



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Palm Beach Maritime Academy

7719 S DIXIE HWY

West Palm Beach, FL 33405

561-547-3775

www.palmbeachmaritimeacademy.org/pbma/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	Yes	77%
Alternative/ESE Center	Charter School	Minority Rate
No	Yes	71%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
B	B	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	0
Goals Detail	0
Action Plan for Improvement	0
Part III: Coordination and Integration	20
Appendix 1: Professional Development Plan to Support Goals	21
Appendix 2: Budget to Support Goals	26

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED	
Not in DA	N/A	N/A	
Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Palm Beach Maritime Academy

Principal

Marie Turchiaro

School Advisory Council chair

Melbourne Smith

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Nancy Swenson	Jennifer Eisenhauer
Jacqueline Terrazas	Caesar (Reno) Boffice

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The PBMA Governing Board /the Palm Beach Maritime Museum Board members are Melbourne Smith, Chair, Bill Burckart, and Keith Ullman.

Involvement of the SAC in the development of the SIP

Activities of the SAC for the upcoming school year

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Marie Turchiaro**

Principal

Years as Administrator: 17

Years at Current School: 13

MS. Education

PD School Admin and Supervision

Credentials

FL Prof Cert: Ed Leadership, Elementary Ed, Specific Learning Disabilities, satisfied ESOL 60 credit requirement, 3 courses accepted by FLDOE towards Reading Endorsement

Performance Record

Increased school population from 360 - 745. FY 13 grade B . FY 12 Florida Art Educators' Association Principal of the Year FY 12 Grade A School designated "High Performing Charter School" by FLDOE as per Florida Statute. Reading Proficiency 63%, Math 69, Writing 82%, Science 59%, Reading gains 70%, Math gains 80%, Reading low 25% 70%, Math low 25% 78, MS Points 29, MS Performance Points 50, Sum Points 650, Applied Points 658, Total Points 658. FY 11 Reading proficiency 74%, Math 77%, Writing 65%, Science 67%, Reading gains 73%, Math gains 73%, Reading low 25% 65%, Math low 25% 86%, Total 580. FY 10 Reading proficiency 79%, Math 74%, Writing 80%, Science 63%, reading gains 69%, Math gains 73%, Reading low 25% 57%, Math low 25% 76%, Total 571. Prior experience 15 years as a Principal and Assistant Principal and 15 years as a teacher. Completion of 11th year at PBMA. Under DA, school has achieved "reward" status.

Nancy Swenson

Asst Principal

Years as Administrator: 14

Years at Current School: 12

Credentials

Florida Prof cert in Ed Leadership, Reading and ESOL, MS in Education, currently enrolled in Doctoral coursework at Nova.

Performance Record

FY 12 Grade A School designated "High Performing Charter School" by FLDOE as per Florida Statute. Reading Proficiency 63%, Math 69, Writing 82%, Science 59%, Reading gains 70%, Math gains 80%, Reading low 25% 70%, Math low 25% 78, MS Points 29, MS Performance Points 50, Sum Points 650, Applied Points 658, Total Points 658. FY 11 Reading proficiency 74%, Math 77%, Writing 65%, Science 67%, Reading gains 73%, Math gains 73%, Reading low 25% 65%, Math low 25% 86%, Total 580. FY 10 Reading proficiency 79%, Math 74%, Writing 80%, Science 63%, reading gains 69%, Math gains 73%, Reading low 25% 57%, Math low

Jennifer Eisenhauer

Asst Principal

Years as Administrator: 2

Years at Current School: 12

Credentials

Florida Professional Certificate in Educational Leadership, 6-12 Language Arts, K-12 ESOL, Reading Endorsement, National Board Certified in Language Arts Middle Ages, Clinical Education

Performance Record

Assisted with expansion from 340 - 740 students, Prior performance FCAT Reading Scores...Taught English in Japan, National Board Certified,

Jacqueline Terrazas

Asst Principal

Years as Administrator: 6

Years at Current School:

Credentials

Bachelors of Fine Arts Degree

MS in Educational Leadership

Florida Prof. Cert. in Educational Leadership & Music K-12

Performance Record

Assisted with implementing a data driven instructional model which helped to earn the Middle & High School a School Distinction –Top 25 Percent Student Progress - for the School Year 2012-13 -Texas Education Agency. Implemented a Dual Credit program with DaVinci School for Science and the Arts for Juniors & Seniors with a participation rate of over 50 %. Through the TEA Student Success Initiative implemented a tutoring program for grade advancement requirements for students in grades 5th & 8th which enhanced student's academic success. Implemented a school wide discipline policy for PreK – 8th grade decreasing behavior issues 71% over three years. This is Mrs. Terrazas' 7th year as an Assistant Principal, she also has experience as a Curriculum & Instructional Coach, Title 1 Team and Professional Development Leader for Palm Beach County for over 13 years, as well as, Florida Catholic Conference School Improvement Plan Chairperson for the Diocese of Palm Beach.

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Lindsey Kennefick**

Full-time / School-based

Years as Coach: 0

Years at Current School: 1

Areas

Other

Credentials

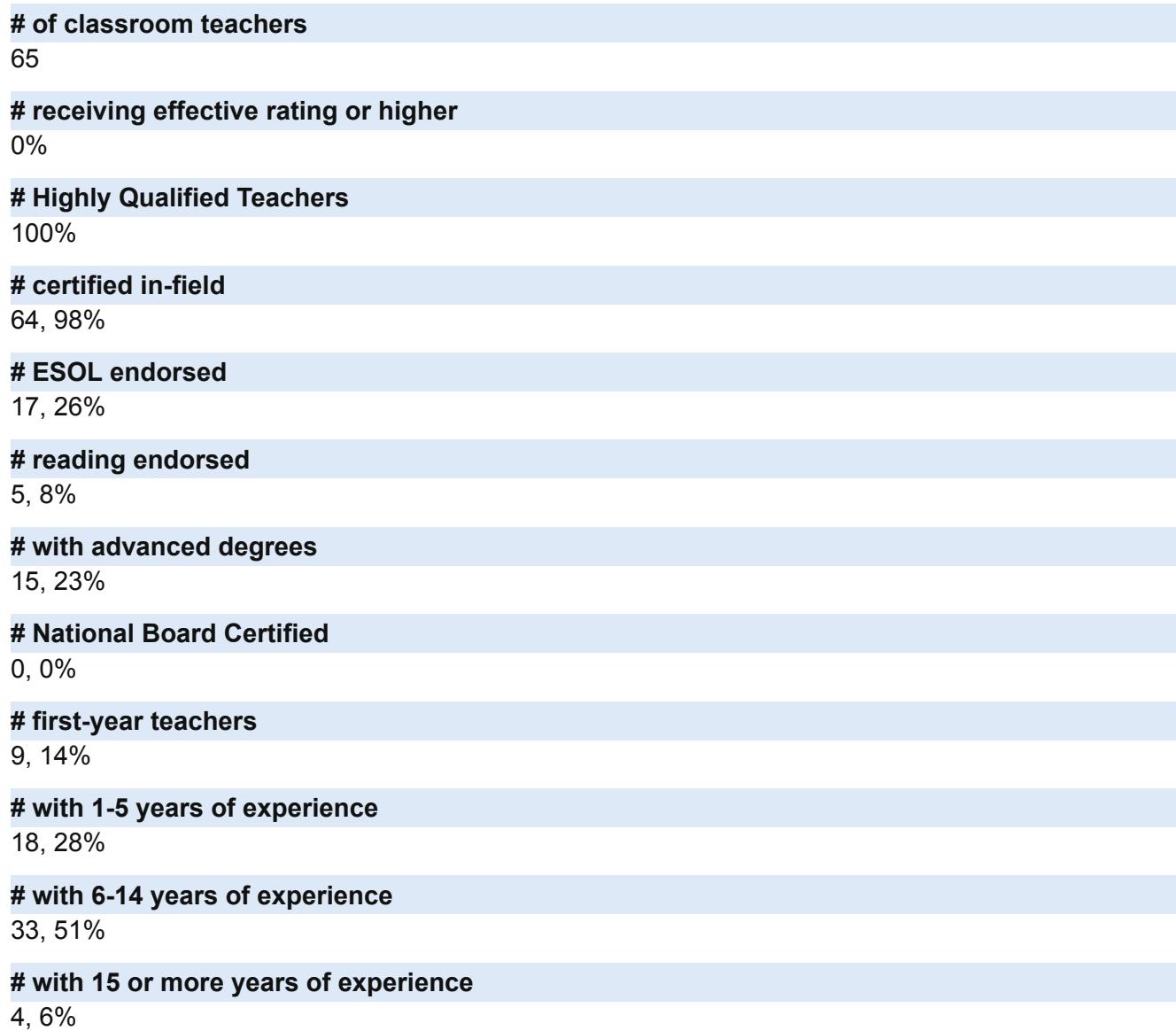
Masters in Education, Certified in Elem Ed K-6 & ESE K-12

Performance Record

Ms. Kennefick is our new Elementary Literacy Support Educator and has been instrumental in the roll out of our new Leveled Reading Program for our school year 2013-14.

Lori Margolis		
Full-time / School-based	Years as Coach: 4	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelors of Arts Degree, Florida Prof. Cert. - Elementary Education K-6, ESOL (endorsement). & Reading (endorsement)	
Performance Record	<p>Ms. Margolis is a reading specialist for our elementary campus. Through the Level Literacy Intervention, Ms. Margolis works with small groups consisting of up to 4 students, five days a week for thirty minutes, with a goal of fourteen weeks or less to improve student reading skills to bring the students up to grade level. Students are instructed at their independence level of instruction. Running record benchmarks from Fountas and Pennell are used to monitor students progress.</p>	

Classroom Teachers



Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

7

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Palm Beach maritime Academy advertises 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 in 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 Marzano iObservation 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The team meets about twice a month and reviews data which has been compiled by the school faculty/staff including FCAT, SSS 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal - Provides a common vision for the use of data, ensures compliance and implementation of support, oversees documentation, oversees professional development, and communicates at times 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 RtI for students

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

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

School Principal goes to meetings when possible, receives a written report each time SBT meets with student names, decisions made, and person required for implementation.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data is analyzed utilizing EDW, FAIR, SSS Diagnostics, teacher based assessments, and teacher input at School Base Team meetings. Once the information is presented, a plan of remediation is put into effect. The school ESE specialist implements Tier 111.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff is being trained through Faculty meetings and through individual participation on the Team. Since this is our fifth year of implementation, most staff has been through the process more than once. Staff development will continue through the Principal, ESE coordinator and the District psychologist. Substitutes are hired on days consisting of multiple meetings so teachers can attend and participate. Teachers and administrators share information during Professional Learning Community meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,000

Students are tutored for 45 minutes to an hour after school from grades K-5 and before school from 6-9 (in November through April at no cost. This is available to students who score below grade level on diagnostics and/or FCAT and/or classwork. Teachers make the determination to allow for small classes. Teachers do one session weekly at no cost to the school by contract; if they tutor additional hours the school pays for it through Title 1 and operational funds. Parents are never charged. We also have an art club, an environmental club, and an intramural sports program which are fee based. Tutoring is free.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through mini assessments, fall and winter diagnostics, teacher assessments, administration-teacher, teacher-teacher and teacher-student-parent data chats, and FCAT.

Who is responsible for monitoring implementation of this strategy?

Teachers and administrators monitor this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Marie Turchiaro	Principal
Jennifer Eisenhauer	Assistant Principal
jacqueline Terrazas	Assistant Principal
Lindsey Kennefick	Reading Coach
Lori Margolis	SAI Teacher
Rachel Mishica	ESE Resource Room

How the school-based LLT functions

The Literacy Leadership Team meets quarterly in addition to weekly Professional Learning Community meetings which also cover reading. The role of the LLT is to oversee reading gains and to make suggestions based upon diagnostics and individual teacher issues. The team also discusses integrating reading throughout the curriculum.

Major initiatives of the LLT

This year PBMA is implementing a new K-5 reading program, Balanced Literacy. The vision of this program is to use authentic literature to make learning meaningful while increasing student achievement. Many of our teachers attended the Literacy Roll Out Training over the summer. Teachers resources

include mentor texts to assist teachers with the common core standards and trade books to use with their classroom library.

We have also added a Leveled Library Book Room at our school as part of our new reading program. Teachers can check out leveled readers to utilize during guided reading (sets of 5) or for independent reading experiences based on individual student needs. This program helps to enhance student achievement with comprehension, vocabulary, phonics, and phonemic awareness.

Our professional development for this new program is currently ongoing through the Palm Beach County School District, including monthly cohorts to assist with reading and writing units of studies for each grade level. Our Literacy Team Leader Ms. Kenefick attends along with each grade's Team Leader. On-campus professional development includes weekly team meetings. .

Student assessments will include Reading Running Records, Fair, FLKRS, Diagnostics, FCAT, informal observations and anecdotal records. This data will then be used to identify reading strengths and weaknesses of our students. Tutoring opportunities will be provided to student in need of additional support.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers in Grades 6-9 are strongly encouraged to obtain their Reading Endorsement. Teachers work collaboratively across subject areas and under the guidance of the Assistant Principal, Jennifer Eisenhauer, to incorporate reading strategies into all subject areas, including art. Ms. Eisenhauer taught reading at PBMA for 10 years with excellent FCAT scores prior to becoming as Assistant Principal, and is National Board Certified in Adolescent Language Arts. Teachers collaborate on items such as reading in the content area, developing comprehension skills in content areas, working through text features, author's purpose, character studies etc. throughout the school day.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Our Kindergarten Round-up was held in June. Included was a tour of the school, a review of grade level expectations and school policies and procedures, lunch/snack procedures and a question and answer period. 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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Students complete an ePep with their Social Studies teacher and students in grade 8 study career choices. Career planning is done through 7th grade coursework from the Florida DOE at Facts.org. Each

student completes an ePep. In addition, 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. Trips to Peanut Island also help students understand science with hands-on activities designed to meet the NGSSS while also providing real-world experiences, and various maritime activities expose students to careers and possibilities in the areas of both maritime and marine science.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Career planning is done through 7th grade coursework from the Florida DOE at Facts.org. Each student completes an ePep. In addition, 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 which we won 1st place for 2010-2011. With our Maritime 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. Trips to Peanut Island also help students understand science with hands-on activities designed to meet the NGSSS while also providing real-world experiences, and various maritime activities expose students to careers and possibilities in the areas of both maritime and marine science.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A), (H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	64%	No	70%
American Indian				
Asian				
Black/African American	61%	52%	No	65%
Hispanic	63%	61%	No	67%
White	70%	73%	Yes	73%
English language learners	44%	39%	No	50%
Students with disabilities	57%	38%	No	61%
Economically disadvantaged	63%	60%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	143	32%	33%
Students scoring at or above Achievement Level 4	140	78%	79%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		42%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	57%	No	75%
American Indian				
Asian				
Black/African American	63%	41%	No	67%
Hispanic	66%	56%	No	69%
White	85%	64%	No	87%
English language learners	52%	35%	No	57%
Students with disabilities	60%	41%	No	64%
Economically disadvantaged	68%	52%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		57%	75%
Students scoring at or above Achievement Level 4			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		60%	

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	100	100%	100%
Students scoring at or above Achievement Level 4			

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	35		40
Participation in STEM-related experiences provided for students	740	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	4	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	13	2%	1%
Students who are not proficient in reading by third grade	23	44%	35%
Students who receive two or more behavior referrals	27	5%	25%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	30	6%	28%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	6	2%	2%
Students who fail a mathematics course	8	2%	2%
Students who fail an English Language Arts course	9	3%	3%
Students who fail two or more courses in any subject	7	2%	2%
Students who receive two or more behavior referrals	10	3%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	18	6%	6%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We offer several opportunities for our parents and family members to volunteer at our school, including school activities such as field trips, book fair, and more. Other special occasions for parent to visit our campus include Meet the Teacher Day, Curriculum Night, FCAT Night, National Junior Honor Society Induction, and Graduation. The school maintains a website and a Facebook page as additional vehicles, publishes a Friday Letter, and has hired a webmaster as assistant for media. The school has also adopted a text messaging service for emergency texts to parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
to increase parent involvement			

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1 funds will be utilized to pay teachers to do additional reading and/or intensive math as an individual class. All students in Grades 6-9 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 through middle school 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 in grades 5-8 go to intensive math (V Math) as a pull-out program; Title 1 funds help to pay the teacher's salaries and provide for materials in these grades. The money will also be used to purchase materials and involve parents in things such as "Building Better Readers". Staff development will be included , and the school coordinates with the District in providing professional development. We will also continue to fund "Reading Connections" through Title 1 and translation to Spanish of the Principal's weekly Friday Letter and other pertinent documents when necessary. Since our population has again increased from 740 - 1050, , we will be looking into acquiring additional Title 1 funding. Our SAI program utilizes the LLI resources. EDU-LINK, our ESP, provides bullying workshops to all students, and our Guidance counselors 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Parents will increase involvement in the school and their ability to become involved through increased communication opportunities.

G2.B1 Some parents can speak but not read fluently (native language or English, parents do not have access to technology, parents are looking for information in a user-friendly way, parents need to have calendars and updates

G2.B1.S1 To provide parents with a variety of opportunities to participate in their native language including school website, facebook page, parent-teacher parent-administration communication, letters home, weekly latter and video from Principal, opportunities to chaperone and assist school personnel, parent workshop

PD Opportunity 1

parent participation

Facilitator

School administration, local security

Participants

Parents, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

increased communication, increased participation, increased parents on the VIP program, website, facebook and video "hits"

G3. Students will achieve writing AMO.

G3.B1 Some students are learning English, some are ESE, many have very limited writing, spelling and convention skills, due to expansion, students have come from a variety of different schools and are on a variety of proficiency levels.

G3.B1.S1 School has adopted Luck Caulkins for K-5 and continues to use Writers' Workshop in Grade 4. Grades 6, 7, 8, 9 have a separate Language Arts class and a separate Reading class to allow for more instructional time in each subject. After school tutoring will be offered to students below grade level,.

PD Opportunity 1

writing skills

Facilitator

PBC school district, school administration and teachers

Participants

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

writing pieces, Palm Beach Writes, teacher assessment

G4. Students will achieve AMOs in Math

G4.B2 Students who are low in math do not often have enough time to process and practice and/or lack basic skills..

G4.B2.S1 Students in grades 6-8 who are low in math will receive an additional full period of intensive math instruction in addition to their regular class. Intensive math will be delivered separately as a pull out program.

PD Opportunity 1

Intensive Math

Facilitator

Principal, School District

Participants

Math teachers

Target Dates or Schedule

daily

Evidence of Completion

Diagnostics, teacher assessments, mini assessments, FCAT

G5. Students will achieve AMOs in Reading.

G5.B1 Due to expansion, many new students of varying abilities.

G5.B1.S1 All students in grades 6-9 will have a full period of reading instruction every day, including regular, advanced, and intensive math students. Intensive reading students will be supported through operating funds; regular students through Title 1 funds. Students in K-5 will have a 120 minute reading block - the mandatory 90 minutes including iii, and 30 minutes for either iii, SAI, Resource Room, or enrichment. After school tutoring at no cost to parents will be offered.

PD Opportunity 1

Students in grades 6-9 will have a full period of reading instruction. This is required only for intensive reading, but will be given to all students. All students below grade level in reading will be offered after school tutoring.

Facilitator

School administrators, school district

Participants

Teachers and students grades 6-9

Target Dates or Schedule

2013-2014

Evidence of Completion

Marzano observations, PLCs, data chats

G5.B1.S2 Students in grades K-5 will use a blended curriculum.

PD Opportunity 1

blended curriculum implementation

Facilitator

K-5 Literacy coach, team leaders, school administration, school district

Participants

K-5 teachers, coach, administration

Target Dates or Schedule

ongoing

Evidence of Completion

mini assessments, diagnostics, running reading records, FCAT

G5.B2 Students are used to "instant gratification", videos, technology etc. so learning has to be fast-paced and relevant.

G5.B2.S1 Purchase of tablets and additional laptops/desktops for student and teacher use in reading, science, and other subject areas when appropriate and for use in small or whole groups.

PD Opportunity 1

Purchase of tablets and additional computers/laptops to access a variety of instructional programs and to assist with differentiated instruction.

Facilitator

Administrators

Participants

All teachers

Target Dates or Schedule

Immediately

Evidence of Completion

Items will be purchased and staff will be trained in and facilitate use.

PD Opportunity 2

Purchase of tablets and additional computers/laptops to access a variety of instructional programs and to assist with differentiated instruction.

Facilitator

Administrators

Participants

All teachers

Target Dates or Schedule

Immediately

Evidence of Completion

Items will be purchased and staff will be trained in and facilitate use.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Parents will increase involvement in the school and their ability to become involved through increased communication opportunities.	\$1,500
G3.	Students will achieve writing AMO.	\$25
G4.	Students will achieve AMOs in Math	\$140,014
G5.	Students will achieve AMOs in Reading.	\$75,320
	Total	\$216,859

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Technology	Evidence-Based Program	Total
Title 1	\$141,670	\$0	\$0	\$141,670
Title 1, Operating Funds	\$0	\$150	\$0	\$150
Title 1, operating funds if T1 not enough	\$14	\$0	\$0	\$14
Scholastic - operating funds, Razz Kids - Title 1, Triumph, and Heinaman Title 1	\$0	\$0	\$75,000	\$75,000
Operating Funds	\$0	\$0	\$25	\$25
	\$0	\$0	\$0	\$0
Total	\$141,684	\$150	\$75,025	\$216,859

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Parents will increase involvement in the school and their ability to become involved through increased communication opportunities.

G2.B1 Some parents can speak but not read fluently (native language or English, parents do not have access to technology, parents are looking for information in a user-friendly way, parents need to have calendars and updates

G2.B1.S1 To provide parents with a variety of opportunities to participate in their native language including school website, facebook page, parent-teacher parent-administration communication, letters home, weekly letter and video from Principal, opportunities to chaperone and assist school personnel, parent workshop

Action Step 1

parent participation

Resource Type

Personnel

Resource

webmaster

Funding Source

Title 1

Amount Needed

\$1,500

G3. Students will achieve writing AMO.

G3.B1 Some students are learning English, some are ESE, many have very limited writing, spelling and convention skills, due to expansion, students have come from a variety of different schools and are on a variety of proficiency levels.

G3.B1.S1 School has adopted Luck Caulkins for K-5 and continues to use Writers' Workshop in Grade 4. Grades 6, 7, 8, 9 have a separate Language Arts class and a separate Reading class to allow for more instructional time in each subject. After school tutoring will be offered to students below grade level,.

Action Step 1

writing skills

Resource Type

Evidence-Based Program

Resource

Lucy Caulkins, Grammar, Handwriting

Funding Source

Operating Funds

Amount Needed

\$25

G4. Students will achieve AMOs in Math

G4.B2 Students who are low in math do not often have enough time to process and practice and/or lack basic skills..

G4.B2.S1 Students in grades 6-8 who are low in math will receive an additional full period of intensive math instruction in addition to their regular class. Intensive math will be delivered separately as a pull out program.

Action Step 1

Intensive Math

Resource Type

Personnel

Resource

3 full time teachers for Intensive Math

Funding Source

Title 1

Amount Needed

\$140,000

G4.B2.S2 Some students will receive after school tutoring.

Action Step 1

After school tutoring

Resource Type

Personnel

Resource

Teachers give one hour of tutoring without compensation by contract, school pays teachers for additional hours.

Funding Source

Title 1, operating funds if T1 not enough

Amount Needed

\$14

G5. Students will achieve AMOs in Reading.

G5.B1 Due to expansion, many new students of varying abilities.

G5.B1.S1 All students in grades 6-9 will have a full period of reading instruction every day, including regular, advanced, and intensive math students. Intensive reading students will be supported through operating funds; regular students through Title 1 funds. Students in K-5 will have a 120 minute reading block - the mandatory 90 minutes including iii, and 30 minutes for either iii, SAI, Resource Room, or enrichment. After school tutoring at no cost to parents will be offered.

Action Step 1

Students in grades 6-9 will have a full period of reading instruction. This is required only for intensive reading, but will be given to all students. All students below grade level in reading will be offered after school tutoring.

Resource Type

Personnel

Resource

Salary lines for additional teachers - portion for students who are not required to have Intensive Reading

Funding Source

Title 1

Amount Needed

\$170

G5.B1.S2 Students in grades K-5 will use a blended curriculum.

Action Step 1

blended curriculum implementation

Resource Type

Evidence-Based Program

Resource

Purchase of Scholastic Reading, Razzkds, Heinemann Leveled Readers, Triumph and FISBD

Funding Source

Scholastic - operating funds, Razz Kids - Title 1, Triumph, and Heinaman Title 1

Amount Needed

\$75,000

G5.B2 Students are used to "instant gratification", videos, technology etc. so learning has to be fast-paced and relevant.

G5.B2.S1 Purchase of tablets and additional laptops/desktops for student and teacher use in reading, science, and other subject areas when appropriate and for use in small or whole groups.

Action Step 1

Purchase of tablets and additional computers/laptops to access a variety of instructional programs and to assist with differentiated instruction.

Resource Type

Technology

Resource

Tablets, Laptops, Desktops

Funding Source

Title 1, Operating Funds

Amount Needed

\$150

Action Step 2

Purchase of tablets and additional computers/laptops to access a variety of instructional programs and to assist with differentiated instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed