

The School District of Palm Beach County

# Polo Park Middle School



## 2022-23 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: 7/1/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	53%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (70%) 2018-19: A (68%) 2017-18: A (76%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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

11901 LAKE WORTH RD, Wellington, FL 33449

<https://ppms.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Galindo, Jennifer	Principal	As the Principal of Polo Park, Dr. Galindo 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. Also addressed are academic referrals and progress monitoring 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. She supports the academic review of data discussed during the meeting, and provides support in addressing any changes needed to successfully reach the School Improvement Plan goal for high school readiness. Ms. Kauker also leads discussion of academic referrals and progress monitoring of students in various tiers when necessary.
Kline, Andrew	Assistant Principal	As the Assistant Principal of Polo Park, Mr. Kline meets weekly with the leadership team to discuss academic and emotional needs of our students. He supports the academic review of data discussed during the meeting, and provides support in addressing any changes needed to successfully reach the School Improvement Plan goal for high school readiness. Mr. Kline also leads discussion of academic referrals and progress monitoring of students in various tiers when necessary.
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. He supports the academic review of data discussed during the meeting, and provides support in addressing any changes needed to successfully reach the School Improvement Plan goal for high school readiness. Mr. Corsentino also leads discussion of academic referrals and progress monitoring of students in various tiers when necessary.
Trujillo, Julie	School Counselor	As School Counselor, Ms. Mayville is responsible for monitoring the mental and emotional health of the students, working with instructional leaders and practicing shared decision making. The school counselor also works with students regarding academics, high school and choice programs, and testing throughout the students' school experience.
Soto-Coleman, Naomi	School Counselor	As School Counselor, Ms. Soto-Coleman is responsible for monitoring the mental and emotional health of the students, working with instructional leaders and practicing shared decision making. The school counselor also works with students regarding academics, high school and choice programs, and testing throughout the students' school experience.

Name	Position Title	Job Duties and Responsibilities
Solorzano, Chelsea	Behavior Specialist	As the School's BHP, Ms. Solorzano is responsible for monitoring the mental and emotional health of the students, working with instructional leaders and practicing shared decision making.
Connors, Kris	School Counselor	As School Counselor, Ms. Connors is responsible for monitoring the mental and emotional health of the students, working with instructional leaders and practicing shared decision making. The school counselor also works with students regarding academics, high school and choice programs, and testing throughout the students' school experience.
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.
Moore, Dale	Teacher, K-12	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	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	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

Friday 7/1/2022, Jennifer Galindo

**Number of teachers with a 2022 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.*

3

**Number of teachers with a 2022 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.*

25

**Total number of teacher positions allocated to the school**

73

**Total number of students enrolled at the school**

1,179

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

9

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

4

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	386	383	409	0	0	0	0	1178
Attendance below 90 percent	0	0	0	0	0	0	38	63	66	0	0	0	0	167
One or more suspensions	0	0	0	0	0	0	59	50	66	0	0	0	0	175
Course failure in ELA	0	0	0	0	0	0	21	28	43	0	0	0	0	92
Course failure in Math	0	0	0	0	0	0	22	29	18	0	0	0	0	69
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	42	48	59	0	0	0	0	149
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	53	42	53	0	0	0	0	148
Number of students with a substantial reading deficiency	0	0	0	0	0	0	24	42	43	0	0	0	0	109

Using the table above, complete the table below with the number of students by current grade level who have 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	53	46	67	0	0	0	0	166

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	1	2	0	0	0	0	0	3	

Date this data was collected or last updated

Monday 8/15/2022

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	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	

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	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

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	68%	53%	50%				74%	58%	54%
ELA Learning Gains	58%						59%	56%	54%
ELA Lowest 25th Percentile	48%						48%	49%	47%
Math Achievement	76%	35%	36%				79%	62%	58%
Math Learning Gains	70%						70%	60%	57%
Math Lowest 25th Percentile	62%						55%	53%	51%
Science Achievement	68%	56%	53%				63%	52%	51%
Social Studies Achievement	91%	64%	58%				90%	75%	72%

## Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	40	54	44	50	62	56	39	83	96		
ELL	43	52	48	49	56	50	34	81	68		
ASN	89	68		90	80		85	100	89		
BLK	57	55	51	61	65	60	53	84	90		
HSP	63	55	47	73	67	63	61	90	93		
MUL	64	55	58	84	81			94	91		
WHT	74	61	43	81	72	63	76	94	95		
FRL	58	52	47	65	66	60	54	89	92		
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		
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		

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

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	45
Total Points Earned for the Federal Index	679
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
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	53
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	64
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	65
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	75
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	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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 (FY21) VS FSA (FY22)

ELA

6th Grade FY21 (70) FY 22 (68) Difference (-2)

7th Grade FY21 (62) FY22 (69) Difference (+7)

8th Grade FY21 (72) FY 22 (65) Difference (-7)

Math

6th Grade FY21 (56) FY22 64 Difference (+8)

7th Grade FY21 (27) FY 22 (46) Difference (+19)

8th Grade FY21 (66) FY 22 (77) Difference (+11)

Algebra FY21 (93) FY 22 (94) Difference (+1)

Geometry FY21 (99) FY 22 (100) Difference (+1)

Civics FY21 (78) FY 22 (91) Difference (+13)

Science FY21 (64) FY 22 (68) Difference (+4)

Based on the above data trends, 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 included in every lesson across all content areas. Our goal is to ensure all students engage in teaching a learning that results in academic excellence (StPI Theme A, Objective 1).

We have created our Master Board centered around providing our students with additional support in ELA and Math by adding support/intensive classes. We also assist the students with acceleration by placing them in advanced level classes whenever possible to ensure high school readiness. (StPI Theme A, Objectives 2 and 3).

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Our focus for FY 23 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. Increasing our attendance rate is also important because students are more likely to succeed in academics when they attend school consistently.

Based on our data from FY22, it has been determined that one of our areas of concern is the number of students achieving at only Level 1 on the statewide assessments. A portion of these students are who are achieving Level 1 on statewide assessments are comprised of our English Language Learners. 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, making Polo Park Middle School TS&I designated school. According to our data, our English Language Learners subgroup scored 53% Federal Index Percentage Points.

**ELA**

6th Grade FY21 (70) FY 22 (68) Difference (-2)

7th Grade FY21 (62) FY22 (69) Difference (+7)

8th Grade FY21 (72) FY 22 (65) Difference (-7)

**ELA (Subgroup-ELL)**

6th Grade FY21 (15) FY 22 (25) Difference (+10)

7th Grade FY21 (21) FY22 (29) Difference (+8)

8th Grade FY21 (19) FY 22 (19) Difference (0)

**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. However, student academic loss was still evident with the students returning for FY22.

Our ELA scores are still showing a need for improvement. Grades 6 and 8 grades saw a decline on the FY22 FSA:

6th Grade FY21 (70) FY 22 (68) Difference (-2)

7th Grade FY21 (62) FY22 (69) Difference (+7)

8th Grade FY21 (72) FY 22 (65) Difference (-7)

Student support will need to be provided before and after school to meet the needs of our ELL students so that they can catch up with their English-speaking counterparts. Additionally, intensive support during the school day will be a vehicle used to improve ELL success.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

During FY22, Our Math scores increased at each grade level, an improvement over FY21.

Math

6th Grade FY21 (56) FY22 64 Difference (+8)

7th Grade FY21 (27) FY 22 (46) Difference (+19)

8th Grade FY21 (66) FY 22 (77) Difference (+11)

Additionally, our Civics scores (grade 7) increased substantially:

Civics FY21 (78) FY 22 (91) Difference (+13)

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

Civics teachers taught to the standards and focused on using formative assessments and remediated where needed. Teachers utilized various technologies as a support for all students.

In ELA, standard-based instruction was used as a primary focus during instruction planning sessions, professional learning communities, and data chats. Resources and strategies aligned to grade-level standards and scaffolding were put in place to support students who were not yet performing at their grade level.

Teachers focused on the use of formative assessments and are able to consistently monitor student mastery of standards. Because of this, they have the ability to adjust their teaching to remediate and conduct small groups based on student need. All teachers were held all students to high expectations. Strategic PLCs were also 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 will be scheduled on an accelerated path of learning. Their success will be supported through intensive math and ELA classes.

2.) PLC's

During PLCs, we will focus on developing effective and relevant instruction through the following:

unpacking standards

analyzing data

developing standards-based lessons using resources and materials provided by the District's Curriculum Office sharing best practices

participating in the coaching continuum model

incorporating research-based strategies included but not limited to GO-To Strategies

balanced literacy

small group instruction

differentiated learning

Teachers will engage in common planning as well as lesson study to improve instructional capacity.

3.) Tutorials for students in the Lowest 25% Learning Gains

We will focus on the positive impact to learning gains made 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 our ability to support to ensure their growth. With the

implementation of a tutoring program in the FY23 school year, these students will receive priority placements 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 put 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 close to the the Federal Index of 41%. PLCs continue to be an active part of our school schedule. During the PLCs, teachers 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. This will result in a decrease in level 1 students in ELA and Math, coinciding with an increase in student achievement from our English Language Learners.

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. We will use leadership teams to develop and increase capacity in each content area of ELA, Math, Science, and Social Studies. Along with developing the capacity of content area teachers, we will establish 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 will 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 will be provided. Ongoing implementation of engagement strategies will be modeled and explained during PLC meetings in order to demonstrate their effectiveness.

#### Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 among our student population.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Polo Park Middle School students will maintain a high school readiness of over 90%. (increase ELA and Math levels of our lowest 25%; increase learning gains in Math/ELA).

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

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

**Person responsible for monitoring outcome:**

Jennifer Galindo (jennifer.galindo@palmbeachschools.org)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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 No Red Ink (all teachers) to engage students, enhance students ability, and meet the needs of all students.
3. Teachers will implement rigorous standards-based instruction to ensure that curriculum focuses on content that students may encounter on FSAs and EOCs.
4. Best Assessments/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.

3. Standards-Based Instruction- Ensures that teachers are teaching the curriculum outlined by the state standards.

4. Best Assessments/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 Best Assessments and EOCs. Teachers are able to make data-based decisions about their curriculum throughout the school year.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

### 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 Best 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

Fallon Kauker (fallon.kauker@palmbeachschools.org)

### 2. Technology-based Programs Math IXL

- a. Math teachers review data from FY20 - FY22 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 will assign and implement IXL lessons.
- e. Math teachers monitor student data throughout FY23 to analyze effectiveness and make modifications throughout the year.

#### No Red Ink

- a. Teachers review data from FY20 - FY22 to identify needs.
- b. Teachers identify student strengths and weaknesses with a focus on student engagement.
- c. Teachers implement the No Red Ink program to effectively meet the needs of their students.
- d. Teachers receive training on how to implement No Red Ink.
- e. Teachers implement No Red Ink.
- f. Teachers monitor student data throughout FY23 to analyze the effectiveness and make modifications throughout the year.

#### Person Responsible

Andrew Kline (andrew.kline@palmbeachschools.org)

### 3. Standards-based Instruction

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

#### Person Responsible

Jennifer Galindo (jennifer.galindo@palmbeachschools.org)

### 4. Best Assessments/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.
- d. Parents of identified students will be contacted.
- e. Teachers will track student data of students who participate.

#### Person Responsible

Craig Corsentino (craig.corsentino@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.

#### Person Responsible

Andrew Kline (andrew.kline@palmbeachschools.org)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

#### Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

#### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

#### Grades K-2: Measureable Outcome(s)

n/a

#### Grades 3-5: Measureable Outcome(s)

n/a

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

n/a

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### Describe how the school addresses building a positive school culture and environment.

Below are the programs we use at Polo Park Middle School to address and build a positive school culture and environment:

Polo Park Middle School establishes a Single School Culture that promotes a positive culture and environment. The school incorporates a School-wide Positive Behavior Support Committee (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 campaigns, structured lessons, and the implementation of SwPBS/PBIS.

In order to increase positive relationships between students and their teachers, we have developed a "Positive Communication Race". This will promote positive interactions between staff, students, and family. (StPI Theme B, Obj 1).

Ms. Solorzano, our Behavior Health Professional, works closely with the leadership team to implement 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 with one-on-one counseling. (StPI Theme C, Obj 1)

Check & Connect Mentoring Program - Staff Members (8) 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. (StPI Theme C, Obj 1)

The School Advisory Council (SAC) at Polo Park Middle School works with parents and community members to guide the vision and mission of the school.

Polo Park Middle School created a "Polo Prep" program for incoming 6th grade where students and parents are able to learn about Polo Park Middle School through tours, presentations, and a question and answer session. This continues to provide a means of continued communication between the school and home.

Polo Park Middle School also 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.

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.

Polo Park Middle School utilizes Social Studies PLC's to develop plans to effectively incorporate the Florida Best Standards and content required by Florida State Statute 1003.42. Each grade level (6th World History, 7th Civics, and 8th American History) meets during PLC's in August to develop grade-wide lessons to teach and incorporate the following topics:

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.

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.

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

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

School Counselors: The Counselors support 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 in a safe environment.

Teachers: Our 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. This program ensures all students have equitable and equal opportunity to learn in a positive environment.

Parent/Guardian Volunteers: Polo Park Middle School has a strong team of parent volunteers that support the school. Through their selfless efforts they provide support in time, funding, and human resources for all staff and students. Their work contributes to the success of the school on all fronts.