

The School District of Palm Beach County

Palm Beach Maritime Academy Secondary School



2023-24

Schoolwide Improvement Plan (SIP)

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Palm Beach Maritime Academy Secondary

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palmbeachmaritimeacademy.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/30/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Palm Beach Maritime Academy (PBMA), in conjunction with the Palm Beach Maritime Museum (PBMM), strives to provide innovative learning experiences in a culturally diverse environment. PBMA challenges all students to develop an awareness and understanding of the world's marine environment, to embrace their responsibility for learning, and to be global stewards.

Provide the school's vision statement.

Palm Beach Maritime Academy (PBMA) pledges to improve and increase learning opportunities for all students through the use of diverse learning methods. These include a cooperative learning environment, differentiated instruction, technologically enhanced lessons, field trips, and interaction with our local communities and stakeholders. PBMA proudly embraces a culturally diverse learning environment while helping students meet and exceed the Florida State Standards.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Stone, Dionne	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Stone must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Burton, Cheryl	Assistant Principal	<p>Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program in light of individual school needs.</p> <p>Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school.</p> <p>Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal.</p> <p>Assists in the supervision of student enrollment, records, attendance, and health requirements.</p> <p>Develops plans for emergency situations, in cooperation with staff and public safety agencies.</p> <p>Maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs.</p> <p>Relates to students with mutual respect while carrying out a positive and effective discipline policy.</p> <p>Supervises the reporting and monitoring of student attendance, with follow-up student/parent contact where necessary.</p> <p>Has knowledge of local policies, state and federal laws relating to minors. Performs other related duties as needed.</p>
Calderon, Leonardo	Assistant Principal	<p>Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program in light of individual school needs.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school.</p> <p>Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal.</p> <p>Assists in the supervision of student enrollment, records, attendance, and health requirements.</p> <p>Develops plans for emergency situations, in cooperation with staff and public safety agencies.</p> <p>Maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs.</p> <p>Relates to students with mutual respect while carrying out a positive and effective discipline policy.</p> <p>Supervises the reporting and monitoring of student attendance, with follow-up student/parent contact where necessary.</p> <p>Has knowledge of local policies, state and federal laws relating to minors. Performs other related duties as needed.</p>
Coleman, Rictoya	Dean	<ul style="list-style-type: none"> • Coordinate the implementation and evaluation of school wide discipline and attendance procedures, which match the district's Student Rights and Responsibilities and ensure equity for all students. • Counsel students and parents regarding school and district policies related to discipline and attendance. • Work with Law Enforcement when necessary • Supervise students during unstructured times of the school day.(before/after school, passing time, lunches, bus duty) • Serve as a resource to staff about classroom management issues. • Assist staff and parents in developing student behavioral expectations. • Assist in planning, developing, and implementing student behavioral plans. • Assist in developing programs to promote positive student recognition as well as intervention strategies. • Apply appropriate consequences for behavior and attendance issues including detention and in school suspension. Work with an administrator regarding out of school suspension, or expulsion. <p>The SSCC provides teachers with instructional leadership and support for the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
Skierski, Chris	Math Coach	<ol style="list-style-type: none"> 1. Plan and provide modeling, coaching, planning, or observing with each teacher using effective math strategies on a weekly basis. 2. Assist teachers and administrators with the implementation of new instructional strategies, technology, math assessments, Comprehensive Curriculum, and math interventions. 3. Maintain a file of information concerning Professional Development strategies, scheduled visits with teachers, and progress towards meeting school goals and objectives. 4. Work with school administrators and teachers to identify school and classroom strengths and weaknesses. 5. Participate in whole faculty study group sessions held at schools as requested. 6. Assist with planning and implementation of family nights to share math strategies and offer ways parents can assist their children with math instruction at home. 7. Maintain a high level of involvement in professional development and monitoring of its use. 8. Assist school with analyzing school data and plan for improvement using strengths and weaknesses identified. 11. Monitor use of math interventions and math assessments.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman

Douglass High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

Our ESOL Coordinator works to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

The school has employed an armed and an unarmed officer that are present on campus everyday for the safety and security of all students and staff. Fortify Florida Application is on every computer, and students are made aware of this in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator work in conjunction with the District Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, Midterms, Semester exams, IXL and Read 180 Diagnostics, Achieve 3000, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts, and Math). The FAST assessments will occur one to two times a year in Algebra I and Geometry. The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' ; proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings. Teachers follow the scope and sequence this ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, IXL, Read 180, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The FAST/STAR assessments will occur three times a year. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' ; proficiency in the areas of speaking, listening, reading, and writing.

We strategically plan for a variety of monitoring techniques:

- ? Review of Lesson Plans,
- ? Data Analysis,
- ? Classroom walks,
- ? Student attendance,
- ? Data Chats,
- ? Formal Observations,
- ? Formative/Summative Assessments and Technology.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	80%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C

	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	46	36	31	113
One or more suspensions	0	0	0	0	0	0	34	16	13	63
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	49	13	0	62
Course failure in Math	0	0	0	0	0	0	12	28	3	43
Level 1 on statewide ELA assessment	0	0	0	0	0	0	62	39	42	143
Level 1 on statewide Math assessment	0	0	0	0	0	0	64	48	39	151
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	62	39	42	143

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	74	48	37	159

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	29	52	50	37	55	51	38		
ELA Learning Gains				43			40		
ELA Lowest 25th Percentile				36			35		
Math Achievement*	16	38	38	28	42	38	18		
Math Learning Gains				31			21		
Math Lowest 25th Percentile				47			37		
Science Achievement*	30	68	64	32	43	40	55		
Social Studies Achievement*	51	67	66	60	53	48	31		
Middle School Acceleration	48				46	44			
Graduation Rate	90	90	89	100	65	61	100		
College and Career Acceleration	29	71	65	18	69	67	50		
ELP Progress	27	40	45						

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	90

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL	19	Yes	2	2
AMI				
ASN				
BLK	25	Yes	2	1
HSP	38	Yes	1	
MUL	43			
PAC				
WHT	48			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	2	
ELL	25	Yes	1	1
AMI				
ASN				
BLK	35	Yes	1	
HSP	49			
MUL				
PAC				
WHT	48			
FRL	42			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	29			16			30	51	48	90	29	27
SWD	16			5			19	38		0	6	
ELL	14			9			7	40			5	27
AMI												
ASN												
BLK	22			11			28	39			5	25
HSP	29			16			25	53	31	31	8	28
MUL	50			36							2	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	38			22			42	58		27	6	
FRL	29			16			26	48	53	26	8	17

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	37	43	36	28	31	47	32	60		100	18	
SWD	24	55		23								
ELL	11	37	40	12	23							
AMI												
ASN												
BLK	27	38	20	24	28					100	9	
HSP	42	50	60	27	27		36	70		100	25	
MUL												
PAC												
WHT	43	46		35	41		45	56		100	15	
FRL	36	43	40	26	29	42	24	59		100	18	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	38	40	35	18	21	37	55	31		100	50	
SWD	27	20		8	18							
ELL	13	21		12	19							
AMI												
ASN												
BLK	39	52		18	19							
HSP	33	29		11	26	50	46			100	75	
MUL												
PAC												
WHT	44	42		26	15		58			100	42	
FRL	39	43	39	16	19	33	50			100	45	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	44%	50%	-6%	50%	-6%
07	2023 - Spring	31%	48%	-17%	47%	-16%
08	2023 - Spring	28%	47%	-19%	47%	-19%
09	2023 - Spring	27%	48%	-21%	48%	-21%
06	2023 - Spring	26%	45%	-19%	47%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	16%	54%	-38%	54%	-38%
07	2023 - Spring	15%	36%	-21%	48%	-33%
08	2023 - Spring	27%	65%	-38%	55%	-28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	22%	46%	-24%	44%	-22%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	48%	-20%	50%	-22%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	50%	-36%	48%	-34%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	63%	-21%	63%	-21%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	65%	-9%	66%	-10%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	62%	-27%	63%	-28%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Upon review of the data our trends show that the data has a tendency to fluctuate. The sub groups of SWD, ELL and BLK in the area of ELA shows the most steady rate of decline from 2019-2023. Even though there were areas of decline the subgroup of the lowest 25% does illustrate an increase from the years 2019-2022.

2021-22 Accountability Components by Subgroup

ELA Achievement

All Students: 37%

SWD 24%

ELL 11%

BLK 27%

2020-21 Accountability Components by Subgroup

ELA Achievement

All Students: 38%

SWD 27%

ELL 13%

BLK 39%

2021-22 Accountability Components by Subgroup

Math Achievement

All Students: 28%

SWD 23%

ELL 12%
BLK 24%

2020-21 Accountability Components by Subgroup

Math Achievement

All Students: 18%

SWD 8%

ELL 12%

BLK 18%

ELA Achievement declined 1% for all students, SWD declined 3%, ELL declined 2%, BLK declined 12%. Math Achievement declined 10% for all students, SWD improved 15%, ELL remained the same, BLK improved 6%.

SWD subgroup has been below 41% for two years, ELL subgroup has been below 41% for one year, and BLK subgroup has been below 41% for one year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that shows the greatest decline from the previous year would be the overall Math category with Geometry being the area with the greatest overall decline. The decline in the area of math speaks volumes to the after effects of COVID-19, turn over in both instructional as well as administrative positions. There is an increase in overall school apathy that has a direct correlation to assessment data results.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the state average would be the area of Math specifically 6th grade math. The school experienced a tremendous amount of staff turnover particularly in the Math Department; this partnered with the prolonged after effect of the COVID-19 pandemic proved detrimentally impactful on student performance.

Which data component showed the most improvement? What new actions did your school take in this area?

In comparison to all data components the areas of Science and Social Studies showed improvement. While these areas are still lagging behind they showed consistency and the potential to show continuous growth and improvement. As a campus we concentrated on implementing afterschool tutoring, along with employing research based support curriculum through the Study Island Software.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The two major areas for concern are students that are at a Level 1 in ELA as well as students that are Level 1 in Math. These two numbers encompass a large cross section of the student population.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Literacy Improvement.
2. Mathematics Improvement
3. Science Improvement
4. Social Studies Improvement

Over several years the school has witnessed a fluctuation in academics. Our priority is to ensure that students are making the necessary gains in their core academic areas. We will prioritize the three major core areas and also the sub groups of ELL and SWD.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan. Teacher attendance has been identified as an area of significant need. With teachers being absent or tardy this places students at a deficit of acquiring the necessary skills needed to show attainment and comprehension of the strategies expected of the BEST Standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. We know that teacher attendance is an important factor in achieving this goal. Teacher attendance is important. Teacher absenteeism has significant implications for students. Teacher absences can result in student learning loss. In addition, student behavior is often impacted. Teachers cannot contribute to student learning if they are frequently absent from the classroom. In FY23 15% of teachers at Palm Beach Maritime Academy Secondary were absent 10% or more of student attendance days.

FY23 Teacher Attendance:

0 Absences- 0%

1-3 Absences- 19%

4-7 Absences- 29%

8-11 Absences- 29%

11 + Absences- 23%

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Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In FY23 52% of teachers were absent 8 or more days, 23% were absent 11 or more days. Our goal is to reduce teacher absenteeism by 5% in FY24. By May 2024 the percentage of teacher's that are absent 11 or more school days will decrease by 5%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teacher attendance data will be pulled weekly and teachers and Administrators will engage in attendance data chats with regard to their overall attendance data.

Person responsible for monitoring outcome:

Rictoia Coleman (rictoia.coleman@pbcharterschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers that have been identified as having 10% or more absences and tardy will be tracked via the campus' in house clock in/out program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The clock in/out system will offer the best case for fidelity and tracking.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Pull teacher attendance.

Person Responsible: Dionne Stone (dionne.stone@pbcharterschools.org)

By When: By Friday of each week.

Meet with teacher.

Person Responsible: Rictoia Coleman (rictoia.coleman@pbcharterschools.org)

By When: Meet with teachers weekly that fall below the predetermined threshold.

Award teachers that are able to improve and maintain attendance prior to the predetermined deadline.

Person Responsible: Rictoya Coleman (rictoya.coleman@pbcharterschools.org)

By When: At the end of each month.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District’s Strategic Plan; This area of focus aligns directly with our District Strategic Plan. SWD have shown a decline over the past several years in the areas of ELA and Math, with the onset of COVID-19 this was exasperated due to the extended time spent outside of the classroom and outside of the supervision of their teachers'. These students have had a difficult time acclimating to being back in a 'brick and mortar' setting and their Social Emotional Learning has also taken a tremendous decline.

Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

ESSA identified subgroups: Black, Hispanic and FRL

Fy22 FY19

School Dist. State School Dist. State

ELA Achievement* 37 56 5 40 57 56

ELA Learning Gains 43 55 52 54 51 51

ELA Lowest 25th Percentile 36 46 41 29 43 42

Math Achievement* 28 43 41 29 54 51

Math Learning Gains 31 53 48 28 45 48

Math Lowest 25th Percentile 47 52 49 44 43 45

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SWD subgroup has been below 41% for two years, ELL subgroup has been below 41% for one year, and BLK subgroup has been below 41% for one year.

Weekly collaborative planning among departments.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

SWD will show a 1% increase in proficiency and a 3% increase in Learning Gains according to the FAST ELA, FAST Math (grades 6-8), and BEST EOC's (math) by May 2024. ESSA identified subgroups (ELLs, FRL, Black & Hispanic) will show a 2% increase in learning gains.

Each department/grade level in the school will collaborative weekly in order to analyze data, and determine best instructional practices based on the needs of the students.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will be monitored and assessed using FSQ's, USA's, teacher made assessments, PM1-3 and progress monitoring. Teachers will utilize differentiated instruction strategies and small group rotations. Teachers will analyze student data to determine students strengths and areas for needs improvement. Teachers will create lesson plans that will utilize a variety of resources, instructional materials, skills and strategies.

This area will be monitored through the use of weekly lesson plans, data walls that are updated every 20 days and via District based assessments such as FSQ's and USA's.

Person responsible for monitoring outcome:

Chris Skierski (chris.skierski@pbcharterschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All classrooms schoolwide will implement small group rotations based on current student data. After school tutoring programs to ensure that student learning can be supplemented by additional resources and support. Incorporate the use of of technology-based programs.

Both the school's Math and Reading Coach will keep detailed logs of conversations with teachers and students. Administrators will participate in classroom walk throughs that will have indicators that precisely align to the predetermined goal set forth. Department Leads will meet with Administrators in order to engage in data chats in order to make adjustments where needed based on schoolwide data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Incorporate small group instruction utilizing progress monitoring and diagnostic data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation, which has

proven to be successful for achievement in FSA and FAST. Students who participate in the after school tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

This strategy was chosen as it has a 'all hands on deck' approach. The Coaches will ensure that the teachers are comfortable disaggregating, explaining the data to students and implementing the data as a team to ensure that gains are illustrated.

Data chats are research based and a proven strategy in ensuring that there is accountability and fidelity throughout the school.

Data walls are another research based strategy that hold the students accountable for their work and makes them active participants in their educational process.

By meeting collaboratively teachers are able to plan together and share best practices.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Analyze and disaggregate classroom data.

Tier students

Collaborative Planning

Assess students

Weekly collaborative planning schedules and agendas.

Data chat schedule.

Monitoring of Data Wall updates.

Person Responsible: Chris Skierski (chris.skierski@pbcharterschools.org)

By When: Monday (weekly).

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires schools to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Since our schools was identified as Additional Targeted Support & Improvement (ATSI), we are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with

them. Working in collaboration with the school leadership team, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Board and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
6. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A