

The School District of Palm Beach County

Palm Beach Maritime Academy High School



2015-16 School Improvement Plan

Palm Beach Maritime Academy High School

600 S EAST COAST AVE, Lantana, FL 33462

palmbeachmaritimeacademy.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	71%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	61%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	26
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	0	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is the Mission of Palm Beach Maritime Academy High School, in conjunction with the Palm Beach Maritime Museum, to provide innovative experiences designed to reflect the learning opportunities available only in a Maritime Museum while focusing on individual work habits, critical thinking, citizenship and the Florida Standards.

Provide the school's vision statement

All students have the opportunity to experience excellence and to pursue a challenging program, which holds all to the high set standards established by PBMA. Study that is both independent and collaborative invites students questions as teachers and student work as partners to develop challenging and measurable projects. Assessment is ongoing, varied and an integral part of the learning process. The natural environment and community resources unique to our school district provide opportunities to understand and participate in caring responsible and meaningful social change. All members of the school and extended community maintain high expectations for all student and teachers and strive to demonstrate respect and reflection in meeting the shared responsibility for the education of each student.

Our Vision Statement pledges to improve student learning, to increase learning opportunities for all students, and to encourage the use of learning methods which combine traditional academics with innovative programming. It is our hope and vision that in addition to students mastering the Florida Standards, our students in high school will also develop an understanding of the world marine environment and its impact on the past, present, and future.

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 Statue 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, and Sacrifices of Veterans to assist students in learning about the world around them and the history of those who went before them. Our students study a variety of cultures, our ESOL, Guidance and School Based team members work to develop a rapport with students beyond the relationships built in the classrooms, and students are encouraged to talk about their backgrounds. It is also expected that no child will be demeaned in any way because of who he/she is, and when incidents arise, the school tries to use it as a learning experience whenever possible.

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

Teachers are expected to respect students, students are expected to respect teachers, and parents and teachers are expected to respect each other. Disrespect is not tolerated, and the school holds bullying assemblies led by both outside sources and the guidance department. At times - more often than not - an incident can be used with by guidance or an administrator to bring people together. When disciplinary measures are called for, the school uses the Palm Beach School District handbook and matrix along with our own; the combination delineates clear behavioral expectations and the penalties for violating them. Guidance works with classes as a whole and individual students to

encourage respect and works with the entire student body on an ongoing anti-bullying program. In the high school, students participate in sports and clubs which further fosters teambuilding, and tutoring takes place before school. Students are encouraged to show respect for all students whether racially or ethnically different and regardless of disability. After school clubs are also open to all students, regardless of race, sex, national origin, or disability.

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 teachers are provided professional development in the area of classroom management by the School District of Palm Beach and the school. Many have attended the CHAMPs workshops, and the handbook clearly defines the progressive discipline expected of all teachers. Administrators work together when referrals are turned in by teachers to insure consistency in coding, and administrative meetings cover any divergence or questions. Bullying is not tolerated, and both teachers and students are trained in what it looks like and what to do if faced with bullying either as a victim or a bystander. An anonymous phone line is in place along with a bullying box by the guidance offices. We are also attending SWPI.

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

The school employs a Guidance Counselor on each campus who is also the leader of the School Based Teams and assists with HS testing requirements and administration. Guidance also provides group and individual counseling and leads the anti-bullying initiatives through the school. Each campus also employs a full time Registered Nurse to take care of the physical needs of students, make sure shots are up to date, confer with parents and students' physicians, and administer medication under the orders of the child's physician. Teachers work collaboratively with the Counselors and Nurses to insure we meets the needs of students.

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

N/A

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
-----------	-------------	-------

Students exhibiting two or more indicators

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

High school students

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?

Yes

PIP Link

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

Description

We offer numerous opportunities for our parents and family members to volunteer at our school, including school activities such as field trips, book fair, Student of the Month Breakfast, fundraisers, and more. Other special occasions for parents to visit our campus include Meet the Teacher Day, Curriculum Night, National Junior Honor Society Induction, National Junior Art Honor Society Induction, and Graduation. The school maintains a website and a Facebook page as additional vehicles, and has hired a webmaster to assist with media and getting information out to parents. The school publishes a "weekly video" to keep parents informed. The video and website contain Google Translate to enable parents to read/watch in their native language. In addition, the school maintains two computers for parent use in the lobby. The school has also adopted a text messaging service for emergency texts to parents.

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

The school has built a relationship with the Kiwanis Club. They work with the Guidance Counselors to provide opportunities for students. The school Principal also attends, when possible, local Chamber of Commerce meetings. High school students participated in Palm Beach's Annual Coastal Cleanup and will participate in Davie's Plywood Regatta, and Dania Beach's Remote Operated Vehicles competitions. The Lantana Police Department, which assists with security and when we have student issues..

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:

Name	Title
Turchiaro, Marie	Principal
Boffice, Reno	Assistant Principal
Skierski, Chris	Instructional Coach

Duties

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

Principal - Provides a common vision for the use of data, ensures compliance and implementation of support, oversees documentation, oversees professional development, communicates with parents, and maintains an open line of communication with the Palm Beach Maritime Academy's Governing Board, the School Board of Palm Beach County, the school district, outside agencies and other related personnel.

Assistant Principal - Supports the Principal and the Teachers, work with teachers regarding academics and data analysis, oversee schoolwide discipline, communicate with parents.

Guidance Counselor - oversees SBT meetings and communicates with stakeholders

School Psychologist from District - collection and interpretation of data, provides technical assistance for data collection, analysis and program planning, provides insight into student issues, and supports intervention.

ESE District Resource Teacher - provides assistance with data interpretation, assists with decisions regarding type of interventions, assists with ESE issues, assists in providing Rtl for students

School ESE Specialist - assists with integration of Tier 2 and Tier 3 instruction, collaborates with staff, documents activities

School ESE teacher - provides push-in services

Curriculum Specialist/Dean - provides Math and disciplinary support

Tech Coordinator - provides technical and testing support

Teachers as applicable...Provide information about core curriculum, participates in data collection, provide Tier 1 instruction and Tier 2 intervention. Provides information about ESE and ELL students in the classroom

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 team meets about frequently and reviews data which has been compiled by the school faculty/ staff including the prior year FCAT, Diagnostics, FAIR, Running Reading Records, behavior issues etc. The need for interventions, what type etc., is discussed and put into place if necessary. ESE Specialist or another team member documents and teachers are brought in for input and to make suggestions on which interventions to utilize and how interventions can be worked into the child's schedule.

Title I funds will be utilized to pay teachers to do additional reading and/or intensive math as an individual class. They are also used to provide Curriculum Specialists/Coaches. Many students in Grades 9-11 have a dedicated 55 minute reading period which is literature and skill based, and a 55 minute period of the required writing/language arts. We feel that the need for formal reading instruction is necessary for a child's success in all subject areas and in life and although it is not required and supplements the rest of the curriculum, its importance cannot be underestimated. Level 1 and most Level 2 students go to intensive math (V Math) as a pull-out program; Title I funds help to pay the teacher's salaries and provide for materials in these grades. The school coordinates with the

District in providing professional development. . Guidance provides bullying workshops to all students, and our Guidance counselors and School Nurses (there is one of each on each campus) work with groups and individual students on home/school issues and student relationships. The culture of the school is one of kindness and respect for one another and the learning environment; students are expected (and reminded) to hold doors, speak respectfully, and allow others to learn. Many teachers have gone through the CHAMPS training and utilize it in their classrooms, and teams have a common disciplinary system. Both ELL and ESE students in middle school receive the benefit of intensive math delivered in a pull-out program instead of within a classroom of multi-level students, and all students receive a dedicated period of reading in addition to Language Arts. Teaching strategies for ESE and ESOL students often work with all students and are used by teachers when necessary, and both the ESOL and ESE coordinators have presented workshops to the staff on specific strategies to assist with ESE, ESOL and general education students. We also receive services for ESE and ELL from the school district.

for Title I Part C Migrant students, Title II Professional Development, Title III Multicultural department providing ELL - translation, and Title X Homeless, PBMA partners with the school district but the school has hired both a Registered Nurse and a Guidance Counselor on each campus to assist with these students when possible.

Two other resources that support our school are the Lantana Kiwanis Club and the Lantana Police Department.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Pat Tierney - Parent Liaison to the Board	Parent
Scott Shelley	Business/Community
Steve Bolin	Business/Community
Judy Lehman	Business/Community
Andy Binns	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

The Board functioning as the SAC along with the Parent Liaison participating evaluates the Principal. Principal reports to the Board at every meeting regarding Title 1 status, FSA/EOC/FCAT results as they come in, and discusses new plans and changes to current plans being considered and put in place.

Development of this school improvement plan

School drafts the SIP and sends to Board who reviews it, suggests appropriate changes, and gives the SIP final approval.

Preparation of the school's annual budget and plan

Budget is prepared by Principal, CFO, and Board Chair and approved by the Board. Title 1 budget is done in consultation with the district.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Turchiaro, Marie	Principal
Boffice, Reno	Assistant Principal
Skierski, Chris	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

LLT meets to discuss reading initiatives based on an analysis of data. Team discusses reading material, interventions and works to assist with teacher training.

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

Teachers work in "Teams", teaching the same group of students throughout the day whenever possible. There are weekly Professional Learning Community and /or Team Meetings at which teachers discuss various student academic and behavior issues, attendance, frequent tardies, and student health issues. They also utilize the time for common planning, the development of field trips and work together to infuse maritime studies throughout the curriculum. Administrators attend the meetings, and depending on the topic(s), the Guidance Counselor and/or School Nurse might attend.. Often ESE and/or ESOL staff is present as well. On Professional Development Days, the Faculty often meets to touch base, work together, receive a variety of training i.e. Item Specifications, bullying, new educational trends and requirements, new testing protocols and so forth. ESE teachers work with general ed teachers and data is disaggregated for all students including ESE students. ESE students are also included in tutoring after school with general education students, and receive support facilitation, occupational, speech and language therapy, and other services as required on their IEP.

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

Palm Beach Maritime Academy advertises for certified and highly qualified instructional personnel through Teachers-Teachers and local newspapers. Possible candidates are initially interviewed on the phone to establish credentials and highly qualified status, which is critical for obtaining an in person interview. PBMA also relies on its current staff for word-of-mouth advertisements and for their positive comments and conversations with colleagues who might be interested in an available position. PBMA offers its teachers a pay scale matching the Palm Beach County School District with prior credit up to 10 years, a matched 403B Retirement Plan, health benefits of which the majority are paid for by the school, a respectful and collegial atmosphere, ongoing professional development both in required areas and n areas of interest to the particular teacher when possible, regular team meetings with Principal and/or Assistant Principal. The school also encourages current teachers to attain certification and HQ status in

a multitude of areas should someone else require an extended absence and also to assist in flexibility of assigning faculty. Teachers with satisfactory evaluations are recommended for rehire., first year teachers are on a probationary contract.

Title II recruitment incentive program will be implemented this year to eligible teachers from outside Palm Beach County School District.

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

New teachers are mentored in a variety of ways both by colleagues and administrators. New educators are assigned a mentor and a buddy and complete the beginning teacher program. Teachers meet with each other and with administrators at Professional Learning Community meetings as well as team meetings, and team leaders on every grade work with teachers on pedagogical issues such as attendance, report cards, parent conferences and other items. The school utilizes the Florida Consortium teacher assessment protocols, and teachers receive feedback from administrators on particular lessons via formal and informal observations and walkthroughs. They also visit each other when necessary or when they wish to observe particular teaching skills displayed by their colleagues. Common planning periods provide time to meet as well. We also have a Math DIL who assists teachers.

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

The school provides professional development both on site and through the school district to ensure teachers have knowledge of the standards and the materials needed to properly instruct. All books, workbooks and supplemental materials are aligned to FSA. The Principal goes to CAO meetings regularly as well as attending Charter School Principal Meetings. Staff goes to a variety of district trainings.

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

The school uses data in a variety of ways to drive instruction. Teachers meet as teams to disaggregate data; we utilize EDW and are receiving training on Performance Matters. Data is used to determine which middle/high school students receive intensive reading and intensive math. Reading is taught to all 6-10th grade students along with ELA although it is not a requirement; within the reading classes teachers differentiate based on EDW reports, diagnostics, EDW graphs, teacher formative assessments etc. Intensive Math is delivered as a pull out program for a full period in addition to regular math. CELLA, Diagnostics, and teacher formal/informal assessments. Teachers work on specific skills as delineated in the data to bring students to a proficient or above level. Teachers are trained in differentiating instruction depending on the level of the students.

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: 2,000

Tutoring before school in core academic areas for struggling students.

Strategy Rationale

Students need additional help in a smaller group setting.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Turchiaro, Marie, marie.turchiaro@palmbeachschools.org

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

FSA, Diagnostics, Teacher assessments, Performance Matters

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

Prior to the beginning of each school year, we have a "Meet the Teachers" afternoon when parents are invited to "meet and greet" their child's teacher(s). In addition, during the second week of school, parents are invited to spend an evening following their child's schedule during "Curriculum Night". Both "Meet the Teachers" and Curriculum Night" are for parents of all students. During Curriculum Night, parents are advised of homework policies, transitions from one grade to another, curricular issues and so forth. They are invited to look at the textbooks and centers and teachers explain their discipline and grading policies. "Meet the Teachers" and "Curriculum Night" were hosted at both locations Lantana 1 and Lantana 2 on different night to ensure participation from all parents. We will also be utilizing additional guidance and college/career readiness programs when our students are ready to transition out of high 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

Students are introduced to maritime careers through participation in events such as the Marine Industries Association of South Florida's "Plywood Regatta" and participation in the local "Remote Operating Vehicle" building competition. In 2011, PBMA places 1st in the ROV contest. With our Maritime/Marine theme, students participate in the annual Coastal Cleanup and a recycling program to learn to take care of their environment and to work together for the common good. We also utilize the assets of the Palm Beach Maritime Museum at Peanut Island to teach history and to tie history with present day events. The guidance counselor works with students re: testing and other requirements.

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

At this time we only have 6 HS classes. As these students continue we will look at developing these.

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

This is in progress. This year the school started an 11th grade and will be integrating more technical education when the high school is complete.

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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 Palm Beach Maritime High School creates additional parent-teacher-student academic and social awareness by providing opportunities through training and resources and through the use of essential labs, differentiated instruction, supportive environment, and student-centered approach, then we will increase our ELA and Math learning gains by 2% and Science proficiency by 2%.

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 Palm Beach Maritime High School creates additional parent-teacher-student academic and social awareness by providing opportunities through training and resources and through the use of essential labs, differentiated instruction, supportive environment, and student-centered approach, then we will increase our ELA and Math learning gains by 2% and Science proficiency by 2%. 1a

 G069816

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	2.0
Math Gains District Assessment	2.0

Resources Available to Support the Goal 2

- Title 1
- FTE
- Dedicated Staff

Targeted Barriers to Achieving the Goal 3

- Lack of background knowledge
- Newly opened school with new staff members - grades increasing each year
- Lack of parental support

Plan to Monitor Progress Toward G1. 8

Year-end FSA, EOC and diagnostic results

Person Responsible

Marie Turchiaro

Schedule

Monthly, from 10/12/2015 to 4/1/2016

Evidence of Completion

Analyzed year-end FSA, EOC and diagnostics reports

Plan to Monitor Progress Toward G1. 8

Year-end FSA, EOC and diagnostic results

Person Responsible

Marie Turchiaro

Schedule

On 6/3/2016

Evidence of Completion

Analyzed year-end FSA, EOC and diagnostics reports and Title I survey results

Plan to Monitor Progress Toward G1. 8

Year-end FSA, EOC and diagnostic results

Person Responsible

Marie Turchiaro

Schedule

Semiannually, from 8/3/2015 to 6/3/2016

Evidence of Completion

Analyzed year-end FSA, EOC and diagnostics reports and PD related teacher feedback

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 Palm Beach Maritime High School creates additional parent-teacher-student academic and social awareness by providing opportunities through training and resources and through the use of essential labs, differentiated instruction, supportive environment, and student-centered approach, then we will increase our ELA and Math learning gains by 2% and Science proficiency by 2%. **1**

 G069816

G1.B1 Lack of background knowledge **2**

 B181652

G1.B1.S1 Provide extended learning opportunities for targeted students and appropriate classroom supplies **4**

 S193254

Strategy Rationale

For mastery learning

Action Step 1 **5**

Tutorial and classroom supplies for the lowest 25%.

Person Responsible

Marie Turchiaro

Schedule

Quarterly, from 10/5/2015 to 4/1/2016

Evidence of Completion

Teachers/student sign-ins, teacher plans, and reimbursement request documentation

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

Walk-throughs by admin, curriculum specialists, and coaches

Person Responsible

Marie Turchiaro

Schedule

On 4/1/2016

Evidence of Completion

Walk through notes and review of teacher/student sign-ins and lesson plans

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

Teacher and Admin conference to share feedback

Person Responsible

Marie Turchiaro

Schedule

Monthly, from 10/12/2015 to 4/1/2016

Evidence of Completion

Conference notes with admin and sample student progress data to show impact of tutorial

G1.B2 Newly opened school with new staff members - grades increasing each year **2**

 B181653

G1.B2.S1 Provide PD opportunities for staff. **4**

 S193255

Strategy Rationale

Awareness of new academic requirements and best practices

Action Step 1 **5**

Provide substitute teachers to enable staff to attend training.

Person Responsible

Marie Turchiaro

Schedule

Monthly, from 8/3/2015 to 6/3/2016

Evidence of Completion

Sub sheets, payroll details and reimbursement request

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Walkthroughs and time sheets

Person Responsible

Marie Turchiaro

Schedule

Annually, from 8/3/2015 to 6/3/2016

Evidence of Completion

Walkthrough notes, PD agenda of the teachers, and reimbursement request

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Walk through and feedback from classroom teacher who attended the training

Person Responsible

Marie Turchiaro


Schedule

Semiannually, from 8/10/2015 to 6/3/2016

Evidence of Completion

Walk through notes and reimbursement documentation

G1.B3 Lack of parental support 2

 B181654

G1.B3.S1 Provide robust training and increase school-home communication 4

 S193256

Strategy Rationale

Parents are partners in the education of their children.

Action Step 1 5

Provide parent communication and resources to parents.

Person Responsible

Marie Turchiaro

Schedule

Annually, from 8/17/2015 to 6/3/2016

Evidence of Completion

Training agenda, sign ins, evaluations and sample letter to parents

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Implement parent training and send information home

Person Responsible

Marie Turchiaro

Schedule

Annually, from 8/10/2015 to 6/3/2016

Evidence of Completion

Training agendas, sign ins, evaluations, sample letters sent home, reimbursement requests with supporting documentation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Evaluation of training and survey results from staff and parents

Person Responsible

Marie Turchiaro

Schedule

Annually, from 8/10/2015 to 6/3/2016

Evidence of Completion

Training agenda, sign-in sheets, evaluations and Title I survey results

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	Tutorial and classroom supplies for the lowest 25%.	Turchiaro, Marie	10/5/2015	Teachers/student sign-ins, teacher plans, and reimbursement request documentation	4/1/2016 quarterly
G1.B2.S1.A1	Provide substitute teachers to enable staff to attend training.	Turchiaro, Marie	8/3/2015	Sub sheets, payroll details and reimbursement request	6/3/2016 monthly
G1.B3.S1.A1	Provide parent communication and resources to parents.	Turchiaro, Marie	8/17/2015	Training agenda, sign ins, evaluations and sample letter to parents	6/3/2016 annually
G1.MA1	Year-end FSA, EOC and diagnostic results	Turchiaro, Marie	10/12/2015	Analyzed year-end FSA, EOC and diagnostics reports	4/1/2016 monthly
G1.MA2	Year-end FSA, EOC and diagnostic results	Turchiaro, Marie	8/10/2015	Analyzed year-end FSA, EOC and diagnostics reports and Title I survey results	6/3/2016 one-time
G1.MA3	Year-end FSA, EOC and diagnostic results	Turchiaro, Marie	8/3/2015	Analyzed year-end FSA, EOC and diagnostics reports and PD related teacher feedback	6/3/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Teacher and Admin conference to share feedback	Turchiaro, Marie	10/12/2015	Conference notes with admin and sample student progress data to show impact of tutorial	4/1/2016 monthly
G1.B1.S1.MA1	Walk-throughs by admin, curriculum specialists, and coaches	Turchiaro, Marie	10/12/2015	Walk through notes and review of teacher/student sign-ins and lesson plans	4/1/2016 one-time
G1.B2.S1.MA1	Walk through and feedback from classroom teacher who attended the training	Turchiaro, Marie	8/10/2015	Walk through notes and reimbursement documentation	6/3/2016 semiannually
G1.B2.S1.MA1	Walkthroughs and time sheets	Turchiaro, Marie	8/3/2015	Walkthrough notes, PD agenda of the teachers, and reimbursement request	6/3/2016 annually
G1.B3.S1.MA1	Evaluation of training and survey results from staff and parents	Turchiaro, Marie	8/10/2015	Training agenda, sign-in sheets, evaluations and Title I survey results	6/3/2016 annually
G1.B3.S1.MA1	Implement parent training and send information home	Turchiaro, Marie	8/10/2015	Training agendas, sign ins, evaluations, sample letters sent home, reimbursement requests with supporting documentation	6/3/2016 annually

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.

Budget

Budget Data						
1	G1.B1.S1.A1	Tutorial and classroom supplies for the lowest 25%.				\$8,473.69
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3924 - Palm Beach Maritime Academy High School	Title I Part A		\$8,473.69
<i>Notes: Part time in system for staff and tutorial supplies such as paper, notebooks, pens, pencils, ink cartridges etc.</i>						
2	G1.B2.S1.A1	Provide substitute teachers to enable staff to attend training.				\$943.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3924 - Palm Beach Maritime Academy High School	Title I Part A		\$943.00
<i>Notes: Substitute teachers' salary</i>						
3	G1.B3.S1.A1	Provide parent communication and resources to parents.				\$219.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3924 - Palm Beach Maritime Academy High School	Title I Part A		\$219.00
<i>Notes: Paper, refreshments for parents training and handouts</i>						
					Total:	\$9,635.69