5)

Geometry

FY19 (100) FY21 (99) Difference (-1)

Civics

FY19 (90) FY21 (78) Difference (-12)

Science

FY19 (60) FY21 (64) Difference (+4)

Based on this data trend our focus will be to increase learning gains and achievement in all content areas.

Our data trends show that a focus on remediation of standards, foundational skills, and rigor in all

content areas needs to be at the forefront of every lesson across all content areas.

We have created our Master Board centered around providing our students with additional support in ELA and Math with intensive classes while also helping the students accelerate by placing them in advanced level classes to ensure high school readiness.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our focus for FY 22 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. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently.

Based on our data from FY19 and limited data from FY20, it has been determined that one of our areas of concern is the number 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.

ELA

6th Grade

FY19 (71) FY21 (70) Difference (-1)

7th Grade

FY19 (74) FY21 (62) Difference (-12)

8th Grade

FY19 (70) FY21 (72) Difference (+2)

ELA (Subgroup-SWD)

6th Grade SWD only showed a 2% or less increase from Fall to Spring Diagnostics.

7th Grade SWD declined from 48.8 to 38.1 to the Spring Diagnostics.

8th Grade SWD showed 4 points or less increase from Fall to Winter and then Spring assessments.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During FY20 and FY21, 55% of our students were virtual learners. Communication from school to home and home to school was more difficult with the hybrid model. Teachers used many new platforms to support learners such as Google Classroom and Nearpod.

Our math scores are still showing a need for improvement. Sixth, Seventh, and Eighth grades saw a decline on the FY21 FSA:

6th Grade

FY19 (70) FY21 (56) Difference (-14)

7th Grade

FY19 (53) FY21 (27) Difference (-26)

8th Grade

FY19 (85) FY21 (66) Difference (-19)

When looking at our progress monitoring of the USA diagnostics it is evident that our focus needs to be on the subgroup of SWD.

6th Grade

Fall (52.1), Winter (43.6), and Spring (45.6)

7th Grade

Fall (47.5), Winter (53.6), and Spring (52.4)

8th Grade

Fall (53.5), Winter (57.1), and Spring (54.5)

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 Math IXL 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 in some instances scheduling students in double blocks.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

During FY21, Our Science scores increased by 4 points, which is an improvement as FY19 showed a decline of 16 points. However, Polo Park is still 15 points below our science achievement level of 2018.

During FY21, Eighth grade ELA increased by 2 points. Teachers implemented a progress monitoring tool using the USA Assessments to create a challenge based on the unit and standards taught.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Science teachers taught to the standards and focused on using formative assessments and remediated where needed. Teachers utilized Study Island as a support for all students.

Standard-based instruction will continue to be a primary focus during instruction planning sessions, professional learning communities, and data chats. Resources and strategies aligned to grade-level standards and scaffolding in place to support students who are not yet performing at their grade level.

Teachers focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. All teachers held all students to high expectations. Strategic PLCs were implemented to analyze data, monitor student progress and develop lesson plans to support all students learning.

What strategies will need to be implemented in order to accelerate learning?

1.) Scheduling

Students on an accelerated path of learning that may have seen learning loss due to the hybrid school year will be supported through intensive math and ELA classes.

2.) PLC's

During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using resources and materials from the District, share best practices, participating with the coaching continuum model, incorporate research-based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity.

3.)Tutorials-Low 25% Learning Gains

If we focus on a positive impact to learning gains by ensuring standards based instruction and effective use of research-based strategies, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. If we are able to implement a tutoring program in the FY22 school year, these students will continue receiving priority for tutoring sessions that include math, ELA, and writing.

4.) Attendance

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

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.

1.) PLCs

Collaborative planning will consist of deliberate coaching, modeling, and guiding instructional expectations. The instructional expectations include data driven instruction that scaffolds according to the needs of the student. Developing leadership teams to develop and increase capacity in each content area of ELA, Math,

Science, and Social Studies. Developing the capacity of content area teachers establishes a routine and expectation of instructional rigor in every classroom.

2.) Small Group Instruction/Differentiation

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level.

3.) Technology/Increase in Student Engagement

Student engagement is another area of focus. To facilitate active participation in the learning process, teachers must plan and employ engagement strategies. Professional development planned to assist teachers in the implementation of engagement strategies. Ongoing implementation of engagement strategies modeled and explained during PLC meetings to demonstrate their effectiveness.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

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).

Monitoring: Students will be monitored through classroom walkthroughs, district assessments, and the school's assessment monitoring form.

Monitoring by Administration

Person responsible for monitoring outcome: Michael Aronson (michael.aronson@palmbeachschools.org)

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 Math IXL and Nearpod (all teachers) to engage students, enhance students ability, and meet the needs of all students.

Evidence-based Strategy:

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 assessments to make data-based decisions toward small group instruction.

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.

Rationale for Evidence-based Strategy:

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.
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 an effective 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.

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

2. Technology-based Programs

Math IXL

- a. Math teachers review data from FY19, FY20 and FY21 to identify needs.
- b. Math teachers identify students strengths and weaknesses.
- c. Math teachers identify Math IXL as the program that will most benefit their students.
- d. Math teachers implement Study Island.
- e. Math teachers monitor student data throughout FY22 to analyze effectiveness and make modifications throughout the year.

Nearpod

- a. Teachers review data from FY19, FY20 and FY21 to identify needs.
- b. Teachers identify student strengths and weaknesses with a focus on student engagement
- 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 FY22 to analyze the 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

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 426 out of 553, High when compared to all middle/junior schools statewide. We reported 5.9 incidents per 100 students. This rating was for a total enrollment of 1,238, with 73 incidents for the 2019-2020 school year. When looking at the ranking details the incidents rated high are violent incidents. Our issues fall under Fighting, Physical Attack, Bullying, and Harassment, 56 incidents. We had one property incident and ranked Moderate for Drug/Public Order incidents 322/553 for the State and 20/36 for the County. The incidents we ranked for are Weapons, Disruption on Campus, Other Major Offenses, and Tobacco. Our total reported suspension ranked moderate. We had 103 in-school suspensions and 90 out-of-school suspensions in 2019-2020. To support our students and make an impact on incidents we will integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via the student handbook, and monitoring SwPBS through data, lessons, and resources.

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.

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.

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 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 student who struggles academically to mentor, monitor, and guides 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 incorporates 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 SAC meetings as long it is needed.

Monitoring Outcome: Michael Aronson

Polo Park Summer Prep Program

Polo Park Middle School created a prep program for incoming 6th grade where students and parents were able to learn about Polo Park Middle School through 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 include the National Junior Honor Society, Robotics, Future Business Leaders of America, Gay-Straight Alliance, and the Comic Book Club.

Monitoring Outcome: Fallon Kauker

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 celebrate diverse cultures. Language Arts classes incorporate literature that teaches diverse cultures and beliefs. 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. Eighth-grade American History students participate in a career exploration unit that 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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal/ Administrators: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage

collaboration.

School Counselor: Supports a positive culture and environment through lessons they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensures students feel safe, welcome, and included.

Teachers: Incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral, and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$5,000.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
5000	120-Classroom Teachers	2611 - Polo Park Middle School	School Improvement Funds	500.0	\$5,000.00	
<i>Notes: The money will be used for tutorials to support student achievement.</i>						
Total:					\$5,000.00	