

The School District of Palm Beach County

Palm Beach Maritime Academy



2016-17 School Improvement Plan

Palm Beach Maritime Academy

7719 S DIXIE HWY, West Palm Beach, FL 33405

www.palmbeachmaritimeacademy.org/pbma/

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School KG-8	Yes	82%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	75%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	B

**Informational Baseline School Grade*

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

School Board Approval

N/A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

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

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Mission Statement

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

b. Provide the school's vision statement

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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B.Policy 2.09(8)(b), as applicable at 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 and 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 in the classrooms, and students are encouraged to talk about their backgrounds. It is also expected that no child will be demeaned in any way because of who he/she is, and when incidents arise, the school tries to use it as a learning experience whenever possible.

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

Teachers are expected to respect students, students are expected to respect teachers, and parents and teachers are expected to respect each other. Disrespect is not tolerated. At times - more often than not - an incident can be resolved by guidance or an administrator to bring people together. When disciplinary measures are called for, the school follows the Palm Beach School District handbook and matrix along with our own; the combination delineates clear behavioral expectations and the penalties for violating them. The school also takes part in the Ambassador's program and celebrations with the Kiwanis Club for student grade improvements in K-5 and parent breakfasts in 6-8. 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. We have implemented SWPBS on both campuses and the guidance counselors are working on immersing students in the plan. Per the BPIE, ESE students are eligible to participate in regular classes, all clubs and after school activities.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

3. Early Warning Systems

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

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

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 SBT 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 and 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 intervention daily including intensive reading to support both reading and ELA, and tutoring is offered after school. A combination of diagnostic and teacher-based assessments drive instruction and determine differentiation in the classroom with push in programs such as ESE.

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

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

Indicator	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Attendance below 90 percent	23	10	16	15	5	15	17	9	19	0	0	0	0
One or more suspensions	9	3	3	5	8	10	21	26	22	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	17	14	31	0	0	0	0
Level 1 on statewide assessment	0	0	0	51	45	61	49	47	32	0	0	0	0

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

Indicator	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Students exhibiting two or more indicators	13	4	9	50	33	49	28	26	31	0	0	0	0

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

Students in K-5 receive additional interventions in the area of ELA through either iii, SAI, a combination of both after school tutoring for students either identified by their teacher, prior year retentions, report cards, Running Reading Records, and/or FSA Levels 1 and 2. Students in Grades 6-10 receive Intensive Reading delivered through reading classes which all students are required to take Reading in addition to Language Arts. Liberal Arts Math offered as a pull out program during the school day giving low performing 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 many 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 are referred to SBT receive Rtl as necessary and parent participation in all meetings is strongly encouraged. All students participate in all intervention programs per IEP with additional support in iii, SAI, tutoring, and/or whatever the teacher/team feels is appropriate.

B. Family and Community Engagement

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).

1. Describe how the school works at building positive relationships with families to increase involvement including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

No

1. PIP Link

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

2. Description

We offer numerous opportunities for our parents and family members to volunteer at our school, including school activities such as field trips, book fair, 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 Society Induction, Literacy, Math and STEM after school activities for parents and their children, 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 video several times per month 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 also plans to adopt a text messaging service for emergency texts to parents. Parents receive progress reports quarterly and report cards quarterly in 6-8 and every trimester/mid-trimester so there is ongoing formal communication along with conference communication via Jupiter Grades, and emails. PBMA has hired a professional development/school-parent-community coordinator as well to assist with parent needs.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school has built a relationship with the Kiwanis Club; 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, Lake Worth Street Painting Festival, and Dania Beach's Remote Operated Vehicle competitions. We have also worked with the Mayor who visits the school during Florida History Week and the Lakeland Police Department, which assists with security and delivers a gang and drug awareness program to our students.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Turchiaro, Marie	Principal
Swenson, Nancy	Assistant Principal
Boffice, Caesar	Assistant Principal

b. Duties

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

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

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

Guidance Counselors - oversees SBT meetings and communicate with stakeholders, provide assistance finding appropriate services, work closely with students and parents

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

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

2. Describe the process through which school leadership identifies and aligns all available resources (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 to have the highest impact

The leadership team meets regularly and reviews data which has been compiled by the school faculty/staff including the prior year FSA, EOC, 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 intensive math as an individual class. They are also used to pay Curriculum Specialists/Coaches. All students in Grades 6-8 have a dedicated 55 minute reading period which

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, although it is not required and supplements the rest of the curriculum, its importance cannot be underestimated. Level 1 and Level 2 students in grades 6-8 go to intensive math as a pull-out program; Title I funds help to pay intensive math teacher's salaries and provide for materials in these grades. The school coordinates with the District in providing professional development, along with sending teachers and administrators to workshops and conferences such as the Charter School State and National Conferences, Technology Conferences. . The school has adopted HMH for ELA and added Reading Plus in middle/high, and Go Math in K-8,. We have also adopted JUMP Math for grades 3, 4, 5 and anticipate, budget allowing , to adopt in in various other grades next year. 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 a safe 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. We also utilize the funds towards bullying programs, since we feel a safe learning environment is critical for optimal student achievement.

The PBMA for FY16 has 33 students experiencing homelessness and the leadership with contact Beth Lefler (Homeless Coordinator) for possible help and assistance.

for Title I Part C Migrant students, Title II Professional Development, Title III Multicultural department providing 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.

2. School Advisory Council (SAC)

a. Membership

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

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

b. Duties

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

a. Evaluation of last year's school improvement plan

The Board of this Charter School serves in lieu of a SAC. The Board, as documented in its minutes, is present at the SIP in draft form; following a discussion, the Board decides to accept or reject the plan. The Board is involved

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.

b. 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.

c. Preparation of the school's annual budget and plan

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

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

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

No

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Disney, Gerianne	Instructional Coach
Swenson, Nancy	Assistant Principal
Turchiaro, Marie	Principal
Boffice, Caesar	Assistant Principal
Skierski, Chris	Instructional Coach
Wear, John	Instructional Technology
Rupp, Chelsea	Instructional Coach

b. Duties

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

This is PBMA's third year implementing the K-5 reading program, Balanced Literacy in grades K-2. The school made the change to Journeys in 3-5 with the hope of implementing it in the entire elementary school next year. The school felt that while balanced literacy was effective, students in our school had too many gaps in basic skills and a return to a basal reader was appropriate. Teachers resources include mentor texts to assist teachers with the common core standards and trade books to use with their classroom libraries.

We have also added a Leveled Library Book Room at our school as part of our reading program. Teachers can pull 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 program is currently ongoing through the Palm Beach County School District for K-2 including monthly cohorts to assist with reading and writing units of studies for each grade level. Our Reading coach attends along with each grade's Team Leader. On-campus professional development includes weekly

meetings. Grades 3-5 have trainings specific to Journeys.

Student assessments will include Reading Running Records, Fair, , Diagnostics, FSA, informal observations and anecdotal records. This data will then be used to identify reading strengths and weaknesses of our students. Opportunities will be provided to student in need of additional support. We have added a full time Readin/Math Coach for grades K-2, a full time Coach for Grades 3-5, and a Miath specialist for 6-8.

D. 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).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers work in "Teams", teaching the same group of students throughout the day whenever possible. There are weekly Professional Learning Community and /or Team Meetings at which teachers discuss various student academic and behavior issues, attendance, frequent tardies, and student health issues. They also utilize the time for collaborative 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 attend. Often ESE and/or ESOL staff is present as well. Teachers also put together "pot luck" lunches. On some 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.

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

Palm Beach Maritime Academy advertises for certified and highly qualified instructional personnel through Teachers and local newspapers. Possible candidates are initially interviewed on the phone to establish credentials and highly qualified status, which is critical for obtaining an in-person interview. PBMA also relies on its current staff for word-of-mouth advertisements and for their positive comments and conversations with colleagues who might be interested in an available position. PBMA offers its teachers a pay scale close to the Palm Beach County School District with pay credit up to 10 years, a matched 403B Retirement Plan, health benefits with a plan paid for totally 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 encourages current teachers to attain certification and HQ status in more than one area should someone else require 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.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida standards

The school provides professional development both on site and through the school district to ensure teachers knowledge of the standards and the materials needed to properly instruct. Teachers and administrators are go attend in-count/ out of county and out of state conferences such as Charter School State Conference and Cha National Conferences and Performance Matters and Technology Conferences and other academic subject conferences related to student achievement. All books, workbooks and supplemental materials are aligned to EOC, AP exam etc. The Principal goes to Charter School Principal Meetings. Staff goes to a variety of district training. Teachers plan books are checked regularly to be sure cope and Standards are adhered to and the C Assistant Principals and Principal all work towards this effort. This year the school is also using the online vers Observe4Success which allows for instant feedback.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse need 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; utilize EDW and Performance Matters with updated training encouraged and available. Data is used to determ which middle/high school students receive intensive reading and intensive math. Reading is taught to all 6-10 students along with ELA although it is not a requirement; within the reading classes teachers differentiate bas EDW reports, diagnostics, EDW graphs, teacher formative assessments etc. Intensive Math is delivered as a program for a full period in addition to regular math. In K-5, students receive iii or SAI depending on data rece from prior academic assessments, Running reading records, FAIR, CELLA, Diagnostics, and teacher formal/in assessments are included in these. Teachers work on specific skills as delineated in the data to bring student proficient or above level. Teacher's are trained in differentiating instruction depending on the level of the stude The school infuses lessons on the history of African Americans, Hispanics, Veteran Contributions, the Holoca Women's Contributions through reading activities and discussion.

2. Provide the following information for each strategy the school uses to increase the amount and qua learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,000

Students are tutored for 45 minutes to an hour after school from grades K-5 and before school from 6-11 (from November through April) at no cost. This is available to students who score below grade level on diagnostic tests or on other assessments. 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 I 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. In addition, our school day is from 8:00am to 2:30am in grades K-5.

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 Running Reading Records, Flickers, FSAs, USAs, FSAs, EOCs, District Diagnostic tests, teacher assessments, administration-teacher, teacher-teacher and teacher-student-parent data chats, and other assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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 on 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 nights to ensure participation from all parents. Technology based presentation like videos on school opening procedures, dates, traffic patterns, etc. are provided and included in the school website. We will begin to network with existing pre-schools to discuss readiness for transitioning students.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students are introduced to maritime careers through participation in events such as the Marine Industries Ass of South Florida's "Plywood Regatta" and participation in the local "Remote Operating Vehicle" building comp for which we consistently place 1st, 2nd or 3rd. This past year the competition was held in St. Petersburg. With a 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 Palm Beach and L to teach history and to tie history with present day events. designed to meet the NGSSS/CC while also providing world experiences, and various maritime activities expose students to careers and possibilities in the areas of maritime and marine science.

2. Identify the career and technical education programs available to students and industry certification may be earned through those respective programs

Students are introduced to maritime careers through participation in events such as the Marine Industries Ass of South Florida's "Plywood Regatta" and participation in the local "Remote Operating Vehicle" building comp. 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 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/CC 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.

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

The school participates in marine/maritime activities such as the Plywood Regatta and the Remote Operated Vehicles contests in keeping with our STEAM initiatives. In the former, students construct a boat of the materials allowed, which include plywood, one power tool, boat ties, and paint following a set of directions. They then compete against other schools in a boat race in Davie. They are not allowed to test the boat in the water prior to the race. In the ROV contest, students are given a set of engineering parameters and have to design an ROV capable of completing the required tasks in a pool. The students compete with other schools. PBMA has won both competitions for the last several years. In addition, we have an Environmental Club which puts on an annual Ocean's Week/Day, where older children have to prepare and deliver lessons to the younger ones, and we are a Green School of Quality earned through various tasks students have performed to keep us environmentally correct.

4. Describe strategies for improving student readiness for the public postsecondary level based on an analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** If we implement evidenced based instruction that address students identified needs, then we will increase the percentage of students matriculating to high school meeting indicator of readiness.

Strategic Goals Detail

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

G1. If we implement evidenced based instruction that address students identified needs, then we will increase the percentage of students matriculating to high school meeting indicator of readiness. 1a

G084114

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0
Math Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of background knowledge and foundation skills in reading/writing, math and science
- The need for more parent involvement in their children's education
- Teachers need additional professional development in delivering iii, small group instruction, and ESOL s

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I funds
- FTE
- Dedicated Faculty and Staff
- Supportive leadership and academic staff
- Single School Culture District Support
- Reading Coach

Plan to Monitor Progress Toward G1. 8

USAs, District Diagnostics, Running Reading Records, FSA, FCAT, EOCs and teacher/staff evaluations will be re to determine progress towards goal.

Person Responsible

Gerianne Disney

Schedule

Monthly, from 11/1/2016 to 6/30/2017

Evidence of Completion

Observation reports, student test scores, teacher/staff year end evaluation and school performance rating.

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 the strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary for implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. 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

 = Problem Solving Step

 S123456 = Quick Key

G1. If we implement evidenced based instruction that address students identified needs, then we will increase the percentage of students matriculating to high school meeting indicator of readiness. 1

G084114

G1.B2 Lack of background knowledge and foundation skills in reading/writing, math and science 2

B223490

G1.B2.S1 Providing an academic program that is customized to the individual needs of students. 4

S235801

Strategy Rationale

To assist students in achieving learning gains.

Action Step 1 5

The intensive math teacher will provide extra math instruction in addition to the regular math classes in middle school.

Person Responsible

Reno Boffice

Schedule

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

Evidence of Completion

Lesson plans, master schedule, roster, courseload (TERMS)

Action Step 2 5

The intensive math teacher will provide extra math instruction in addition to the regular math classes in middle school.

Person Responsible

Reno Boffice

Schedule

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

Evidence of Completion

Lesson plans, master schedule, roster, courseload (TERMS)

Action Step 3 5

Before/after school tutorials will be offered to targeted students at no charge to parents.

Person Responsible

Nancy Swenson

Schedule

Daily, from 10/3/2016 to 5/25/2017

Evidence of Completion

Lesson plans, teacher/student sign in sheets

Action Step 4 5

Provide ITSA who will work with teachers and students based on technology/ application/need. The ITSA will assist teachers who are having difficulty with the use of technology and run various data that will drive instruction. He will also conduct technology training as needed.

Person Responsible

Reno Boffice

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

Sign-up sheets, logs, walk through notes, teacher feedback and training agenda.

Action Step 5 5

Update knowledge and expertise of key staff on the different cutting edge teaching and innovations

Person Responsible

Kristi Dvorak marie.turchiaro@palmbeachschools.org

Schedule

Semiannually, from 8/9/2016 to 6/30/2017

Evidence of Completion

Conference agenda, registration, and travel checklist

Action Step 6 5

The K-2 reading and math coach will work with K-2 reading and math teacher by modeling best practices u Florida Standards, conduct PD and data analysis to drive instruction. In addition, this position will work with administration and teachers to modify goals when necessary.

Person Responsible

Nancy Swenson

Schedule

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

Evidence of Completion

Coach schedule, log, PD agenda, sign-in, collaborative meeting notes

Action Step 7 5

The grades 3-5 reading/math coach will work with grades 3-5 teachers in PD, teaching Florida Standards, modeling best practices and providing PD and data to help drive instruction. In addition this this position wi with the admin and teachers to modify goals when necessary.

Person Responsible

Nancy Swenson

Schedule

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

Evidence of Completion

Coach schedule, log, PD agenda, sign-in, collaborative meeting notes

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

Review and provide feedback for lesson plans, review data and diagnostics

Person Responsible

Marie Turchiaro

Schedule

Monthly, from 9/6/2016 to 5/30/2017

Evidence of Completion

Checked lesson plans, feedback, walkthrough notes, reflection log

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

Review of PD and collaborative planning

Person Responsible

Kristi Dvorak marie.turchiaro@palmbeachschools.org

Schedule

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

Evidence of Completion

Observation notes, conference notes, email feedback, evidence of adjustment to the PD program, student data analysis during collaborative planning, reflection log

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

Review of ITSA schedule, log and services

Person Responsible

Nancy Swenson

Schedule

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

Evidence of Completion

Walk-through notes, conference notes, service log, reflection log, teacher feedback etc.

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

Status of staff assessments/performance and review of FSQs, USAs, District Diagnostics will be monitored to drive instruction.

Person Responsible

Nancy Swenson

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Staff/Teacher assessments, FSQs, USAs, District Diagnostics

G1.B3 The need for more parent involvement in their children's education **2**

 B223491

G1.B3.S1 To align new and existing community and parent partnerships to engage all stakeholders in an effort to increase student achievement. **4**

 S235802

Strategy Rationale

Parents need assistance to help their children and understand the curriculum, homework, and requirements for their children

Action Step 1 **5**

Offer trainings to families on topics such as FSA, strategies parent can use at home for homework, internet, and curriculum

Person Responsible

Marie Turchiaro

Schedule

Quarterly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, agendas, evaluation of training, sample communication to parents and reimbursement request with supporting documentation

Action Step 2 **5**

Provide Teacher-Parent liaison who will work with the administration in the full implementation of the PIP and parent engagement activities. He/She will work with staff on effective classroom management initiatives and with parent/teacher/student interactions.

Person Responsible

Marie Turchiaro

Schedule

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

Evidence of Completion

Schedule, service log, conference notes, parent training schedule, parent training documentation

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

Parent trainings schedule, assign teachers for presentations and childcare

Person Responsible

Marie Turchiaro

Schedule

Quarterly, from 9/15/2015 to 6/2/2016

Evidence of Completion

Sign in sheets, agenda, evaluations of trainings, reflection, Title I survey result, and reimbursement p

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

Analyze training evaluation and parent and teacher input

Person Responsible

Marie Turchiaro

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Training evaluations, Title I survey results, reimbursement

G1.B6 Teachers need additional professional development in delivering iii, small group instruction, and ESOL students

 B223494

G1.B6.S1 Sometimes teachers don't approach iii or differentiating with fidelity. 4

 S235803

Strategy Rationale

These are important factors in raising reading scores, especially of the low 25%.

Action Step 1 5

Hiring Reading Coaches who will facilitate modeling and working with teachers to better implement iii and differentiated instruction; purchase of the series Journeys which includes specific strategies for both and in the PD available.

Person Responsible

Gerianne Disney

Schedule

Quarterly, from 9/5/2016 to 6/1/2017

Evidence of Completion

FSA reading scores, increasing scores in FSQs

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Observations

Person Responsible

Gerianne Disney

Schedule

Quarterly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Lesson plans, coach logs

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Person Responsible


Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	D
2015					
G1.B3.S1.MA1 M309560	Analyze training evaluation and parent and teacher input	Turchiaro, Marie	9/14/2015	Training evaluations, Title I survey results, reimbursement	6
G1.B3.S1.MA1 M309561	Parent trainings schedule, assign teachers for presentations and childcare	Turchiaro, Marie	9/15/2015	Sign in sheets, agenda, evaluations of trainings, reflection, Title I survey result, and reimbursement packet	6
2016					
G1.B2.S1.MA3 M309558	Review of PD and collaborative planning	marie.turchiaro@palmbeachschools.org, Kristi Dvorak	8/9/2016	Observation notes, conference notes, email feedback, evidence of adjustment to the PD program, student data analysis during collaborative planning, reflection log	6
G1.B2.S1.A7 A304118	The grades 3-5 reading/math coach will work with grades 3-5 teachers in PD, teaching Florida...	Swenson, Nancy	8/9/2016	Coach schedule, log, PD agenda, sign-in, collaborative meeting notes	6
G1.B2.S1.MA4 M309559	Review of ITSA schedule, log and services	Swenson, Nancy	8/9/2016	Walk-through notes, conference notes, service log, reflection log, teacher feedback etc.	6
G1.B2.S1.A6 A304117	The K-2 reading and math coach will work with K-2 reading and math teacher by modeling best...	Swenson, Nancy	8/9/2016	Coach schedule, log, PD agenda, sign-in, collaborative meeting notes	6
G1.B2.S1.A5 A304116	Update knowledge and expertise of key staff on the different cutting edge teaching and innovations	marie.turchiaro@palmbeachschools.org, Kristi Dvorak	8/9/2016	Conference agenda, registration, and travel checklist	6
G1.B2.S1.A4 A304115	Provide ITSA who will work with teachers and students based on technology/ application/need. The...	Boffice, Reno	8/15/2016	Sign-up sheets, logs, walk through notes, teacher feedback and training agenda.	5
G1.B2.S1.A1 A304112	The intensive math teacher will provide extra math instruction in addition to the regular math...	Boffice, Reno	8/15/2016	Lesson plans, master schedule, roster, courseload (TERMS)	6
G1.B3.S1.A2 A304120	Provide Teacher-Parent liaison who will work with the administration in the full implementation of...	Turchiaro, Marie	8/15/2016	Schedule, service log, conference notes, parent training schedule, parent training documentation	6
G1.B2.S1.A2 A304113	The intensive math teacher will provide extra math instruction in addition to the regular math...	Boffice, Reno	8/15/2016	Lesson plans, master schedule, roster, courseload (TERMS)	6
G1.B2.S1.MA1 M309556	Status of staff assessments/ performance and review of FSQs, USAs, District Diagnostics will be...	Swenson, Nancy	9/1/2016	Staff/Teacher assessments, FSQs, USAs, District Diagnostics	5
G1.B6.S1.MA1 M309563	Observations	Disney, Gerianne	9/1/2016	Lesson plans, coach logs	6
G1.B3.S1.A1 A304119	Offer trainings to families on topics such as FSA, strategies parent can use at home for homework,...	Turchiaro, Marie	9/5/2016	Sign in sheets, agendas, evaluation of training, sample communication to parents and reimbursement request with supporting documentation	5
G1.B6.S1.A1 A304121	Hiring Reading Coaches who will facilitate modeling and working with teachers to better implement...	Disney, Gerianne	9/5/2016	FSA reading scores, increasing scores in FSQs	6
G1.B2.S1.MA1 M309557	Review and provide feedback for lesson plans, review data and diagnostics	Turchiaro, Marie	9/6/2016	Checked lesson plans, feedback, walkthrough notes, reflection log	5
G1.B2.S1.A3 A304114	Before/after school tutorials will be offered to targeted students at no charge to parents.	Swenson, Nancy	10/3/2016	Lesson plans, teacher/student sign in sheets	5

Palm Beach - 2801 - Palm Beach Maritime Academy - 2016-17 SIP
Palm Beach Maritime Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	D E
G1.MA1  M309564	USAs, District Diagnostics, Running Reading Records, FSA, FCAT, EOCs and teacher/staff evaluations...	Disney, Gerianne	11/1/2016	Observation reports, student test scores, teacher/staff year end evaluation and school performance rating.	6
G1.B6.S1.MA1  M309562	[no content entered]		No Start Date		No c

V. Professional Development Opportunities

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

G1. If we implement evidenced based instruction that address students identified needs, then we will increase the percentage of students matriculating to high school meeting indicator of readiness.

G1.B2 Lack of background knowledge and foundation skills in reading/writing, math and science

G1.B2.S1 Providing an academic program that is customized to the individual needs of students.

PD Opportunity 1

The K-2 reading and math coach will work with K-2 reading and math teacher by modeling best practices using Florida Standards, conduct PD and data analysis to drive instruction. In addition, this position will work with the administration and teachers to modify goals when necessary.

Facilitator

Rupp

Participants

Teachers and Staff

Schedule

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

PD Opportunity 2

The grades 3-5 reading/math coach will work with grades 3-5 teachers in PD, teaching Florida Standards, by modeling best practices and providing PD and data to help drive instruction. In addition this position will work with the admin and teachers to modify goals when necessary.

Facilitator

Disney

Participants

All staff

Schedule

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

G1.B3 The need for more parent involvement in their children's education

G1.B3.S1 To align new and existing community and parent partnerships to engage all stakeholders in an effort to increase student achievement.

PD Opportunity 1

Provide Teacher-Parent liaison who will work with the administration in the full implementation of the PIP and engagement activities. He/She will work with staff on effective classroom management initiatives and assist with parent/teacher/student interactions.

Facilitator

TBD

Participants

Teachers, Parents

Schedule

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

G1.B6 Teachers need additional professional development in delivering iii, small group instruction, and ESOL student

G1.B6.S1 Sometimes teachers don't approach iii or differentiating with fidelity.

PD Opportunity 1

Hiring Reading Coaches who will facilitate modeling and working with teachers to better implement iii and differentiated instruction; purchase of the series Journeys which includes specific strategies for both and include PD available.

Facilitator

Disney/Rupp

Participants

Teachers K-5

Schedule

Quarterly, from 9/5/2016 to 6/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	The intensive math teacher will provide extra math instruction in addition to the regular math classes in middle school.				\$4
	Function	Object	Budget Focus	Funding Source	FTE	2016
	5100	100-Salaries	2801 - Palm Beach Maritime Academy	Title I Part A	1.0	\$4
			<i>Notes: 1.0 intensive math teacher salary and benefits- Ramsey</i>			
2	G1.B2.S1.A2	The intensive math teacher will provide extra math instruction in addition to the regular math classes in middle school.				\$4
	Function	Object	Budget Focus	Funding Source	FTE	2016
	5100	100-Salaries	2801 - Palm Beach Maritime Academy	Title I Part A	1.0	\$4
			<i>Notes: 1.0 intensive math teacher salary and benefits-Previl</i>			
3	G1.B2.S1.A3	Before/after school tutorials will be offered to targeted students at no charge to parents.				\$
	Function	Object	Budget Focus	Funding Source	FTE	2016
	5100	100-Salaries	2801 - Palm Beach Maritime Academy	Title I Part A		\$
			<i>Notes: Tutorial Salaries/ part time in system</i>			
4	G1.B2.S1.A4	Provide ITSA who will work with teachers and students based on technology/ application/ need. The ITSA will assist teachers who are having difficulty with the use of technology and run various data that will drive instruction. he will also conduct technology training as needed.				\$5
	Function	Object	Budget Focus	Funding Source	FTE	2016
	5100	100-Salaries	2801 - Palm Beach Maritime Academy		1.0	\$5
			<i>Notes: Salary and benefits of ITSA- Wear</i>			
5	G1.B2.S1.A5	Update knowledge and expertise of key staff on the different cutting edge teaching and innovations				\$
	Function	Object	Budget Focus	Funding Source	FTE	2016
	6400	330-Travel	2801 - Palm Beach Maritime Academy	Title I Part A		\$
			<i>Notes: National, state and local conferences</i>			
6	G1.B2.S1.A6	The K-2 reading and math coach will work with K-2 reading and math teacher by modeling best practices using Florida Standards, conduct PD and data analysis to drive instruction. In addition, this position will work with the administration and teachers to modify goals when necessary.				\$5
	Function	Object	Budget Focus	Funding Source	FTE	2016

Palm Beach - 2801 - Palm Beach Maritime Academy - 2016-17 SIP
Palm Beach Maritime Academy

	6400	100-Salaries	2801 - Palm Beach Maritime Academy			\$-
			<i>Notes: Part time in system for before, during and after school PD (all staff)</i>			
	6400	100-Salaries	2801 - Palm Beach Maritime Academy	Title I Part A	1.0	\$4
			<i>Notes: Salary and benefits- K-2 Reading and Math Coach- Rupp</i>			
7	G1.B2.S1.A7	The grades 3-5 reading/math coach will work with grades 3-5 teachers in PD, teaching Florida Standards, by modeling best practices and providing PD and data to help drive instruction. In addition this this position will work with the admin and teachers to modify goals when necessary.				\$4
	Function	Object	Budget Focus	Funding Source	FTE	2016
	6400	100-Salaries	2801 - Palm Beach Maritime Academy	Title I Part A	1.0	\$4
			<i>Notes: Salary and benefits- Reading and Math Coach- Disney</i>			
8	G1.B3.S1.A1	Offer trainings to families on topics such as FSA, strategies parent can use at home for homework, internet safety and curriculum				\$
	Function	Object	Budget Focus	Funding Source	FTE	2016
	6150	100-Salaries	2801 - Palm Beach Maritime Academy	Title I Part A		\$
			<i>Notes: Part time in system for teachers to do parent training presentation</i>			
	6150	510-Supplies	2801 - Palm Beach Maritime Academy	Title I Part A		
			<i>Notes: Supplies and refreshments for training</i>			
9	G1.B3.S1.A2	Provide Teacher-Parent liaison who will work with the administration in the full implementation of the PIP and parent engagement activities. He/She will work with staff on effective classroom management initiatives and assist with parent/teacher/student interactions.				\$4
	Function	Object	Budget Focus	Funding Source	FTE	2016
	6150	100-Salaries	2801 - Palm Beach Maritime Academy	Title I Part A	1.0	\$4
			<i>Notes: Teacher/Parent Liaison salary and benefits- Cooper</i>			
10	G1.B6.S1.A1	Hiring Reading Coaches who will facilitate modeling and working with teachers to better implement iii and differentiated instruction; purchase of the series Journeys which includes specific strategies for both and including the PD available.				
					Total:	\$30