

The School District of Palm Beach County

Palm Beach Maritime Academy Secondary



2016-17 Schoolwide Improvement Plan

Palm Beach Maritime Academy Secondary

600 S EAST COAST AVE, Lantana, FL 33462

palmbeachmaritimeacademy.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2015-16 Title I School</p> <p>Yes</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>84%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>65%</p>

School Grades History

Year	2017-18	2014-15
Grade	C	B*

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Palm Beach Maritime Academy Secondary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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, 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.

b. 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 after 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.

c. 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 discrepancies 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 also have a SWPBI in place along with student ambassadors.

d. 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 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 meet the needs of students.

3. Early Warning Systems

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

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

The high school is comprised of grades 9-12.

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

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

High school students

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. 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.

2. 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 this year. We arde working with the Town of Lantana and will participate in their beach clean-up and various activities. The Principal meets with the educational board 4 times per year, and students participate in the Lake Worth Street Painting Festival, an annual family event for budding artists or just for a fun day!

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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, provides students with college information and keeps students on track for graduation, setting up FAFSTA/ Financial Aid evenings

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

2. 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 9-12 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 Liberal Arts Math as a pull-out program; Title I funds help to pay the teacher's salaries and provide for materials in these classes as well as additional after school

tutoring. 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 receive the benefit of 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. No other resources that support our school are the Lantana Kiwanis Club and the Lantana Police Department.

2. School Advisory Council (SAC)

a. Membership

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

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

b. Duties

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

a. Evaluation of last year's school improvement plan

The Board functions as the SAC along with the Parent Liaison who participates in evaluating 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.

b. 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.

c. 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.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

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

1. 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.

2. 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 close to 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, and first year teachers are on a probationary contract.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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/EOC/appropriate tests. The Principal goes to Charter School Principal Meetings regularly. Staff goes to a variety of district and in-house trainings to further their professional education.

b. Instructional Strategies

1. 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 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, Performance Matters, teacher formative assessments etc. Intensive Math is delivered as a pull out program for a full period in addition to regular math. WIDA, 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. Teacher's are trained in differentiating instruction depending on the level of the students.

2. 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: After School Program

Minutes added to school year: 2,000

Tutoring after 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, FCAT, Diagnostics, Teacher assessments, Performance Matters

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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" We will also be utilizing additional guidance and college/career readiness programs this year including a FAFSTA/Financial Aid evening, trips to local colleges and assistance with applications.

b. College and Career Readiness

1. 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. The guidance counselor works with students re: testing and other requirements. We will also be utilizing additional guidance and college/career readiness programs this year including a FAFSTA/Financial Aid evening, trips to local colleges and assistance with applications.

2. 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 7 HS classes. As these students continue we will look at developing these.

3. 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 a 12th grade and will be integrating more technical education when the high school is complete. There are only 20 students.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 ensure academic proficiency of all students then the reading proficiency will increase by 2% as leading indicator of improving high school graduation rate.

Strategic Goals Detail

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

G1. If we ensure academic proficiency of all students then the reading proficiency will increase by 2% as leading indicator of improving high school graduation rate. 1a

G084051

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	75.0
ELA Achievement District Assessment	55.0

Targeted Barriers to Achieving the Goal 3

- The need for improvement on students' basic reading and mathematical skills
- The need for improved and active parent participation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I, Part A
- Operating fund
- Dedicated staff

Plan to Monitor Progress Toward G1. 8

Year end FSA data and school grade

Person Responsible

Marie Turchiaro

Schedule

On 6/30/2017

Evidence of Completion

Analysis of Year end FSA data and school grade and the Title I Annual survey results

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 ensure academic proficiency of all students then the reading proficiency will increase by 2% as leading indicator of improving high school graduation rate. 1

G084051

G1.B1 The need for improvement on students' basic reading and mathematical skills 2

B223332

G1.B1.S1 Provide instructional programming customized to the individual strengths, interests, and aspirations of each learner. 4

S235629

Strategy Rationale

Differentiation of instruction is important in ensuring academic success in the classroom

Action Step 1 5

Provide before and after school tutorial/extended learning strategies

Person Responsible

Reno Boffice

Schedule

Weekly, from 10/17/2016 to 4/28/2017

Evidence of Completion

Teacher sign-in, student sign-in and sample lesson plans (no one on one tutotial)

Action Step 2 5

Liberal Arts Math teacher will deliver math instruction in addition to regular math lesson

Person Responsible

Reno Boffice

Schedule

Monthly, from 8/9/2016 to 6/2/2017

Evidence of Completion

Teacher schedule, class roster, sample lesson plans and student data

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

Tutorial and Liberal Arts classes will be scheduled; staff will be observed to document full implementation of the program

Person Responsible

Reno Boffice

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Walk-through and formal observation, analyze student data and progress, checked lesson, conference notes and reflection sheet.

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

Staff will be invited for a conference to discuss strengths and opportunities of the program

Person Responsible

Reno Boffice

Schedule

Quarterly, from 11/18/2016 to 6/2/2017


Evidence of Completion

Conference notes with staff

G1.B2 The need for improved and active parent participation **2**

 B223333

G1.B2.S1 Align new and existing community and parent partnerships **4**

 S235630

Strategy Rationale

Parents and guardians play an important role in raising student achievement

Action Step 1 **5**

Continue assist parents by providing training in the areas of reading and math

Person Responsible

Reno Boffice

Schedule

Quarterly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Training schedule, agenda, sign-in and parent training evaluation

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

Year-round parent training will be scheduled

Person Responsible

Reno Boffice

Schedule

Quarterly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Purchase order, administrator's evaluation of the training and analysis of Title I survey results and student achievement data

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

Observation of parent trainings

Person Responsible

Reno Boffice









Schedule

Quarterly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Analysis of parent training attendance and feedback as reflected in the team meeting notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1  A303803	Provide before and after school tutorial/ extended learning strategies	Boffice, Reno	10/17/2016	Teacher sign-in, student sign-in and sample lesson plans (no one on one tutotial)	4/28/2017 weekly
G1.B1.S1.MA1  M309106	Staff will be invited for a conference to discuss strengths and opportunities of the program	Boffice, Reno	11/18/2016	Conference notes with staff	6/2/2017 quarterly
G1.B1.S1.MA1  M309107	Tutorial and Liberal Arts classes will be scheduled; staff will be observed to document full...	Boffice, Reno	8/15/2016	Walk-through and formal observation, analyze student data and progress, checked lesson, conference notes and reflection sheet.	6/2/2017 monthly
G1.B1.S1.A2  A303804	Liberal Arts Math teacher will deliver math instruction in addition to regular math lesson	Boffice, Reno	8/9/2016	Teacher schedule, class roster, sample lesson plans and student data	6/2/2017 monthly
G1.B2.S1.MA1  M309108	Observation of parent trainings	Boffice, Reno	9/6/2016	Analysis of parent training attendance and feedback as reflected in the team meeting notes	6/2/2017 quarterly
G1.B2.S1.MA1  M309109	Year-round parent training will be scheduled	Boffice, Reno	9/6/2016	Purchase order, administrator's evaluation of the training and analysis of Title I survey results and student achievement data	6/2/2017 quarterly
G1.B2.S1.A1  A303805	Continue assist parents by providing training in the areas of reading and math	Boffice, Reno	9/6/2016	Training schedule, agenda, sign-in and parent training evaluation	6/2/2017 quarterly
G1.MA1  M309110	Year end FSA data and school grade	Turchiaro, Marie	1/31/2017	Analysis of Year end FSA data and school grade and the Title I Annual survey results	6/30/2017 one-time

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide before and after school tutorial/extended learning strategies				\$4,288.34
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	3924 - Palm Beach Maritime Academy Secondary	Title I, Part A		\$4,288.34
			<i>Notes: Tutorial salary and benefits</i>			
2	G1.B1.S1.A2	Liberal Arts Math teacher will deliver math instruction in addition to regular math lesson				\$19,915.25
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	3924 - Palm Beach Maritime Academy Secondary	Title I, Part A	0.5	\$19,915.25
			<i>Notes: Salary and benefits for additional Liberal Arts Teacher- M. Barrett</i>			
3	G1.B2.S1.A1	Continue assist parents by providing training in the areas of reading and math				\$613.01
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	3924 - Palm Beach Maritime Academy Secondary	Title I, Part A		\$213.01
			<i>Notes: Paper, ink, pens, refreshments, etc</i>			
	6150	100-Salaries	3924 - Palm Beach Maritime Academy Secondary	Title I, Part A		\$400.00
			<i>Notes: Part time in system for teachers who are helping with the training</i>			
Total:						\$24,816.60