

Polo Park Middle School



2014-15 School Improvement Plan

Polo Park Middle School

11901 LAKE WORTH RD, Wellington, FL 33449

www.edline.net/pages/polo_park_middle_school

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

46%

Alternative/ESE Center

No

Charter School

No

Minority

52%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Polo Park Middle School is committed to empower 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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

History of Holocaust

History of Africans and African Americans

Hispanic Contributions

Women's Contributions

Polo Park utilized a variety of methods that faculty members used in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. Announcements are made celebrating the success of famous Americans and events which help shape history. Teachers participate in discussing climate guidelines along with their behavioral expectations; Embed cultural activities within curriculum and daily course work (e.g, reading selections, writing prompts); Provide professional development to staff on increasing positive interactions with students; utilize School-wide positive behavior support program. Our staff meets with families during our breakfast informational meetings held twice a year.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community.

Develop and implement a differentiated system of school counseling services with dedicated time for the social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school -based and community resources;

Provide workshops and information to students and parents about Choice options for high school: Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school; Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;

Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school

personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
 Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
 Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school integrates Single School Culture by sharing our Universal Guideline for Success, following our Behavioral Matrix and teaching expected behavior. Communicating with parents and monitoring our SwPBS are critical to the school's success. We update our action plans during faculty meetings and team meetings. Additionally, we instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS. We actively promote our "Student of the Month" and "Athlete of the Month" programs, provide weekly recognition to students observed following our SwPBS matrix through "PRIDE" awards, and are implementing the "Character Counts" program.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Operational school based team that meets twice monthly to discuss students with barriers to academic and social success;
 Mentors are assigned to students identified with SEL concerns;
 Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
 Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care-Giving Youth, etc);
 Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to : (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
 Engage with identified staff (i.e.school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Utilize data systems to identify students who have attendance, behavioral or academic concerns;
 Create data decision rules for number of absences of OSS before referral generated to SBT;
 Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
 Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	14	23	12	49
One or more suspensions	28	32	24	84
Course failure in ELA or Math	12	9	10	31
Level 1 on statewide assessment	50	21	34	105

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	19	22	13	54

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Continue multi-disciplinary teams to problem solve and create action plans;
 Utilize a variety of reading programs based on student need (Read 180, Reading Plus, System 44);
 Conduct Planned discussions, Goal Setting and Failure Analysis with selected students,
 Review notification procedures for parents, agency and community outreach;
 Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
 Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

In addition to our extracurricular activities involving sports, band, and the arts, Polo Park will increase the number of activities that focus on academics and are open to our parents and other stakeholders. For the 2014-2015 school year, Polo Park will host a "Night of Science." Feeder school parents will be invited to attend. Additionally, a parent "Reading Night" will be held to provide parents information on Reading Plus and Read 180. In addition, Polo Park will host several informational forums for

parents, where experts will provide information and answer questions on topics such as safe use of social media sites and opportunities for students to enroll in advanced and higher-level courses. Polo Park uses Edline for daily academic communication with parents. Teachers e-mail and call parents with academic concerns. Our mission and vision is clearly stated in our newsletters and on our website.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our leadership team builds and sustains partnerships with the local community and businesses through ongoing relationships from selling advertising space in the school newsletter, by writing grants specifically designed to support the student academic needs of the lowest twenty-five percent in reading and math, additional partnerships are developed through rental of the facility on the weeknights and weekends through I9-sports and a local church. Our partnerships with vendors during special events continue to facilitate academic support and student achievement through The Night of Science.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Clark, Ann	Principal
Matz, Larry	Assistant Principal
Einhorn, Stacey	Teacher, K-12
Felsen, Fallon	Assistant Principal
Sargent, Kelley	Guidance Counselor
Zakrie, Carolyn	Guidance Counselor
Michaels, John	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based MTSS leadership team will be comprised of the principal, assistant principals, guidance counselors, RTI facilitator, school psychologist, teachers, SBT leader, nurse, school police officer, SLP, and will include parents as needed. The team will meet and discuss intervention implementation, monitoring of specific targeted students and make recommendations for any changes that are deemed necessary.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based MTSS leadership team will meet twice monthly to address academic referrals and monitor the progress of students in various tiers. The MTSS leadership team works cooperatively with the ESE department to utilize appropriate staff and resources.

The MTSS/RTI problem solving team will review and select specific Research Based Interventions for student specific classroom implementation. The MTSS/RTI team will then assess on-site resources available for implementation of the selected interventions, provide training for teachers, staff, and administrators and will monitor the implementation of the interventions. Assessing the academic progress of targeted students (the lowest 25%) is also a goal of the MTSS/RTI process.

Our school integrates Single School Culture by sharing our Universal Guideline for Success, following our Behavioral Matrix and teaching expected behavior. Communicating with parents and monitoring our SwPBS are critical to the school's success. We update our action plans during faculty meetings and team meetings. Additionally, we instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS. This year we will continue our "Student of the Month" and " Athlete of the Month" program and are re-implementing " Character Counts."

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Ann Clark	Principal
Roy Bernstein	Teacher
Julie Shamash	Parent
Leslie Strubbe	Parent
Eve Sauer	Parent
Christine Bruno	Parent
Lori Bilkis	Parent
Nora Bernstein	Teacher
Kimberly M. Schrank	Parent
Kris Riedell	Parent
Tammi Shnider	Parent
Kim Yaris	Parent
Wakisha Mawali	Parent
Amy Thibault	Parent
Christina Wold	Parent
Matt Besman	Teacher
Sheryl Beach	Teacher
Craig Corsentino	Teacher
Maria Patino	Teacher
Jessica Elpidis	Student
Brianna Gonzalez	Student
Bertha Richie	Education Support Employee
Amy Roberts	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Members of the SAC reviewed last year's school improvement plan, discussed ways in which individual goals and strategies impacted student learning and learning gains, and made recommendations for changes based on the students' academic achievement from SY14.

Development of this school improvement plan

Members of the SAC review the school improvement plan and make suggestions regarding possible changes. Data trends from diagnostic assessments, FCAT scores, and End-of-Course (EOC) exams are reviewed and discussed. Additionally, the SAC allocates School Improvement funds to assist projects that support strategies in the school improvement plan.

Preparation of the school's annual budget and plan

The Principal will discuss the school's budget with the SAC, which will review the school's budget plan and make recommendations to the Principal, based on student achievement data and the goals and strategies outlined in the School Improvement Plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

At the start of SY15, there is \$3,631 for this budget line-item. Last year there was \$1,249.00. Six hundred of it was spend for toner.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Principals may access NEW EDW Compliance of School Advisory Membership-RXOOA0521 Report to verify compliance. If the report indicates that the school is not in compliance, it is necessary to describe the measures being implemented to meet SAC requirements.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Shirey, Hope	Teacher, K-12
Clark, Ann	Principal
Einhorn, Stacey	Teacher, K-12
Felsen, Fallon	Assistant Principal
Matz, Larry	Assistant Principal
Lugris, Denise	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

High-interest reading materials will be made available to students at all reading levels in all subject areas. All teachers will be trained in utilizing a blended approach to implementing the Common Core standards. Additionally, LLT will assist teachers in having their students write across all curriculum areas and implement Close Reading.

Incentives and recognition will be provided to encourage lower-level students to read more and to read more challenging materials.

A school-wide Reading Counts initiative will be implemented, with a variety of student-targeted incentives that will challenge all students to read more and to read more challenging materials.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Recruiting will occur at District and local University job fairs. Referrals will be sought from colleagues and district personnel. (Person responsible: Principal)

All new staff paired with a mentor/veteran teacher. (Persons responsible: All Staff)

Regular meetings with new staff, administration, ESP Contact, Mentor, and B-TAP teachers. (Persons responsible: All Staff)

Scheduled observations and conferences will occur as part of our educator support program (administrators)

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Beginning teachers and experienced teachers new to the school will receive mentoring from highly qualified veteran teachers throughout the year. The teachers will also have monthly mentoring meetings to help them with any issues that may come up. Veteran mentor teacher pairings will be assigned based on same-grade-level and same-subject-area teaching assignments when possible.

Teachers will be provided highly effective professional development to attend by the principal and district staff. The professional development experiences selected will assist teachers in filling any gaps that may exist in teacher experiences. These areas of need may include utilizing EDW, understanding subject-area benchmarks, and implementing effective behavior management strategies.

Ambitious Instruction and Learning**Instructional Programs and Strategies****Instructional Programs**

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Polo Park uses the instructional programs and materials that are adopted and supported by the District. For supplemental programs, Polo Park uses tutorials to assist students meet the requirements of Math and Reading standards through Highly Qualified instructional staff. Polo Park creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Polo Park ensures every teacher contributes to literacy improvement of every student by:
Holding meetings on a regular basis to make decisions about literacy instruction in the school.
Analyzing student data and comparing it to expectations found in the Language Arts Florida Standards (LAFS)

Utilizing a balanced literacy approach in reading classrooms that includes whole group, small group and one-on-one instruction based on student needs.

Providing instruction aligned with the Language Arts Florida Standards for their grade level

Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)

Administering assessments which measure instructed standards

Monitoring progress at the class and grade level during Learning Team Meetings

Conducting data chats with students

Creating units of study based on current data

Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 4,980

A before-school student remediation program has been implemented to provide tutoring, homework assistance, and extension activities for Reading, Mathematics, Language Arts, Science, and Social Studies, as a supplement to students' regular classroom instruction.

- 4,980 minutes added to the school year (30 minutes/day × 166 school days – program starts 3rd week of school)

Strategy Rationale

The rationale for this strategy is related to time on task. The additional time spent on meeting the academic needs through the tutorials has facilitated higher student achievement and gain scores.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Matz, Larry, larry.matz@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student data from subject-area diagnostic testing, FCAT testing, reading and fluency probes, teacher gradebooks, and individual student work samples will be used to evaluate the effectiveness of this strategy.

Strategy: Weekend Program

Minutes added to school year: 1,080

A remedial instruction program for students who are not projected to score proficiently on their subject-area tests will be implemented on six Saturdays prior to this year's FSA. This program will target Florida State Standard Benchmarks where subject-area diagnostic testing has shown students are in need of remediation.

- 1,080 minutes added to the school year (180 minutes/day × 6 Saturday meeting days)

Strategy Rationale

Students who are struggling with understanding the standards aligned with the Florida State Benchmarks are afforded remediation through Morning and After care

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Clark, Ann, ann.clark@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student data from subject-area testing will be used to evaluate the effectiveness of this strategy.

Strategy: After School Program

Minutes added to school year: 1,500

Mathematics, Language Arts and Social Studies Academic Games clubs will be formed, and each will meet after school for a minimum of 20 sessions. SECME, Debate Club and a variety of other enrichment clubs meet montly.

Strategy Rationale

The rationale for this strategy is related to time on task. The additional time spent on meeting the academic needs through the tutorials has facilitated higher student achievement and gain scores. Additional emphasis on higher order thinking and questioning developed through Academic Games, SECME, and Debate Club increases academic achievement and performance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Clark, Ann, ann.clark@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Rosters from specific clubs and activities are kept and reviewed.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Guidance counselors and administrators meet with incoming 6th graders at the end of each year. Students who are transitioning to high school meet with guidance counselors from the high schools and Polo Park guidance counselors to pick classes for the following year. A 6th grade Polo Prep program is offered in August for incoming 6th graders to help ease the transition to middle school.

College and Career Readiness

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

Course selection forms provide a description of courses offered. Guidance counselors meet with all students to discuss educational options. Meetings are set up with area high schools to provide incoming 9th graders with course options and graduation requirements.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

School is more relevant when students pick courses based on their interests, goals, and talents. Students are offered a variety of high school level courses and elective courses to peak their interests. New high-interest electives have been added to the course selection guide.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students and parents are encouraged to attend feeder high school meetings that discuss secondary and post-secondary options.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School based team review and provide assistance to specific students as needed
Counselors conduct classroom guidance and individual counseling sessions with students

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase student academic rigor through the use of technology then in SY2015, Polo Park students will score at or above the 90th percentile in reading as compared with other schools of similar demographics.
- G2.** If we utilize writing feedback strategies for students then in SY2015, Polo Park students will score in the 90th percentile on the FSA Writing test.
- G3.** If we increase academic rigor through the use of enhanced curriculum (i.e. SunBay) then in SY2015, Polo Park students will score at or above the 90th percentile on the FSA Mathematics test as compared to other schools of similar demographics.
- G4.** If we increase academic rigor through the use of technology then in SY2015, 73% of Polo Park students will score at or above Level 3 on the SY2015 FCAT Science test.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we increase student academic rigor through the use of technology then in SY2015, Polo Park students will score at or above the 90th percentile in reading as compared with other schools of similar demographics. 1a

 G040463

Targets Supported 1b

Indicator	Annual Target
	90.0

Resources Available to Support the Goal 2

- Scholastic Reading Inventory scores
- Fall and Winter Diagnostic Reading Scores
- Reading Plus program

Targeted Barriers to Achieving the Goal 3

- Students performing below proficiency on the FSA do not have access to current reading materials, computer programs and manipulatives due to budget constraints.

Plan to Monitor Progress Toward G1. 8

Check student performance on the Fall and Winter diagnostic assessments, SRI scores, and teacher-created assessments utilizing item specs.

Person Responsible

Larry Matz

Schedule

Quarterly, from 10/31/2014 to 5/8/2015

Evidence of Completion

Assessment scores from EDW and teachers' assessment scores.

G2. If we utilize writing feedback strategies for students then in SY2015, Polo Park students will score in the 90th percentile on the FSA Writing test. **1a**

G040464

Targets Supported **1b**

Indicator	Annual Target
	90.0

Resources Available to Support the Goal **2**

- Data from Performance Based Writing assessments
- District-provided writing activities posted on Learning Village.

Targeted Barriers to Achieving the Goal **3**

- Many Polo Park students do not possess adequate skill in the writing process to perform adequately on the FSA Writing test.

Plan to Monitor Progress Toward G2. **8**

Writing assessment scores.

Person Responsible

Fallon Felsen

Schedule

Monthly, from 9/26/2014 to 3/6/2015

Evidence of Completion

Writing assessment results.

G3. If we increase academic rigor through the use of enhanced curriculum (i.e. SunBay) then in SY2015, Polo Park students will score at or above the 90th percentile on the FSA Mathematics test as compared to other schools of similar demographics. 1a

G040465

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- District-provided instructional resources available on Learning Village, including focus lessons, comprehension checks, and diagnostics.
- Mathematics Diagnostic test data

Targeted Barriers to Achieving the Goal 3

- Students performing below proficiency on the FSA Mathematics test do not possess the math skills necessary to score at or above proficiency on the FSA Mathematics test.
- There is a lack of current funding for remediation materials.
- The “Scope and Sequence” timelines for Mathematics courses leave little time for identification and remediation of skills or benchmarks.
- Lack of Rigor

Plan to Monitor Progress Toward G3. 8

Diagnostic and Common Assessments will be monitored for increasing performance on benchmarks.

Person Responsible

Larry Matz

Schedule

Biweekly, from 10/17/2014 to 5/29/2015

Evidence of Completion

Assessment scores and graphs will show increasing performance on targeted benchmarks.

G4. If we increase academic rigor through the use of technology then in SY2015, 73% of Polo Park students will score at or above Level 3 on the SY2015 FCAT Science test. 1a

G040466

Targets Supported 1b

Indicator	Annual Target
	73.0

Resources Available to Support the Goal 2

- Instructional resources available on Learning Village
- Science Diagnostic test data

Targeted Barriers to Achieving the Goal 3

- Lack of rigor
- Science scope and sequence provides instruction in discrete topics, providing little time for identification and review of content areas where students need remediation.

Plan to Monitor Progress Toward G4. 8

Fall and Winter diagnostic assessments, Discovery Education program assessments, teacher-created assessments utilizing test item specs.

Person Responsible

Ann Clark

Schedule

Biweekly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Reports from EDW, Discovery Education, and teacher results from classroom assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.


Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy


1 = Problem Solving Step  S123456 = Quick Key

G1. If we increase student academic rigor through the use of technology then in SY2015, Polo Park students will score at or above the 90th percentile in reading as compared with other schools of similar demographics.


1

 G040463

G1.B1 Students performing below proficiency on the FSA do not have access to current reading materials, computer programs and manipulatives due to budget constraints. **2**

 B097856

G1.B1.S1 Create before school, after school, and weekend tutorial programs, and encourage student participation in these programs. **4**

 S109190

Strategy Rationale

Action Step 1 **5**

Create before school, after school, and weekend tutorial programs, and encourage student participation in these programs.

Person Responsible

Larry Matz

Schedule

Daily, from 9/15/2014 to 5/15/2015

Evidence of Completion

Attendance logs will show that the targeted programs have been created, and that students are participating in these programs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor attendance logs of the targeted programs.

Person Responsible

Fallon Felsen

Schedule

Monthly, from 9/15/2014 to 5/15/2015

Evidence of Completion

Attendance logs of the targeted programs will show that the programs have been created, and that students are participating in these them.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor student performance on the SY2014 reading diagnostic tests and common assessments.

Person Responsible

Fallon Felsen

Schedule

Monthly, from 9/15/2014 to 5/15/2015

Evidence of Completion

EDW and Performance Matters reports following diagnostic and common assessments.

G1.B1.S2 All teachers will identify students performing in the lowest 25% of each class on the Reading diagnostic and FCAT tests, and provide these students with additional assistance designed to increase their reading skill. 4

 S109191

Strategy Rationale

Action Step 1 5

Teachers will create and maintain a list of students performing in the lowest 25% of each class on the most recent Reading diagnostic and FCAT tests, along with a list of strategies that have been shown to increase students' reading ability.

Person Responsible

Fallon Felsen

Schedule

Semiannually, from 9/5/2014 to 5/15/2015

Evidence of Completion

Teachers will have lists of targeted students, along with a list of strategies that have been shown to increase students' reading ability.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor that teachers maintain a list of targeted students, along with a list of strategies that have been shown to increase students' reading ability

Person Responsible

Fallon Felsen

Schedule

Monthly, from 9/5/2014 to 5/15/2015

Evidence of Completion

Teachers will have lists of targeted students, along with a list of strategies that have been shown to increase students' reading ability.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Check student performance on the SY2014 Reading Diagnostic tests.

Person Responsible

Fallon Felsen


Schedule

Semiannually, from 9/5/2014 to 5/15/2015

Evidence of Completion

An increased number of students enrolled in the targeted tutorial programs will score at or above a Level 3 in reading on the SY2014 Reading Diagnostic test.

G1.B1.S3 Polo Park will create and promote a school wide Reading Counts initiative. 4

 S109192

Strategy Rationale

Action Step 1 5

Check that Reading Counts program materials are accessible by students.

Person Responsible

Ann Clark

Schedule

On 5/8/2015

Evidence of Completion

Students and Reading Counts administrators can access materials necessary for program implementation and program use.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Monitor students' Reading Counts records for frequency of use.

Person Responsible

Larry Matz

Schedule

Quarterly, from 10/31/2014 to 5/8/2015

Evidence of Completion

Students' average daily participation in the Reading Counts program will increase each month.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Check student performance on the SY2015 Reading Diagnostic and the SY2015 FSA Reading tests.

Person Responsible

Ann Clark

Schedule

Quarterly, from 10/31/2014 to 6/2/2015

Evidence of Completion

An increased number of students who participated in the Reading Counts Initiative will score at or above a Level 3 in Reading on the SY2015 Reading Diagnostic and the SY2015 FSA Reading tests.

G1.B1.S4 Using the money from the Keely Spinelli grant, laptops will be purchased for use in the intensive reading classes only. 4

 S135864

Strategy Rationale

Action Step 1 5

Reading teachers will receive laptops for intensive reading classes.

Person Responsible

Ann Clark

Schedule

On 5/15/2015

Evidence of Completion

Students will use laptops in their intensive reading classes.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Percentage of time using Reading Plus and Read 180.

Person Responsible

Fallon Felsen

Schedule

Monthly, from 9/5/2014 to 5/15/2015

Evidence of Completion

Usage reports will be generated from Reading Plus and Read 180.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Monitor student performance on the SY2015 reading assessments and the SY2015 FSA Reading test.

Person Responsible

Fallon Felsen

Schedule

Semiannually, from 9/5/2014 to 5/15/2015


Evidence of Completion

An increased number of students will score at or above proficiency on the SY2105 reading assessments and the FSA reading test.

G2. If we utilize writing feedback strategies for students then in SY2015, Polo Park students will score in the 90th percentile on the FSA Writing test. 1

 G040464

G2.B1 Many Polo Park students do not possess adequate skill in the writing process to perform adequately on the FSA Writing test. 2

 B097857

G2.B1.S1 Feedback will be provided for each student at the conclusion of the required Writing assessments to identify students' strengths and weaknesses in writing. 4

 S109193

Strategy Rationale

Action Step 1 5

All language arts teachers will receive feedback training for scoring the Performance Based Writing assessments.

Person Responsible

Larry Matz

Schedule

Monthly, from 9/10/2014 to 2/6/2015

Evidence of Completion

Accurately scored writing samples with corrective feedback provided to students.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor the use of feedback for students' writing samples.

Person Responsible

Ann Clark

Schedule

Monthly, from 9/29/2014 to 4/24/2015

Evidence of Completion

Students' writing samples with written corrective feedback from the teachers.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers will evaluate student performance on the Writing Assessments and address individual needs with students

Person Responsible

Ann Clark

Schedule

Monthly, from 10/10/2014 to 3/20/2015

Evidence of Completion

Student writing proficiency will increase throughout the year.

G2.B1.S2 Fundamental writing strategies will be reviewed and practiced in core academic courses and electives to reinforce students' writing skills in all curriculums areas. 4

S109194

Strategy Rationale

Action Step 1 5

Fundamental writing strategies will be reviewed and practiced in all core academic and elective classes, to reinforce students' writing skills in all curriculums areas.

Person Responsible

Larry Matz

Schedule

Monthly, from 10/10/2014 to 4/10/2015

Evidence of Completion

The number of students who score at or above proficiency on the Writing assessments will increase throughout the school year.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor student work samples from all core academic and all elective classes.

Person Responsible

Ann Clark

Schedule

Monthly, from 9/26/2014 to 5/15/2015

Evidence of Completion

Student work samples will demonstrate students' use of targeted writing strategies.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor student performance on the SY2015 Writing assessments and the SY2015 FSA Writing test.

Person Responsible

Larry Matz


Schedule

Monthly, from 9/16/2014 to 2/27/2015


Evidence of Completion

An increased number of students will score at or proficiency on the SY2015 writing assessments and on the SY2015 FSA Writing test.

G3. If we increase academic rigor through the use of enhanced curriculum (i.e. SunBay) then in SY2015, Polo Park students will score at or above the 90th percentile on the FSA Mathematics test as compared to other schools of similar demographics. 1

 G040465

G3.B1 Students performing below proficiency on the FSA Mathematics test do not possess the math skills necessary to score at or above proficiency on the FSA Mathematics test. 2

 B097858

G3.B1.S1 Teachers will infuse CRISS strategies for vocabulary instruction in math classes. 4

 S109195

Strategy Rationale

Action Step 1 5

Teachers will infuse CRISS strategies for vocabulary instruction in math classes.

Person Responsible

Fallon Felsen

Schedule

Biweekly, from 9/5/2014 to 5/15/2015

Evidence of Completion

Student assignments will demonstrate CRISS strategies are being utilized in classroom instruction.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor student work samples to ensure CRISS strategies are being utilized.

Person Responsible

Fallon Felsen

Schedule

On 5/15/2015

Evidence of Completion

Student work samples will demonstrate use of CRISS strategies.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Check performance of targeted students on the Mathematics Diagnostic tests.

Person Responsible

Larry Matz


Schedule

On 5/15/2015

Evidence of Completion

An increased number of targeted students will score at or above a Level 4 on the SY2015 Mathematics Diagnostic tests.

G3.B1.S2 Provide students performing below proficiency with additional in-class support and remediation to close the gap towards proficiency. 4

 S109196

Strategy Rationale

Action Step 1 5

Provide mathematics teachers with training on differentiated instruction so they can identify and implement appropriate remediation strategies.

Person Responsible

Stacey Einhorn

Schedule

On 5/15/2015

Evidence of Completion

Teacher lesson plans and student work samples will show that appropriate remediation strategies are being implemented.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Check teacher lesson plans and student work samples.

Person Responsible

Ann Clark

Schedule

On 5/15/2015

Evidence of Completion

Teacher lesson plans and student work samples will show that appropriate remediation strategies are being implemented.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Check performance of targeted students on the SY2015 Mathematics Diagnostic tests.

Person Responsible

Larry Matz


Schedule

On 5/15/2015

Evidence of Completion

An increased number of targeted students will score at or above a Level 3 on the SY2014 Mathematics Diagnostic tests.

G3.B1.S3 Create tutorial and enrichment programs to be held before school, after school, and on weekends, and encourage student participation in these programs. 4

 S109197

Strategy Rationale

Action Step 1 5

Create tutorial and enrichment programs to be held before school, after school, and on weekends, and encourage student participation in these programs.

Person Responsible

Fallon Felsen

Schedule

Monthly, from 11/3/2014 to 5/15/2015

Evidence of Completion

Student attendance logs will show that the targeted programs have been created, and that students are participating in these programs.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Monitor attendance logs of the targeted programs.

Person Responsible

Fallon Felsen

Schedule

Monthly, from 9/5/2014 to 5/15/2015

Evidence of Completion

Attendance logs of the targeted programs will show that the programs have been created, and that students are participating in these them.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Check performance of targeted students on the SY2015 Mathematics Diagnostic tests.

Person Responsible

Larry Matz

Schedule

Semiannually, from 9/5/2014 to 5/15/2015

Evidence of Completion

An increased number of targeted students will score at or above a Level 4 on the SY2014 Mathematics Diagnostic tests.

G3.B2 There is a lack of current funding for remediation materials. 2

B097859

G3.B2.S1 Polo Park will apply for the Keely Spinelli Education Grant to purchase materials, computer programs, and manipulatives for math to be used with level 1 and level 2 students. 4

S109198

Strategy Rationale

Action Step 1 5

With Keely Spinelli Grant funds, school will purchase materials, computer programs, and manipulatives for Level 1 and 2 students.

Person Responsible

Ann Clark

Schedule

Biweekly, from 9/5/2014 to 5/15/2015

Evidence of Completion

Level 1 and 2 students working with newly purchased materials, computer programs, and manipulatives.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitor implementation of mathematics computer programs, materials, and manipulatives in the math classes.

Person Responsible

Larry Matz

Schedule

On 5/15/2015

Evidence of Completion

Lesson plans, observations

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Mathematics improvement.

Person Responsible

Larry Matz


Schedule

On 5/15/2015

Evidence of Completion

Lesson plans, progress reports, report cards, district diagnostic tests.

G3.B2.S2 Polo Park will utilize the District provided focus lessons, comprehension checks, and diagnostics to monitor student progress and provide remediation. 4

 S109199

Strategy Rationale

Action Step 1 5

Polo Park will utilize the District provided focus lessons, comprehension checks, and diagnostics to monitor student progress and provide remediation.

Person Responsible

Ann Clark

Schedule

Biweekly, from 9/5/2014 to 5/15/2015

Evidence of Completion

Teacher lesson plans will show regular use of district-provided focus lessons, comprehension checks, and diagnostics.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Monitor teacher lesson plans for regular use of the targeted resources.

Person Responsible

Ann Clark

Schedule

Monthly, from 9/5/2014 to 5/15/2015

Evidence of Completion

Teacher lesson plans will show regular use of the targeted resources.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Check student performance on the SY2015 Mathematics Diagnostic and the SY2015 FCAT Mathematics tests.

Person Responsible

Larry Matz


Schedule

Monthly, from 9/5/2014 to 5/15/2015


Evidence of Completion

An increased number of students will score at or above a Level 3 on the SY2014 Mathematics Diagnostic and the SY2014 FCAT Mathematics tests.

G3.B3 The “Scope and Sequence” timelines for Mathematics courses leave little time for identification and remediation of skills or benchmarks. **2**

 B097860

G3.B3.S1 All students in all Mathematics classes will be provided with targeted skill and benchmark remediation throughout the school year. **4**

 S109200

Strategy Rationale

Action Step 1 **5**

Mathematics teachers will review students’ scores on the SY2015 Mathematics Diagnostic tests to develop a list of benchmarks where students below proficiency; utilize remediation activities to increase performance on the targeted benchmarks; create and implement a schedule for each of these remedial activities in the classroom.

Person Responsible

Larry Matz

Schedule

Biweekly, from 9/11/2014 to 5/22/2015

Evidence of Completion

Teacher lesson plans will show that all Benchmark remediation activities are being implemented in the classroom.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Monitor teacher lesson plans for classroom implementation of Benchmark remediation activities.

Person Responsible

Ann Clark

Schedule

Biweekly, from 9/16/2014 to 5/22/2015

Evidence of Completion

Teacher lesson plans will show that all Benchmark remediation activities are being implemented in the classroom.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Check student performance on the SY2015 Mathematics Diagnostic and the SY2015 FSA Mathematics tests.

Person Responsible

Ann Clark


Schedule

Quarterly, from 9/11/2014 to 5/22/2015


Evidence of Completion

An increased number of students will score at or above a Level 3 on the SY2014 Mathematics Diagnostic and the SY2014 FCAT Mathematics tests.

G3.B4 Lack of Rigor 2

 B097861

G3.B4.S1 Teachers will increase the rigor and relevance of their lessons. 4

 S109201

Strategy Rationale

Action Step 1 5

All mathematics teachers will implement strategies to increase the rigor and relevance of their lessons.

Person Responsible

Ann Clark

Schedule

Biweekly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Teachers will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples

Action Step 2 5

Teachers will be trained in methods to increase the rigor and relevance of their lessons using CRISS strategies

Person Responsible

Larry Matz

Schedule

Monthly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Attendance logs and teacher product samples from training sessions will show teacher participation in the targeted training activities.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Monitor teacher lesson plans, descriptions of student learning activities, and/or student work samples for evidence of of increased rigor.

Person Responsible

Larry Matz

Schedule

Monthly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Teacher will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Check student performance on the SY2015 Mathematics Diagnostics, Common Assessments and the SY2015 FSA Mathematics tests

Person Responsible

Larry Matz


Schedule

Biweekly, from 9/8/2014 to 6/2/2015

Evidence of Completion

An increased number of students will score at or above proficiency on the SY2015 Mathematics Diagnostic and Common Assessments leading to increased proficiency on the SY2015 FSA Mathematics tests.

G4. If we increase academic rigor through the use of technology then in SY2015, 73% of Polo Park students will score at or above Level 3 on the SY2015 FCAT Science test. 1

 G040466

G4.B2 Lack of rigor 2

 B097863

G4.B2.S1 Teachers will utilize Discovery Education Science to enhance and extend lessons. 4

 S109204

Strategy Rationale

Action Step 1 5

Science teachers will utilize Discovery Education Science to increase the rigor of their lessons.

Person Responsible

Larry Matz

Schedule

Monthly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Lesson plans, assessment reports from Discover Education Science.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Implementation of Discover Education Science program.

Person Responsible

Ann Clark

Schedule

On 9/9/2014

Evidence of Completion

Lesson plans, Discovery Education Science assessment reports.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Implementation of Discovery Education Science.

Person Responsible

Larry Matz

Schedule

Monthly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Discovery Education Science assessment reports, district science diagnostic assessments.

G4.B2.S2 Teachers will increase the rigor and relevance of their lessons. 4

S109205

Strategy Rationale

Action Step 1 5

Teachers will be trained in methods to increase the rigor and relevance of their lessons utilizing CRISS strategies

Person Responsible

Ann Clark

Schedule

Monthly, from 9/8/2014 to 5/15/2015

Evidence of Completion

Attendance logs and teacher product samples from training sessions will show teacher participation in the targeted training activities.

Action Step 2 5

All Science teachers will implement strategies to increase the rigor and relevance of their lessons

Person Responsible

Larry Matz

Schedule

Biweekly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Teacher will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Monitor teacher lesson plans, descriptions of student learning activities, and/or student work samples for evidence of increased rigor.

Person Responsible

Larry Matz

Schedule

Biweekly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Teacher will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples.

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Monitor student performance on the SY2015 Science Diagnostics, Common Assessments and the SY2015 FCAT Science tests.

Person Responsible

Ann Clark


Schedule

Monthly, from 9/8/2014 to 6/2/2015


Evidence of Completion

An increased number of students will score at or above a Level 3 on the SY205 Science Diagnostics, Common Assessments and the SY2015 FCAT Science tests.

G4.B3 Science scope and sequence provides instruction in discrete topics, providing little time for identification and review of content areas where students need remediation. 2

 B097864

G4.B3.S1 All students in all Science classes will be provided with targeted benchmark remediation throughout the school year. 4

 S109206

Strategy Rationale

Action Step 1 5

Science teachers will review students' scores on the SY2015 Science Diagnostic tests to develop a list of benchmarks where students scored below proficiency, utilize activities for remediation of students' performance on the targeted benchmarks, and develop a schedule for implementing each of the activities in the classroom.

Person Responsible

Ann Clark

Schedule

Quarterly, from 10/24/2014 to 6/2/2015

Evidence of Completion

Teacher lesson plans will show that all benchmark remediation activities are being implemented in the classroom.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Monitor teacher lesson plans for classroom implementation of benchmark remediation activities.

Person Responsible

Ann Clark

Schedule

Biweekly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Teacher lesson plans will show that all benchmark remediation activities are being implemented in the classroom.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Check student performance on the SY2015 Science Diagnostics, common assessments and the SY2015 FCAT Science tests

Person Responsible

Larry Matz

Schedule

Biweekly, from 9/8/2014 to 6/2/2015

Evidence of Completion

An increased number of students will score at or above proficiency on the SY2015 Science Diagnostics and the SY2015 FCAT Science tests.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Create before school, after school, and weekend tutorial programs, and encourage student participation in these programs.	Matz, Larry	9/15/2014	Attendance logs will show that the targeted programs have been created, and that students are participating in these programs.	5/15/2015 daily
G1.B1.S2.A1	Teachers will create and maintain a list of students performing in the lowest 25% of each class on the most recent Reading diagnostic and FCAT tests, along with a list of strategies that have been shown to increase students' reading ability.	Felsen, Fallon	9/5/2014	Teachers will have lists of targeted students, along with a list of strategies that have been shown to increase students' reading ability.	5/15/2015 semiannually
G1.B1.S3.A1	Check that Reading Counts program materials are accessible by students.	Clark, Ann	9/26/2014	Students and Reading Counts administrators can access materials necessary for program implementation and program use.	5/8/2015 one-time
G2.B1.S1.A1	All language arts teachers will receive feedback training for scoring the Performance Based Writing assessments.	Matz, Larry	9/10/2014	Accurately scored writing samples with corrective feedback provided to students.	2/6/2015 monthly
G2.B1.S2.A1	Fundamental writing strategies will be reviewed and practiced in all core academic and elective classes, to reinforce students' writing skills in all curriculums areas.	Matz, Larry	10/10/2014	The number of students who score at or above proficiency on the Writing assessments will increase throughout the school year.	4/10/2015 monthly
G3.B1.S2.A1	Provide mathematics teachers with training on differentiated instruction so they can identify and implement appropriate remediation strategies.	Einhorn, Stacey	9/5/2014	Teacher lesson plans and student work samples will show that appropriate remediation strategies are being implemented.	5/15/2015 one-time
G3.B1.S3.A1	Create tutorial and enrichment programs to be held before school, after school, and on weekends, and encourage student participation in these programs.	Felsen, Fallon	11/3/2014	Student attendance logs will show that the targeted programs have been created, and that students are participating in these programs.	5/15/2015 monthly
G3.B2.S2.A1	Polo Park will utilize the District provided focus lessons, comprehension	Clark, Ann	9/5/2014	Teacher lesson plans will show regular use of district-provided focus lessons,	5/15/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	checks, and diagnostics to monitor student progress and provide remediation.			comprehension checks, and diagnostics.	
G3.B3.S1.A1	Mathematics teachers will review students' scores on the SY2015 Mathematics Diagnostic tests to develop a list of benchmarks where students below proficiency; utilize remediation activities to increase performance on the targeted benchmarks; create and implement a schedule for each of these remedial activities in the classroom.	Matz, Larry	9/11/2014	Teacher lesson plans will show that all Benchmark remediation activities are being implemented in the classroom.	5/22/2015 biweekly
G3.B4.S1.A1	All mathematics teachers will implement strategies to increase the rigor and relevance of their lessons.	Clark, Ann	9/8/2014	Teachers will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples	6/2/2015 biweekly
G4.B2.S1.A1	Science teachers will utilize Discovery Education Science to increase the rigor of their lessons.	Matz, Larry	9/8/2014	Lesson plans, assessment reports from Discover Education Science.	6/2/2015 monthly
G4.B2.S2.A1	Teachers will be trained in methods to increase the rigor and relevance of their lessons utilizing CRISS strategies	Clark, Ann	9/8/2014	Attendance logs and teacher product samples from training sessions will show teacher participation in the targeted training activities.	5/15/2015 monthly
G4.B3.S1.A1	Science teachers will review students' scores on the SY2015 Science Diagnostic tests to develop a list of benchmarks where students scored below proficiency, utilize activities for remediation of students' performance on the targeted benchmarks, and develop a schedule for implementing each of the activities in the classroom.	Clark, Ann	10/24/2014	Teacher lesson plans will show that all benchmark remediation activities are being implemented in the classroom.	6/2/2015 quarterly
G3.B2.S1.A1	With Keely Spinelli Grant funds, school will purchase materials, computer programs, and manipulatives for Level 1 and 2 students.	Clark, Ann	9/5/2014	Level 1 and 2 students working with newly purchased materials, computer programs, and manipulatives.	5/15/2015 biweekly
G3.B1.S1.A1	Teachers will infuse CRISS strategies for vocabulary instruction in math classes.	Felsen, Fallon	9/5/2014	Student assignments will demonstrate CRISS strategies are being utilized in classroom instruction.	5/15/2015 biweekly
G1.B1.S4.A1	Reading teachers will receive laptops for intensive reading classes.	Clark, Ann	9/5/2014	Students will use laptops in their intensive reading classes.	5/15/2015 one-time
G3.B4.S1.A2	Teachers will be trained in methods to increase the rigor and relevance of their lessons using CRISS strategies	Matz, Larry	9/8/2014	Attendance logs and teacher product samples from training sessions will show teacher participation in the targeted training activities.	6/2/2015 monthly
G4.B2.S2.A2	All Science teachers will implement strategies to increase the rigor and relevance of their lessons	Matz, Larry	9/8/2014	Teacher will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples	6/2/2015 biweekly
G1.MA1	Check student performance on the Fall and Winter diagnostic assessments, SRI scores, and teacher-created assessments utilizing item specs.	Matz, Larry	10/31/2014	Assessment scores from EDW and teachers' assessment scores.	5/8/2015 quarterly
G1.B1.S1.MA1	Monitor student performance on the SY2014 reading diagnostic tests and common assessments.	Felsen, Fallon	9/15/2014	EDW and Performance Matters reports following diagnostic and common assessments.	5/15/2015 monthly
G1.B1.S1.MA1	Monitor attendance logs of the targeted programs.	Felsen, Fallon	9/15/2014	Attendance logs of the targeted programs will show that the programs have been created, and that students are participating in these them.	5/15/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Check student performance on the SY2014 Reading Diagnostic tests.	Felsen, Fallon	9/5/2014	An increased number of students enrolled in the targeted tutorial programs will score at or above a Level 3 in reading on the SY2014 Reading Diagnostic test.	5/15/2015 semiannually
G1.B1.S2.MA1	Monitor that teachers maintain a list of targeted students, along with a list of strategies that have been shown to increase students' reading ability	Felsen, Fallon	9/5/2014	Teachers will have lists of targeted students, along with a list of strategies that have been shown to increase students' reading ability.	5/15/2015 monthly
G1.B1.S3.MA1	Check student performance on the SY2015 Reading Diagnostic and the SY2015 FSA Reading tests.	Clark, Ann	10/31/2014	An increased number of students who participated in the Reading Counts Initiative will score at or above a Level 3 in Reading on the SY2015 Reading Diagnostic and the SY2015 FSA Reading tests.	6/2/2015 quarterly
G1.B1.S3.MA1	Monitor students' Reading Counts records for frequency of use.	Matz, Larry	10/31/2014	Students' average daily participation in the Reading Counts program will increase each month.	5/8/2015 quarterly
G1.B1.S4.MA1	Monitor student performance on the SY2015 reading assessments and the SY2015 FSA Reading test.	Felsen, Fallon	9/5/2014	An increased number of students will score at or above proficiency on the SY2105 reading assessments and the FSA reading test.	5/15/2015 semiannually
G1.B1.S4.MA1	Percentage of time using Reading Plus and Read 180.	Felsen, Fallon	9/5/2014	Usage reports will be generated from Reading Plus and Read 180.	5/15/2015 monthly
G2.MA1	Writing assessment scores.	Felsen, Fallon	9/26/2014	Writing assessment results.	3/6/2015 monthly
G2.B1.S1.MA1	Teachers will evaluate student performance on the Writing Assessments and address individual needs with students	Clark, Ann	10/10/2014	Student writing proficiency will increase throughout the year.	3/20/2015 monthly
G2.B1.S1.MA1	Monitor the use of feedback for students' writing samples.	Clark, Ann	9/29/2014	Students' writing samples with written corrective feedback from the teachers.	4/24/2015 monthly
G2.B1.S2.MA1	Monitor student performance on the SY2015 Writing assessments and the SY2015 FSA Writing test.	Matz, Larry	9/16/2014	An increased number of students will score at or proficiency on the SY2015 writing assessments and on the SY2015 FSA Writing test.	2/27/2015 monthly
G2.B1.S2.MA1	Monitor student work samples from all core academic and all elective classes.	Clark, Ann	9/26/2014	Student work samples will demonstrate students' use of targeted writing strategies.	5/15/2015 monthly
G3.MA1	Diagnostic and Common Assessments will be monitored for increasing performance on benchmarks.	Matz, Larry	10/17/2014	Assessment scores and graphs will show increasing performance on targeted benchmarks.	5/29/2015 biweekly
G3.B1.S1.MA1	Check performance of targeted students on the Mathematics Diagnostic tests.	Matz, Larry	9/5/2014	An increased number of targeted students will score at or above a Level 4 on the SY2015 Mathematics Diagnostic tests.	5/15/2015 one-time
G3.B1.S1.MA1	Monitor student work samples to ensure CRISS strategies are being utilized.	Felsen, Fallon	9/5/2014	Student work samples will demonstrate use of CRISS strategies.	5/15/2015 one-time
G3.B2.S1.MA1	Mathematics improvement.	Matz, Larry	9/5/2014	Lesson plans, progress reports, report cards, district diagnostic tests.	5/15/2015 one-time
G3.B2.S1.MA1	Monitor implementation of mathematics computer programs, materials, and manipulatives in the math classes.	Matz, Larry	9/5/2014	Lesson plans, observations	5/15/2015 one-time
G3.B3.S1.MA1	Check student performance on the SY2015 Mathematics Diagnostic and the SY2015 FSA Mathematics tests.	Clark, Ann	9/11/2014	An increased number of students will score at or above a Level 3 on the SY2014 Mathematics Diagnostic and the SY2014 FCAT Mathematics tests.	5/22/2015 quarterly
G3.B3.S1.MA1	Monitor teacher lesson plans for classroom implementation of Benchmark remediation activities.	Clark, Ann	9/16/2014	Teacher lesson plans will show that all Benchmark remediation activities are being implemented in the classroom.	5/22/2015 biweekly

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Polo Park Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S1.MA1	Check student performance on the SY2015 Mathematics Diagnostics, Common Assessments and the SY2015 FSA Mathematics tests	Matz, Larry	9/8/2014	An increased number of students will score at or above proficiency on the SY2015 Mathematics Diagnostic and Common Assessments leading to increased proficiency on the SY2015 FSA Mathematics tests.	6/2/2015 biweekly
G3.B4.S1.MA1	Monitor teacher lesson plans, descriptions of student learning activities, and/or student work samples for evidence of of increased rigor.	Matz, Larry	9/8/2014	Teacher will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples.	6/2/2015 monthly
G3.B1.S2.MA1	Check performance of targeted students on the SY2015 Mathematics Diagnostic tests.	Matz, Larry	9/5/2014	An increased number of targeted students will score at or above a Level 3 on the SY2014 Mathematics Diagnostic tests.	5/15/2015 one-time
G3.B1.S2.MA1	Check teacher lesson plans and student work samples.	Clark, Ann	9/5/2014	Teacher lesson plans and student work samples will show that appropriate remediation strategies are being implemented.	5/15/2015 one-time
G3.B2.S2.MA1	Check student performance on the SY2015 Mathematics Diagnostic and the SY2015 FCAT Mathematics tests.	Matz, Larry	9/5/2014	An increased number of students will score at or above a Level 3 on the SY2014 Mathematics Diagnostic and the SY2014 FCAT Mathematics tests.	5/15/2015 monthly
G3.B2.S2.MA1	Monitor teacher lesson plans for regular use of the targeted resources.	Clark, Ann	9/5/2014	Teacher lesson plans will show regular use of the targeted resources.	5/15/2015 monthly
G3.B1.S3.MA1	Check performance of targeted students on the SY2015 Mathematics Diagnostic tests.	Matz, Larry	9/5/2014	An increased number of targeted students will score at or above a Level 4 on the SY2014 Mathematics Diagnostic tests.	5/15/2015 semiannually
G3.B1.S3.MA1	Monitor attendance logs of the targeted programs.	Felsen, Fallon	9/5/2014	Attendance logs of the targeted programs will show that the programs have been created, and that students are participating in these them.	5/15/2015 monthly
G4.MA1	Fall and Winter diagnostic assessments, Discovery Education program assessments, teacher-created assessments utilizing test item specs.	Clark, Ann	9/8/2014	Reports from EDW, Discovery Education, and teacher results from classroom assessments.	6/2/2015 biweekly
G4.B2.S1.MA1	Implementation of Discovery Education Science.	Matz, Larry	9/8/2014	Discovery Education Science assessment reports, district science diagnostic assessments.	6/2/2015 monthly
G4.B2.S1.MA1	Implementation of Discover Education Science program.	Clark, Ann	9/8/2014	Lesson plans, Discovery Education Science assessment reports.	9/9/2014 one-time
G4.B3.S1.MA1	Check student performance on the SY2015 Science Diagnostics, common assessments and the SY2015 FCAT Science tests	Matz, Larry	9/8/2014	An increased number of students will score at or above proficiency on the SY2015 Science Diagnostics and the SY2015 FCAT Science tests.	6/2/2015 biweekly
G4.B3.S1.MA1	Monitor teacher lesson plans for classroom implementation of benchmark remediation activities.	Clark, Ann	9/8/2014	Teacher lesson plans will show that all benchmark remediation activities are being implemented in the classroom.	6/2/2015 biweekly
G4.B2.S2.MA1	Monitor student performance on the SY2015 Science Diagnostics, Common Assessments and the SY2015 FCAT Science tests.	Clark, Ann	9/8/2014	An increased number of students will score at or above a Level 3 on the SY205 Science Diagnostics, Common Assessments and the SY2015 FCAT Science tests.	6/2/2015 monthly
G4.B2.S2.MA1	Monitor teacher lesson plans, descriptions of student learning activities, and/or student work samples for evidence of of increased rigor.	Matz, Larry	9/8/2014	Teacher will show evidence of increased rigor through lesson plans, descriptions of student learning activities, and/or student work samples.	6/2/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we increase student academic rigor through the use of technology then in SY2015, Polo Park students will score at or above the 90th percentile in reading as compared with other schools of similar demographics.

G1.B1 Students performing below proficiency on the FSA do not have access to current reading materials, computer programs and manipulatives due to budget constraints.

G1.B1.S2 All teachers will identify students performing in the lowest 25% of each class on the Reading diagnostic and FCAT tests, and provide these students with additional assistance designed to increase their reading skill.

PD Opportunity 1

Teachers will create and maintain a list of students performing in the lowest 25% of each class on the most recent Reading diagnostic and FCAT tests, along with a list of strategies that have been shown to increase students' reading ability.

Facilitator

Administration, PDD team

Participants

All Polo Park Teachers

Schedule

Semiannually, from 9/5/2014 to 5/15/2015

G2. If we utilize writing feedback strategies for students then in SY2015, Polo Park students will score in the 90th percentile on the FSA Writing test.

G2.B1 Many Polo Park students do not possess adequate skill in the writing process to perform adequately on the FSA Writing test.

G2.B1.S1 Feedback will be provided for each student at the conclusion of the required Writing assessments to identify students' strengths and weaknesses in writing.

PD Opportunity 1

All language arts teachers will receive feedback training for scoring the Performance Based Writing assessments.

Facilitator

Administrative team, PD team

Participants

Language arts teachers

Schedule

Monthly, from 9/10/2014 to 2/6/2015

G2.B1.S2 Fundamental writing strategies will be reviewed and practiced in core academic courses and electives to reinforce students' writing skills in all curriculums areas.

PD Opportunity 1

Fundamental writing strategies will be reviewed and practiced in all core academic and elective classes, to reinforce students' writing skills in all curriculums areas.

Facilitator

Principal, district staff

Participants

All Language Arts teachers

Schedule

Monthly, from 10/10/2014 to 4/10/2015

G3. If we increase academic rigor through the use of enhanced curriculum (i.e. SunBay) then in SY2015, Polo Park students will score at or above the 90th percentile on the FSA Mathematics test as compared to other schools of similar demographics.

G3.B1 Students performing below proficiency on the FSA Mathematics test do not possess the math skills necessary to score at or above proficiency on the FSA Mathematics test.

G3.B1.S1 Teachers will infuse CRISS strategies for vocabulary instruction in math classes.

PD Opportunity 1

Teachers will infuse CRISS strategies for vocabulary instruction in math classes.

Facilitator

Assistant Principal, District CRISS Trainers, PD Coordinator

Participants

Math teachers, ESE teachers

Schedule

Biweekly, from 9/5/2014 to 5/15/2015

G3.B1.S2 Provide students performing below proficiency with additional in-class support and remediation to close the gap towards proficiency.

PD Opportunity 1

Provide mathematics teachers with training on differentiated instruction so they can identify and implement appropriate remediation strategies.

Facilitator

Principal, ESE math teachers, Professional Development Coordinator

Participants

All mathematics teachers

Schedule

On 5/15/2015

G3.B3 The “Scope and Sequence” timelines for Mathematics courses leave little time for identification and remediation of skills or benchmarks.

G3.B3.S1 All students in all Mathematics classes will be provided with targeted skill and benchmark remediation throughout the school year.

PD Opportunity 1

Mathematics teachers will review students’ scores on the SY2015 Mathematics Diagnostic tests to develop a list of benchmarks where students below proficiency; utilize remediation activities to increase performance on the targeted benchmarks; create and implement a schedule for each of these remedial activities in the classroom.

Facilitator

Administration, PD Team

Participants

All math teachers

Schedule

Biweekly, from 9/11/2014 to 5/22/2015

G3.B4 Lack of Rigor

G3.B4.S1 Teachers will increase the rigor and relevance of their lessons.

PD Opportunity 1

All mathematics teachers will implement strategies to increase the rigor and relevance of their lessons.

Facilitator

Administration, PD Team

Participants

All mathematics teachers.

Schedule

Biweekly, from 9/8/2014 to 6/2/2015

PD Opportunity 2

Teachers will be trained in methods to increase the rigor and relevance of their lessons using CRISS strategies

Facilitator

Administration, PD Team

Participants

All mathematics teachers

Schedule

Monthly, from 9/8/2014 to 6/2/2015

G4. If we increase academic rigor through the use of technology then in SY2015, 73% of Polo Park students will score at or above Level 3 on the SY2015 FCAT Science test.

G4.B2 Lack of rigor

G4.B2.S1 Teachers will utilize Discovery Education Science to enhance and extend lessons.

PD Opportunity 1

Science teachers will utilize Discovery Education Science to increase the rigor of their lessons.

Facilitator

Administration, science department chair

Participants

All science teachers.

Schedule

Monthly, from 9/8/2014 to 6/2/2015

G4.B2.S2 Teachers will increase the rigor and relevance of their lessons.

PD Opportunity 1

Teachers will be trained in methods to increase the rigor and relevance of their lessons utilizing CRISS strategies

Facilitator

Principal, PD Committee

Participants

All Science Teachers

Schedule

Monthly, from 9/8/2014 to 5/15/2015

PD Opportunity 2

All Science teachers will implement strategies to increase the rigor and relevance of their lessons

Facilitator

Principal, PD Team

Participants

All science teachers

Schedule

Biweekly, from 9/8/2014 to 6/2/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: If we increase student academic rigor through the use of technology then in SY2015, Polo Park students will score at or above the 90th percentile in reading as compared with other schools of similar demographics.	15,000
Goal 3: If we increase academic rigor through the use of enhanced curriculum (i.e. SunBay) then in SY2015, Polo Park students will score at or above the 90th percentile on the FSA Mathematics test as compared to other schools of similar demographics.	9,000
Grand Total	24,000

Goal 1: If we increase student academic rigor through the use of technology then in SY2015, Polo Park students will score at or above the 90th percentile in reading as compared with other schools of similar demographics.

Description	Source	Total
B1.S2.A1 - Keely-Spinelli grant money for supplies \$1000 towards purchasing Scholastic Scope	Other	1,000
B1.S4.A1 - Keely-Spinelli grant money. \$14,000 for computers	Other	14,000
Total Goal 1		15,000

Goal 3: If we increase academic rigor through the use of enhanced curriculum (i.e. SunBay) then in SY2015, Polo Park students will score at or above the 90th percentile on the FSA Mathematics test as compared to other schools of similar demographics.

Description	Source	Total
B1.S3.A1 - Tutorial Money from K-12 Support Grant \$9000 towards tutorials	Other	9,000
Total Goal 3		9,000