Polo Park Middle School

2023-24
Schoolwide Improvement Plan (SIP)

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Polo Park Middle School

11901 LAKE WORTH RD, Wellington, FL 33449

https://ppms.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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. The Principal will monitor and work will all staff to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Dr. Galindo must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
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.
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.
Trujillo, Julie	School Counselor	As School Counselor, Ms. Trujillo 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, Naomy	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

Name	Position Title	Job Duties and Responsibilities
		students regarding academics, high school and choice programs, and testing throughout the students' school experience.
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.
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.
Munnings, Annjeanette	Assistant Principal	As the Assistant Principal of Polo Park, Ms. Munnings 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. Munnings also leads discussion of academic referrals and progress monitoring of students in various tiers when necessary.
Qvale, Elise	Other	As the School's BHP, Ms. Qvale is responsible for monitoring the mental and emotional health of the students, working with instructional leaders and practicing shared decision making
Strackman, Alissa	Teacher, ESE	As the ESE Coordinator, Ms. Strackman is responsible for tracking student progress and monitoring the fidelity of implementation of the ESE programs.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The leadership team consisting of the principal, assistant principals, the school counselors, and the department leaders analyze the data and drafted the SIP. The SIP is then presented to the SAC at the first meeting. Additional feedback is gathered by the parents, students, and community members at the meeting. Adjustments are made. The final SIP with adjustments is presented to the SAC and approved. Upon the release of data after each Progress Monitoring, the Department Leads work collaboratively with their teams to update the needs assessment and bring recommendations to the leadership team for changes to the SIP. These adjustments are shared with the SAC committee to garner parent and community input.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, ESOL/Dual Language team, ESE department, and the Administrative Team. Parent trainings are presented both in live formats as well as posted informational videos. Our PTSA also works closely with the school to ensure parents are made aware of resources and events available to families on campus.
Our ESOL Coordinator and Dual Language Contact work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.
A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school will continually review student achievement outcomes during PLCs. Monthly, the leadership team reviews the overall student data with an emphasis on the lowest performing students. If revisions are needed to the SIP, they are made at the monthly meetings. Student assessments include the new Progress Monitoring which occur 3 times per year. In addition to the FAST Reading and Math progress monitoring assessments, the school utilizes Performance Matters Assessments, Florida Standards Assessments, Reading Plus Assessment, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by department leaders and assistant principals to assess data, modify, and implement differentiated instruction based on the results of data.

Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Department grade level teachers meet with the assistant principal over their content area to discuss and analyze data, modify instruction, and create
standards-based learning goal scales. Student work and best practices are shared and analyzed.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, Reading Plus Insight Assessment, and FAST Progress Monitoring. The Unit Assessments occur approximately every 4 weeks. The FAST assessments will occur three times a year as will Reading Plus Insight Assessments.

Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement. We strategically plan for a variety of monitoring techniques:
• Review of Lesson Plans,
• Data Analysis,
• Classroom walks,
• Student attendance,
• Data Chats,
• Formal Observations,
• Professional Learning Communities attendance/participation,
• Formative/Summative Assessments and Technology.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	53%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A
	2019-20: A
	2018-19: A
	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	39	57	74	170
One or more suspensions	0	0	0	0	0	0	36	62	50	148
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	9	39	31	79
Course failure in Math	0	0	0	0	0	0	14	53	33	100
Level 1 on statewide ELA assessment	0	0	0	0	0	0	58	66	69	193
Level 1 on statewide Math assessment	0	0	0	0	0	0	32	41	48	121
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	58	66	69	193

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	44	75	70	189

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	38	63	66	167
One or more suspensions	0	0	0	0	0	0	59	50	66	175
Course failure in ELA	0	0	0	0	0	0	21	28	43	92
Course failure in Math	0	0	0	0	0	0	22	29	18	69
Level 1 on statewide ELA assessment	0	0	0	0	0	0	42	48	59	149
Level 1 on statewide Math assessment	0	0	0	0	0	0	53	42	53	148
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	24	42	43	109

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	53	46	67	166

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	38	63	66	167
One or more suspensions	0	0	0	0	0	0	59	50	66	175
Course failure in ELA	0	0	0	0	0	0	21	28	43	92
Course failure in Math	0	0	0	0	0	0	22	29	18	69
Level 1 on statewide ELA assessment	0	0	0	0	0	0	42	48	59	149
Level 1 on statewide Math assessment	0	0	0	0	0	0	53	42	53	148
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	24	42	43	109

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	53	46	67	166

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	66	51	49	68	53	50	69		
ELA Learning Gains				58			60		
ELA Lowest 25th Percentile				48			42		
Math Achievement*	76	59	56	76	35	36	66		
Math Learning Gains				70			43		
Math Lowest 25th Percentile				62			31		
Science Achievement*	69	50	49	68	56	53	64		
Social Studies Achievement*	87	68	68	91	64	58	78		
Middle School Acceleration	79	76	73	93	52	49	83		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	75	37	40	45	85	76	46		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	679
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	57			
ELL	52			
AMI	64			
ASN	92			
BLK	72			
HSP	71			
MUL	78			
PAC				
WHT	79			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	64			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	58			
ELL	53			
AMI				
ASN	86			
BLK	64			
HSP	65			
MUL	75			
PAC				
WHT	73			
FRL	63			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	66			76			69	87	79			75
SWD	45			51			47	75	68		5	
ELL	42			59			54	53	29		6	75
AMI	55			73							2	
ASN	84			92			94	96	96		5	
BLK	59			63			69	84	85		5	
HSP	61			72			62	83	66		6	83
MUL	70			79			72	88	79		5	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	70			82			72	90	82		5	
FRL	54			63			53	80	68		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	68	58	48	76	70	62	68	91	93			45
SWD	40	54	44	50	62	56	39	83	96			
ELL	43	52	48	49	56	50	34	81	68			45
AMI												
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			33
MUL	64	55	58	84	81			94	91			
PAC												
WHT	74	61	43	81	72	63	76	94	95			
FRL	58	52	47	65	66	60	54	89	92			47

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	69	60	42	66	43	31	64	78	83			46
SWD	41	45	31	39	31	24	29	64	67			
ELL	51	53	50	46	42	43	19	57	53			46
AMI												
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			43
MUL	73	58	33	67	44	40	87	69	82			
PAC												
WHT	76	61	42	74	46	34	73	87	83			
FRL	58	55	40	51	37	28	51	68	76			43

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	63%	48%	15%	47%	16%
08	2023 - Spring	66%	47%	19%	47%	19%
06	2023 - Spring	63%	45%	18%	47%	16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	75%	54%	21%	54%	21%
07	2023 - Spring	41%	36%	5%	48%	-7%
08	2023 - Spring	77%	65%	12%	55%	22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	68%	46%	22%	44%	24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	48%	44%	50%	42%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	50%	46%	48%	48%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	65%	21%	66%	20%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The lowest performing area was 7th grade math. We decreased from 46% to 41%. 7th grade math has traditionally been an area of struggle. With the acceleration process aligned to take students from 6th grade math through 8th grade math in the span of 2 years, the students who are enrolled in 7th grade math are at a lower level academically. The gaps that this group of students face are extreme. To close these gaps and raise these scores, the teachers will need to blend remediation and new content.

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

The area with the greatest decline was in ELA overall. We dropped 5% from 68% to 63%. This is contributed to the need to greater differentiate instruction, especially in 6th and 7th grade.
ELA
6th Grade FY22 (68) FY 23 (65) Difference (-3)
7th Grade FY22 (69) FY23 (62) Difference (-7)
8th Grade FY22 (65) FY 23 (63) Difference (-6)

With the change in the both the state standards as well as the assessment platform, a great deal of time was spent on learning the changes and adapting instruction to meet them. The uncertainty that the teachers felt in this process also led to the decline. Writing was not a component of the assessment this year. In the past, writing was a way to increase the proficiency in ELA.

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

Polo Park Middle School out performed the state by 15+ points in all areas of ELA and Math with the exception of 7th grade math. The % of students in 7th grade math who scored a level 3 or above was 41%. The state average was 48% and the Palm Beach County average was 38%. The 7% gap is a concern for us being that we outperformed the state in all areas. 7th grade math is the course that is only available to our level 1 and low level 2 students upon exiting 6th grade math. Students who score a 3 or higher in 6th grade math are typically placed in Accelerated 7th Grade math. This course combines half of 7th and all of 8th grade math content. Those students take the 8th grade state assessment. Because of this, the students taking the 7th grade math assessment are already starting with more math deficits than their counterparts. That being said, there is a need for additional math remediation in the 7th grade math classes. The teachers are struggling with getting the students through the 7th grade content and filling the holes in prior learning. Additional support for teachers on how to effectively schedule secondary benchmark instruction is needed.

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

During FY23, Our Math scores increased over all from 76% to 77% despite a mix of decreases and increases at each grade level, an improvement over FY22.
Math
6th Grade FY22 (64) FY23 (75) Difference (+11)
7th Grade FY22 (46) FY 23 (41) Difference (-5)
8th Grade FY22 (77) FY 23 (77) Difference (+0)

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. Additionally, students who typically struggle in math were provided the opportunity for a remedial math course to close the learning gaps.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

When reviewing the Early Warning Signs data from Part I, the two areas of most concern are Level 1 ELA students and Students with 10% absences or more. Polo Park MS currently has 193 students in Level 1 ELA (6th-58, 7th-66, and 8th-69). This is a concern for two reasons. These students are earmarked for Intensive reading. This removes them from an elective. Research has found that electives are key to keeping students engaged in their learning in core classes. The release and focus on topics of interest keeps them working. These students miss out on this and therefore, typically show less motivation. Additionally, the majority of these students are also ESE or ELL. They are making growth, but not enough to exit level 1. As a school, we are working on increasing the number of content literacy trained teachers so that we can support our level 1 students in core content classes better. Another concern with the amount of level 1s is the role the ELA class is playing in their growth. We are working with our ELA teachers on increasing small group instructional opportunities especially with our level 1 students so that the learning gap can close faster.

The other area of concern is attendance. For students to be successful in class, they need to begin by being present. The bulk of our absences lie in 8th grade. Many of those students also fall into other EWS categories. There is an need for an attendance incentive. A parent training on the importance of attendance is also needed. To get students to come to school and then attend class is essential for student success.

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

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.

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

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If Polo Park Middle School implements rigorous standards-based instruction aligned through PLCs, frequent monitoring of student achievement, and remediation plans developed during PLCs, we will then increase High proficiency rates in ELA and Math. This aligns with Palm Beach County Strategic Plan Objective 2A: Accelerate student learning using innovative and differentiated approaches. It also aligns to SDPBC Instructional Priority #1: Deliver content, concept, or skill that is aligned to the benchmark and intended learning.

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 increase proficiency rates in ELA to 70% (from 63%) and will increase math proficiency rates to 80% (from 77%) when comparing FY23 FAST scores to FY24 FAST scores.

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

PLC effectiveness will be monitored through classroom walkthroughs, district assessments, and the school's assessment monitoring form. A comparative analysis of student data outcomes, PLC focus, and instructional process will be conducted bi-weekly by the admin team. This will allow or consistent adjustments to instructional focus to ensure that benchmark-aligned instruction is being implemented with the anticipated effects.

Person responsible for monitoring outcome:

Jennifer Galindo (jennifer.galindo@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Bi-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 FASTs 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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Craig Corsentino (craig.corsentino@palmbeachschools.org)

By When: Completed by April 2024

2. Technology-based Program: Study Island
a. Math and ELA teachers review data from FY21 - FY23 to identify needs.
b. Math and ELA teachers identify students strengths and weaknesses.
c. Math and ELA teachers identify Study Island as the program that will most benefit their students.
d. Math and ELA teachers will assign and implement Study Island lessons.
e. Math and ELA teachers monitor student data throughout FY24 to analyze effectiveness and make modifications throughout the year.
No Red Ink
a. Teachers review data from FY21 - FY23 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 monitor student data throughout FY24 to analyze the effectiveness and make modifications throughout the year.

Person Responsible: Craig Corsentino (craig.corsentino@palmbeachschools.org)

By When: Completed by April 2024

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Polo Park MS will focus on the decrease of Office Discipline Referrals resulting in suspensions, both in and out of school. PPMS ended the school year with 556 ODR which is already down from 802 in FY22. In-school suspensions were already decreased from 137 in FY22 to 78 in FY23. Out of school suspensions were already decreased from 97 in FY 22 to 59 in FY23. Although this is great, there is still work to be done. The same students on consistently being suspended and therefore missing valuable learning time.

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

By the end of the FY24 school year, there will be a 10% decrease in Office Discipline Referrals and a 5% decrease in Suspensions. Office Discipline Referrals will decrease from 556 in FY23 to 500 or less in FY24. In-school suspensions will decrease from 78 in FY23 to 74 or less. Out of school suspensions will decrease from 59 in FY23 to 56 or less in FY24.

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

Office Discipline Referrals will be discussed by the leadership team at the weekly meeting. Additionally, all discipline data will be reviewed with the entire staff at the monthly faculty meeting.

Person responsible for monitoring outcome:

Craig Corsentino (craig.corsentino@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. A school-wide Positive Behavior System with clear expectations and rewards will be conducted with both faculty/staff and students. School implements a reward system that encourages adherence to the policies and practices.
2. Mentoring is provided for the students who have a history of discipline issues.
3. Frequent support meetings and communication with families to discuss ways to address discipline issues, support students, and enhance the learning experience.
4. Address multi-culture needs of students and staff through adherence to Florida State Statute 1003.42.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Both students and faculty/staff need a clear understanding of the expectations in order to adhere to them. Once they know the expectation, they can be held accountable for it. PRIDE tickets will be given out with more frequency as well as rewarded in a consistent manner. Principal's 200 will continue, but everyone who earns it will be rewarded rather than the one's making bingo. This will encourage students to maintain appropriate behaviors.
2. Mentoring is a great way to address the needs of students who are struggling with the core supports.
3. Maintaining a strong home-school-community communication system will allow for additional supports for student success.
4. Students respond positively when they are able to see themselves in the instruction and focus of the school. Learning about the positive impacts of people throughout history and in different groups enhances connection to school.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Polo Park Middle School establishes a Single School Culture that promotes a positive culture and environment.
-Stakeholder get a review of the SwPBS policies and processes.
-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.
-PRIDE tickets will need to be run by the media center to ensure that all students have access to turning in the tickets as well as consistently drawing names for winners.
-Principal's 200 will continue to be manned by both the office and a teacher (Ms. AJ)

Person Responsible: Annjeanette Munnings (annjeanette.munnings@palmbeachschools.org)

By When: Completed by April 2024

Student Mentoring program.
-Students who are showing need as identified on the discipline dashboard will be assigned a mentor. They will meet weekly with the mentor. Then mentor will report about the focus of the meeting.
-Staff Members (8) have volunteered for the Mentoring Program. 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 and behaviorally 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.

Person Responsible: Elise Qvale (elise.qvale@palmbeachschools.org)

By When: Completed by May 2024

In order to increase positive relationships between students and their teachers, we have developed a Positive Communication Expectation for faculty and staff. This will promote positive interactions between staff, students, and
family.(StPl Theme B, Obj 1).
-Ms. Qvale, 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. (StPl Theme C, Obj 1)
-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.

Person Responsible: Andrew Kline (andrew.kline@palmbeachschools.org)

By When: Completed by May 2024

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 meets during PLC's monthly 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.

Person Responsible: Jennifer Galindo (jennifer.galindo@palmbeachschools.org)

By When: Throughout the school year with completion by May 2024