

Palm Beach Maritime Academy

7719 S DIXIE HWY, West Palm Beach, FL 33405

www.palmbeachmaritimeacademy.org/pbma/

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

77%

Alternative/ESE Center

No

Charter School

Yes

Minority

71%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is the Mission of Palm Beach Maritime Academy, 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 Sunshine State Standards, our students in both the elementary and middle 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. To learn about our own students, teachers have students do collages showing the map of their country of origin, 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 backroups. 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. 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.

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. 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.

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 full time Guidance Counselor on each campus who is also the leader of the School Based Teams. 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

Students who are absent generally receive a phone call to their parents on the day of absence. They receive a letter detailing the absences and quoting the law regarding absences upon the 10th day, and school improvement team attempts to set up a meeting with the parent to help improve the situation. If there is an illness, our school nurse works with the teacher or the school district to determine the appropriate placement and services necessary to keep the student on track. Should that prove unsuccessful we follow the SDPBC truancy protocols. Students in grades 6-10 receive reading daily including intensive reading to support both reading and ELA, and tutoring is offered before school. A combination of diagnostic and teacher-based assessments drive instruction and determine differentiation in the classroom and with pull-out/push in programs such as ESE.

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	
	K	1	2	3	4	5	6	7	8		9
Attendance below 90 percent	25	17	7	15	6	15	13	22	13	3	136
One or more suspensions	1	2	3	4	3	5	23	36	10	5	92
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	4	4
Level 1 on statewide assessment	0	0	0	34	24	33	21	17	16	2	147

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
Students exhibiting two or more indicators	9	7	4	10	11	9	10	14	8	6	88

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

Students in K-5 receive additional interventions in the area of ELA through either iii, SAI, a combination of both, and after school tutoring for students either identified by their teacher, prior year retentions, report cards, Running Reading Records, and/or FCAT Levels 1 and 2. Students in Grades 6-10 receive Intensive Reading delivered through reading classes which all students are required to take in addition to Language Arts. Intensive Math is offered as a pull out program during the school day giving Level 1 and 2 students a second period of math in addition to their regular math period. This program is designed to work in conjunction with the regular math curriculum either filling in gaps, remediating current academics, or a combination of both. In addition before school tutoring is offered to Level 1 and 2 students and students whom teachers feel would benefit. Students' parents are called each day there is an absence, and our School Based Team, Guidance Counselors, School Nurses, Teachers and Administrators coordinate both the SBT meetings and interventions. Finally, struggling students who are referred to SBT receive Rtl as necessary and parent participation in all meetings is strongly encouraged.

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; their members give out student awards quarterly, visit the school. and work with the Guidance Counselors to provide opportunities for students. The school Principal also attends, when possible, local Chamber of Commerce meetings, and the school participates in an annual fundraiser for the Leukemia and Lymphoma Society. In addition, students in middle school participate in Palm Beach's Annual Coastal Cleanup, Davie's Plywood Regatta, and Dania Beach's Remote Operated Vehicles competitions. We have also worked with the Mayor who visits the school during Florida History Week and the Lantana Police Department, which assists with security and delivers a gang and drug awareness program to our students.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Turchiaro, Marie	Principal
Swenson, Nancy	Assistant Principal
Boffice, Caesar	Assistant Principal
Terrazas, Jacqueline	Assistant Principal
Donlon, Melissa	Guidance Counselor
Cortes, Heather	Teacher, ESE
	Guidance Counselor

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 Principals - Support 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

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 twice a month or more if necessary 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. All students in Grades 6-8 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 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. Our SAI program utilizes the LLI resources. 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 in grades 6, 7, 8, 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

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

Name	Stakeholder Group
William Burckart	Business/Community
Scott Shelley	Business/Community
Steve Bolin	Business/Community
Dr. Gina Stafford	Parent

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 of this Charter School serves in lieu of a SAC, although the school is in the process of forming a separate SAC. The Board, as documented in its minutes, is presented the SIP in draft form; following a discussion, the Board decides to accept or reject the plan. The Board is involved in preparing and approving the budget, assisting the Principal in assuring there are adequate resources, and is available individually or collectively in the Sunshine should the Principal request assistance.

Development of this school improvement plan

The Board is involved in preparing and approving the budget, assisting the Principal in assuring there are adequate resources, and is available individually or collectively in the Sunshine should the Principal request assistance.

Preparation of the school's annual budget and plan

For this school year Title I has allocated 205,860 supplemental funds to increase student achievement.

Operating budget is available upon request. A board member will sign the charter school reimbursement request from Title I.

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

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

Name	Title
Kennefick, Lindsey	Instructional Coach
Swenson, Nancy	Assistant Principal
Pearson, Yvette	Assistant Principal
Turchiaro, Marie	Principal
Ward, Deborah	Other

Duties

Describe how the LLT promotes literacy within the school

This is PBMA's second year implementing the 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.

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. Teachers also put together "pot luck" lunches. On Professional Development Days, the full 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.

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 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. 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 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.

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.

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. In K-5, students are pulled out for iii or SAI depending on data received from prior FCAT, Running reading records, FAIR, 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. Teacher's are trained in differentiating instruction depending on the level of the students. The school infuses lessons on the history of African Americans, Hispanics, Veteran Contributions, the Holocaust and Women's Contributions through reading activities and discussion.

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: Extended School Day

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 6-10 (in November through April) at no cost. This is available to students who score below grade level on diagnostics and/or 2013-14 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 Rationale

By providing additional time for the student's to master the concepts in core areas.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Swenson, Nancy , nswenson@palmbeachma.org

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

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

Our Kindergarten Round-up was held in June. Included was a tour of the school, a review of grade level expectations, readiness skills of the students, 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. We will begin to network with existing pre-schools to discuss readiness for transitioning students.

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

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.

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

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.

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

N/A

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

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.** PBMA will continue to provide and will increase students' STEAM-related experiences.
- G2.** Parents will increase involvement in the school and their ability to become involved through increased communication opportunities.
- G3.** Students will achieve writing AMO.
- G4.** Students will achieve AMOs in Math
- G5.** Students will achieve AMOs in Reading.

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. PBMA will continue to provide and will increase students' STEAM-related experiences. 1a

G036860

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Palm Beach and out-of-county field trip experiences, participation in competitions, teachers with maritime/marine/STEAM backgrounds

Targeted Barriers to Achieving the Goal 3

- Sometimes funds are in short supply given so many other mandates.

Plan to Monitor Progress Toward G1. 8

STEAM

Person Responsible

Marie Turchiaro

Schedule

Quarterly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Student participation, FCAT scores

G2. Parents will increase involvement in the school and their ability to become involved through increased communication opportunities. 1a

G036861

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- Internet, letters home, parent/teacher conferences, technology, webmaster

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

parent participation

Person Responsible

Marie Turchiaro

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

sign in sheets, VIPS student agendas- increase parent participation with student learning

G3. Students will achieve writing AMO. 1a

G036862

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- Lucy Caulkins, Writers' Workshop, teacher resources, district resources
- Professional development, Lucy Caulkins

Targeted Barriers to Achieving the Goal 3

- 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. Integrate writing in reading classes.
- School has adopted the Lucy Caulkins writing series; staff development is needed.

Plan to Monitor Progress Toward G3. 8

to improve writing scores

Person Responsible

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Pam Beach Writes, teacher evaluation, administration, Marzano, anchor papers, FCAT

G4. Students will achieve AMOs in Math 1a

G036863

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	78.0

Resources Available to Support the Goal 2

- Students who are in lowest 25% will receive a full period per day of intensive math instruction as a pull out in addition to their regular math class.
-

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G4. 8

after school tutoring

Person Responsible

Jacqueline Terrazas

Schedule

Weekly, from 11/10/2014 to 5/1/2015

Evidence of Completion

assesments, administrative observation

G5. Students will achieve AMOs in Reading. 1a

G036864

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- Teachers who are Florida certified and Highly Qualified, Assistant Principal certified in Language Arts and National Board Certified in Adolescent Language Arts, School District. Purchase of Scholastic Reading, Razz Kids, Buckle Down Series and Scholastic for transition to Common Core and delivery of blended curriculum/CC.
- PD to involve learning new series, blending curriculum, incorporating new teachers. Use of substitutes and travel expenses
-

Targeted Barriers to Achieving the Goal 3

- Due to expansion, many new students of varying abilities. Students are used to instant gratification. Funds are necessary for appropriate professional development,. Reading incorporated into ELA; many students still developing skills. Not enough time devoted to reading skills in middle school following elementary 90 minute block.

Plan to Monitor Progress Toward G5. 8

Progress towards goals will be monitored on an ongoing basis.

Person Responsible

Marie Turchiaro

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

FCAT, Running Reading Records, quarterly/trimester report cards, quarterly/trimester progress reports

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. PBMA will continue to provide and will increase students' STEAM-related experiences. **1**

 G036860

G1.B1 Sometimes funds are in short supply given so many other mandates. **2**

 B088368

G1.B1.S1 PBMA will continue to offer students experiential experiences at an age-appropriate level such as the local and State ROV competition, Plywood Regatta cross-curricular trips to the Everglades, Peanut Island, Jupiter Lighthouse, we will build on our recognition as a "Green School of Promise", Art will continue to be integrated throughout curriculum as an integral part of STEAM, art teacher was named Palm Beach County's Beginning Teacher of the Year 2011, school principal was named 2012 Florida Art Educators' Association "Principal of the Year" for art integration within the school program. **4**

 S099034

Strategy Rationale

Students should be able to incorporate their creativity in combination with core subject material to improve interest and therefore grades and attendance.

Action Step 1 **5**

PBMA will continue to provide field trips and maritime related activities such as ROV, Plywood Regatta, Everglades utilizing professional development earned by teachers during the summer. .

Person Responsible

Caesar Boffice

Schedule

Weekly, from 9/1/2014 to 5/28/2015

Evidence of Completion

Teachers will turn in separate lesson plans showing the type of trip, details, and tie to standards across the curriculum.

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

Teachers will discuss at PLCs the planning of field trips across the curriculum to meet the standards.

Person Responsible

Marie Turchiaro

Schedule

Biweekly, from 10/15/2014 to 5/22/2015

Evidence of Completion

PLC minutes, lesson plans

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

Review of lesson plans and trip requests.

Person Responsible

Nancy Swenson

Schedule

Quarterly, from 11/3/2014 to 5/22/2015

Evidence of Completion

Lesson plans and student work following trip

G2. Parents will increase involvement in the school and their ability to become involved through increased communication opportunities. 1

G036861

G2.B1 Some parents can speak but not read fluently (native language or English), some parents do not have access to technology, parents are looking for information in a user-friendly way, parents need to have calendars and updates 2

B088369

G2.B1.S1 To provide parents with a variety of opportunities to participate in their native language including school website, facebook page, parentt-teacher parent-administration communication, letters home, weekly latter and video from Principal, opportunities to chaperone and assist school personnel, parent workshop 4

S099035

Strategy Rationale

Parents are partners in education

Action Step 1 5

Parent participation

Person Responsible

Marie Turchiaro

Schedule

Weekly, from 8/11/2014 to 8/31/2014

Evidence of Completion

increased communication with use of student agenda, participation, parents registered on the VIP program, use of website, facebook and video "hits"

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

Parent participation during parent training and responses to student agenda notifications

Person Responsible

Marie Turchiaro

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Increased participation on website, facebook, use of parents on lobby computers, sign-in sheets and use of student agendas

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

Parent participation

Person Responsible

Marie Turchiaro

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

website, sign-in sheets, parent participation, parent school involvement, sign-in sheets, student agendas

G3. Students will achieve writing AMO. 1

 G036862

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. Integrate writing in reading classes. 2

 B088370

G3.B1.S1 School has adopted Lucy 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,. School will hire a second ESOL teacher to facilitate student learning. 4

 S099036

Strategy Rationale

ESOL coordinator spends enormous time on paperwork and testing; school would like to utilize funds to directly assist teachers and students.

Action Step 1 5

Hiring a second ESOL teacher

Person Responsible

Nancy Swenson

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

writing pieces, Palm Beach Writes, teacher assessment

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

Writing skills

Person Responsible

Nancy Swenson

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Palm Beach Writes, teacher assessments, anchor papers, rubrics, FCAT

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

Analysis of sample student's writing exercises

Person Responsible

Nancy Swenson

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Palm Beach Writes, teacher assessments, rubrics, anchor papers, FCAT

G3.B2 School has adopted the Lucy Caulkins writing series; staff development is needed. 2

 B088371

G3.B2.S1 To work with teachers and train both at school and through the school district on the implementation of LC. This involves substitutes for teachers leaving the building and for teachers to work together, model, conference, and work towards improvement. 4

 S099037

Strategy Rationale

Action Step 1 5

PD substitutes and workshops

Person Responsible

Nancy Swenson

Schedule

Monthly, from 8/11/2014 to 5/22/2015

Evidence of Completion

FCAT Writes score improvement from 2013

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

PD, writing scores

Person Responsible

Jacqueline Terrazas

Schedule

Every 2 Months, from 8/11/2014 to 6/5/2015

Evidence of Completion

FCAT writing

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

iObservation, teacher reflections, agendas

Person Responsible

Marie Turchiaro

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

G4. Students will achieve AMOs in Math 1

G036863

G4.B2 Students who are low in math do not often have enough time to process and practice and/or lack basic skills.. 2

B088373

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. 4

S099038

Strategy Rationale

It's difficult for both teachers and students to concentrate if students are significantly below grade level when the class is mixed with other students, especially since math takes such a high level of concentration.

Action Step 1 5

Intensive Math - maintain 3 intensive math teachers on staff. IM will be delivered in separate classes in addition to regular math daily.

Person Responsible

Jacqueline Terrazas

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Diagnostics, teacher assessments, mini assessments, FSA Math

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

Hire intensive Math teachers and provide necessary PD to enhance student growth

Person Responsible

Marie Turchiaro

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Diagnostics, Marzano, teacher tests, report cards, Assessments

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

Intensive math curriculum iobservation evaluations, conference notes, data chats

Person Responsible

Caesar Boffice

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

iobservation, FSA, diagnostics, teacher assessments

G4.B2.S2 Some students will receive after school tutoring. 4

 S099039

Strategy Rationale

Students need more than the school day offers with its time limitations.

Action Step 1 5

After school tutoring

Person Responsible

Schedule

Evidence of Completion

Administrative monitoring, Diagnostics, teacher tests, mini assessments, FCAT

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

After school tutoring

Person Responsible

Schedule

Evidence of Completion

administrative observation

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

after school tutoring

Person Responsible

Schedule

Evidence of Completion

assssments, administrative observation

G4.B2.S3 School will hire a math coordinator/coach. 4

 S126840

Strategy Rationale

Teachers are overwhelmed trying to understand the new tests, students have issues in math and more so if they are ESE, ESOL, or don't do well for ither reasons. Coaches can help with new testing procedures, modelling lessons, and working with teachers one-on-one or in groups.

Action Step 1 5

Hire a math coach.

Person Responsible

Marie Turchiaro

Schedule

Annually, from 9/15/2014 to 6/12/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S3 6

iobservation

Person Responsible

Nancy Swenson

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

iobservation, assessments

Plan to Monitor Effectiveness of Implementation of G4.B2.S3 7

iobservation, PLCs

Person Responsible

Nancy Swenson

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

PLC minutes/agendas, assessments

G5. Students will achieve AMOs in Reading. 1

G036864

G5.B1 Due to expansion, many new students of varying abilities. Students are used to instant gratification. Funds are necessary for appropriate professional development,. Reading incorporated into ELA; many students still developing skills. Not enough time devoted to reading skills in middle school following elementary 90 minute block. 2

B088375

G5.B1.S1 All students in grades 6-8 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 will be offered. 4

S099040

Strategy Rationale

Students need reading to support all other areas, and time must be devoted to both earning new skills and maintaining the old.

Action Step 1 5

Students in grades 6-8 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.

Person Responsible

Marie Turchiaro

Schedule

Daily, from 8/11/2014 to 6/5/2015

Evidence of Completion

Marzano observations, PLCs, data chats, FSA, diagnostics

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

observations for the additional reading teachers and offer appropriate PD

Person Responsible

Marie Turchiaro

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Marzano observations, Diagnostics, Teacher tests, mini assessments, FSA Assessments

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Observation

Person Responsible

Jacqueline Terrazas

Schedule

Every 6 Weeks, from 9/8/2014 to 5/1/2015

Evidence of Completion

observation, assessments, student data

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	PBMA will continue to provide field trips and maritime related activities such as ROV, Plywood Regatta, Everglades utilizing professional development earned by teachers during the summer. .	Boffice, Caesar	9/1/2014	Teachers will turn in separate lesson plans showing the type of trip, details, and tie to standards across the curriculum.	5/28/2015 weekly
G2.B1.S1.A1	Parent participation	Turchiaro, Marie	8/11/2014	increased communication with use of student agenda, participation, parents registered on the VIP program, use of website, facebook and video "hits"	8/31/2014 weekly
G3.B1.S1.A1	Hiring a second ESOL teacher	Swenson, Nancy	8/18/2014	writing pieces, Palm Beach Writes, teacher assessment	6/4/2015 daily
G3.B2.S1.A1	PD substitutes and workshops	Swenson, Nancy	8/11/2014	FCAT Writes score improvement from 2013	5/22/2015 monthly
G4.B2.S1.A1	Intensive Math - maintain 3 intensive math teachers on staff. IM will be delivered in separate classes in addition to regular math daily.	Terrazas, Jacqueline	8/18/2014	Diagnostics, teacher assessments, mini assessments, FSA Math	6/5/2015 daily
G4.B2.S2.A1	After school tutoring		Administrative monitoring, Diagnostics, teacher tests, mini assessments, FCAT	once	
G5.B1.S1.A1	Students in grades 6-8 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.	Turchiaro, Marie	8/11/2014	Marzano observations, PLCs, data chats, FSA, diagnostics	6/5/2015 daily
G4.B2.S3.A1	Hire a math coach.	Turchiaro, Marie	9/15/2014		6/12/2015 annually
G1.MA1	STEAM	Turchiaro, Marie	9/8/2014	Student participation, FCAT scores	5/22/2015 quarterly

Palm Beach - 2801 - Palm Beach Maritime Academy - 2014-15 SIP
Palm Beach Maritime Academy

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	Review of lesson plans and trip requests.	Swenson, Nancy	11/3/2014	Lesson plans and student work following trip	5/22/2015 quarterly
G1.B1.S1.MA1	Teachers will discuss at PLCs the planning of field trips across the curriculum to meet the standards.	Turchiaro, Marie	10/15/2014	PLC minutes, lesson plans	5/22/2015 biweekly
G2.MA1	parent participation	Turchiaro, Marie	8/18/2014	sign in sheets, VIPS student agendas- increase parent participation with student learning	6/5/2015 quarterly
G2.B1.S1.MA1	Parent participation	Turchiaro, Marie	8/18/2014	website, sign-in sheets, parent participation, parent school involvement, sign-in sheets, student agendas	6/5/2015 semiannually
G2.B1.S1.MA1	Parent participation during parent training and responses to student agenda notifications	Turchiaro, Marie	8/18/2014	Increased participation on website, facebook, use of parents on lobby computers, sign-in sheets and use of student agendas	6/5/2015 annually
G3.MA1	to improve writing scores		9/8/2014	Pam Beach Writes, teacher evaluation, administration, Marzano, anchor papers, FCAT	6/5/2015 monthly
G3.B1.S1.MA1	Analysis of sample student's writing exercises	Swenson, Nancy	8/18/2014	Palm Beach Writes, teacher assessments, rubrics, anchor papers, FCAT	6/4/2015 daily
G3.B1.S1.MA1	Writing skills	Swenson, Nancy	8/18/2014	Palm Beach Writes, teacher assessments, anchor papers, rubrics, FCAT	6/4/2015 daily
G3.B2.S1.MA1	iObservation, teacher reflections, agendas	Turchiaro, Marie	8/11/2014		6/5/2015 monthly
G3.B2.S1.MA1	PD, writing scores	Terrazas, Jacqueline	8/11/2014	FCAT writing	6/5/2015 every-2-months
G4.MA1	after school tutoring	Terrazas, Jacqueline	11/10/2014	assesments, administrative observation	5/1/2015 weekly
G4.B2.S1.MA1	Intensive math curriculum iobservation evaluations, conference notes, data chats	Boffice, Caesar	9/15/2014	iobservation, FSA, diagnostics, teacher assessments	6/5/2015 monthly
G4.B2.S1.MA1	Hire intensive Math teachers and provide necessary PD to enhance student growth	Turchiaro, Marie	8/18/2014	Diagnostics, Marzano, teacher tests, report cards, Assessments	6/5/2015 monthly
G4.B2.S2.MA1	after school tutoring			assssments, administrative observation	once
G4.B2.S2.MA1	After school tutoring			administrative observation	once
G4.B2.S3.MA1	iobservation, PLCs	Swenson, Nancy	9/15/2014	PLC minutes/agendas, assessments	6/5/2015 monthly
G4.B2.S3.MA1	iobservation	Swenson, Nancy	9/15/2014	iobservation, assessments	5/29/2015 monthly
G5.MA1	Progress towards goals will be monitored on an ongoing basis.	Turchiaro, Marie	9/1/2014	FCAT, Running Reading Records, quarterly/trimester report cards, quarterly/trimester progress reports	6/5/2015 monthly
G5.B1.S1.MA1	iobservation	Terrazas, Jacqueline	9/8/2014	iobservation, assessments, student data	5/1/2015 every-6-weeks
G5.B1.S1.MA1	iobservations for the additional reading teachers and offer appropriate PD	Turchiaro, Marie	9/1/2014	Marzano observations, Diagnostics, Teacher tests, mini assessments, FSA Assessments	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. PBMA will continue to provide and will increase students' STEAM-related experiences.

G1.B1 Sometimes funds are in short supply given so many other mandates.

G1.B1.S1 PBMA will continue to offer students experiential experiences at an age-appropriate level such as the local and State ROV competition, Plywood Regatta cross-curricular trips to the Everglades, Peanut Island, Jupiter Lighthouse, we will build on our recognition as a "Green School of Promise", Art will continue to be integrated throughout curriculum as an integral part of STEAM, art teacher was named Palm Beach County's Beginning Teacher of the Year 2011, school principal was named 2012 Florida Art Educators' Association "Principal of the Year" for art integration within the school program.

PD Opportunity 1

PBMA will continue to provide field trips and maritime related activities such as ROV, Plywood Regatta, Everglades utilizing professional development earned by teachers during the summer. .

Facilitator

Various

Participants

Science/maritime/Research Teachers

Schedule

Weekly, from 9/1/2014 to 5/28/2015

G3. Students will achieve writing AMO.

G3.B2 School has adopted the Lucy Caulkins writing series; staff development is needed.

G3.B2.S1 To work with teachers and train both at school and through the school district on the implementation of LC. This involves substitutes for teachers leaving the building and for teachers to work together, model, conference, and work towards improvement.

PD Opportunity 1

PD substitutes and workshops

Facilitator

school district, in house

Participants

all teachers

Schedule

Monthly, from 8/11/2014 to 5/22/2015

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 - maintain 3 intensive math teachers on staff. IM will be delivered in separate classes in addition to regular math daily.

Facilitator

Principal, School District

Participants

Math teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

G5. Students will achieve AMOs in Reading.

G5.B1 Due to expansion, many new students of varying abilities. Students are used to instant gratification. Funds are necessary for appropriate professional development,. Reading incorporated into ELA; many students still developing skills. Not enough time devoted to reading skills in middle school following elementary 90 minute block.

G5.B1.S1 All students in grades 6-8 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 will be offered.

PD Opportunity 1

Students in grades 6-8 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 6-8

Schedule

Daily, from 8/11/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance 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), some 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, parentt-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,, webmaster, local security, ESOL coordinator

Participants

Parents, teachers

Schedule

Weekly, from 8/11/2014 to 8/31/2014

Budget Rollup

Summary

Description	Total
Goal 1: PBMA will continue to provide and will increase students' STEAM-related experiences.	3,000
Goal 2: Parents will increase involvement in the school and their ability to become involved through increased communication opportunities.	4,500
Goal 3: Students will achieve writing AMO.	48,000
Goal 4: Students will achieve AMOs in Math	188,000
Goal 5: Students will achieve AMOs in Reading.	75,000
Grand Total	318,500

Goal 1: PBMA will continue to provide and will increase students' STEAM-related experiences.

Description	Source	Total
B1.S1.A1 - Money to supplement students who cannot pay to go on curricular trips during the school day	Title I Part A	3,000
Total Goal 1		3,000

Goal 2: Parents will increase involvement in the school and their ability to become involved through increased communication opportunities.

Description	Source	Total
B1.S1.A1 - Parent involvement/student agenda/parent training supplies	Title I Part A	4,500
Total Goal 2		4,500

Goal 3: Students will achieve writing AMO.

Description	Source	Total
B1.S1.A1 - Purchase of Lucy Caulkins for students new to PBMA due to expansion	Other	2,000
B1.S1.A1 - Purchase of Lucy Caulkins for students new to PBMA due to expansion	Other	0
B1.S1.A1 - Full time ESOL teacher in addition to required coordinator.	General Fund	45,000
B2.S1.A1 - Substitutes for teachers going to workshops	Title I Part A	1,000
Total Goal 3		48,000

Goal 4: Students will achieve AMOs in Math

Description	Source	Total
B2.S1.A1 - 3 Intensive Math Teachers Grades 6, 7, 8,	Title I Part A	140,000
B2.S3.A1 - Math Coach	Title I Part A	45,000
B2.S3.A1 - After school tutoring	General Fund	3,000
Total Goal 4		188,000

Goal 5: Students will achieve AMOs in Reading.

Description	Source	Total
B1.S1.A1 - Reading 6-8 teachers for portion of the class that is supplementary i.e. students who do NOT need intensive reading.	Title I Part A	75,000

Goal 5: Students will achieve AMOs in Reading.

Description	Source	Total
Total Goal 5		75,000