

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: PALM BEACH MARITIME ACADEMY

District Name: Palm Beach

Principal: Marie A. Turchiaro

SAC Chair: Thorne Donnelley

Superintendent: E. Wayne Gent

Date of School Board Approval: December, 2012

Last Modified on: 11/7/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Marie A. Turchiaro	MS. Education PD School Admin and Supervision FI Prof Cert: Ed Leadership, Elementary Ed, Specific Learning Disabilities, satisfied ESOL 60 credit requirement, 3 courses accepted by FLDOE towards Reading Endorsement	11	15	FY 12 Grade A School designated "High Performing Charter School" by FLDOE as per Florida Statute. Reading Proficiency 63%, Math 69, Writing 82%, Science 59%, Reading gains 70%, Math gains 80%, Reading low 25% 70%, Math low 25% 78, MS Points 29, MS Performance Points 50, Sum Points 650, Applied Points 658, Total Points 658. FY 11 Reading proficiency 74%, Math 77%, Writing 65%, Science 67%, Reading gains 73%, Math gains 73%, Reading low 25% 65%, Math low 25% 86%, Total 580. FY 10 Reading proficiency 79%, Math 74%, Writing 80%, Science 63%, reading gains 69%, Math gains 73%, Reading low 25% 57%, Math low 25% 76%, Total 571. Prior experience 15 years as a Principal and Assistant Principal and 15 years as a teacher. Completion of 11th year at PBMA.
					FY 12 Grade A School designated "High Performing Charter School" by FLDOE as per Florida Statute. Reading Proficiency 63%, Math 69, Writing 82%, Science 59%,

Assis Principal	Nancy Swenson	Florida Prof cert in Ed Leadership, Reading and ESOL, MS in Education, currently enrolled in Doctoral coursework at Nova.	10	12	Reading gains 70%, Math gains 80%, Reading low 25% 70%, Math low 25% 78, MS Points 29, MS Performance Points 50, Sum Points 650, Applied Points 658, Total Points 658. FY 11 Reading proficiency 74%, Math 77%, Writing 65%, Science 67%, Reading gains 73%, Math gains 73%, Reading low 25% 65%, Math low 25% 86%, Total 580. FY 10 Reading proficiency 79%, Math 74%, Writing 80%, Science 63%, reading gains 69%, Math gains 73%, Reading low 25% 57%, Math low 25% 76%, Total 571. Prior experience 16 years as a Principal and Assistant Principal and 15 years as a teacher. Completion of 11th year at PBMA.
Principal	Jennifer Eisenhauer	Florida Professional Certificate in Educational Leadership, 6-12 Language Arts, K-12 ESOL, Reading Endorsement, National Board Certified in Language Arts Middle Ages, Clinical Education	9		Prior performance FCAT Reading Scores...Taught English in Japan, National Board Certified,

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	None				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	When openings become available, school either runs advertisements in local papers or speaks to School District regarding available personnel. School assesses Certification and HQ status which is verified by District. Current teachers are invited to participate in interviewing applicants.	Principal, Assistant Principal		
2	1. Pay scale matching School District with prior credit up to 10 years	Principal, Assistant Principal	ongoing	
3	2. Matched 403B Retirement Plan	Board	ongoing	
4	3. Health Benefits	Board	ongoing	
5	4. Respectful and collegial atmosphere	Board, Principal, Assistant Principal	ongoing	
6	5. Ongoing professional development	Board, Principal, Assistant Principal, Sponsor, others	ongoing	
7	6. Weekly or bi weekly meetings with Principal and/or Assistant Principal	Principal, Assistant Principal	ongoing	
8	7. Advertise in local papers and teacher-to-teacher.com should an HQ teacher be absent for an extended period of time to replace with an HQ teacher.	Principal, Assistant Principal	when necessary	

9	8. Encourage current teachers to attain certification and HQ status in a multitude of areas should someone else require an extended absence and also to assist in flexibility of assigning faculty.	Principal, Assistant Principal, Teachers	ongoing	
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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
48	18.8%(9)	27.1%(13)	41.7%(20)	12.5%(6)	20.8%(10)	100.0%(48)	8.3%(4)	0.0%(0)	22.9%(11)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Carleee Consagra	Agenor Wilder	Mr. Wider teaches Intensive math, and Ms. Consagra has taught math successfully at all levels in Grades 4-8. She was the 2011-2012 Pam Beach County Teachers of mathematics "Teacher of the Year". Certified in math, science and clinical	Team Meetings, assistance with lesson plans, modeling, informal observations, assistance with school protocols, ESP Program
Carlee Consagra	Nikki Bruno	Ms. Bruno teaches 6th grade science, and Ms. Consagra has taught science successfully at all levels in Grades 4-8. She was the 2011-2012 Pam Beach County Teachers of Mathematics "Teacher of the Year" and	Team Meetings, assistance with lesson plans, modeling, informal observations, assistance with school protocols, ESP Program

		is also certified in science and clin ed.	
David Thornton	Shauna Reyzman	Dave has been a teacher for many years in the public and charter school systems. He is certified in elementary ed and clin ed, and would be a good model for Shauna.	Team Meetings, assistance with lesson plans, modeling,informal observations, assistance with school protocols, ESP Program
Jody Fischer	Ashley Farmer	Ms. Fischer has been teaching 1st grade here for 8 years and will help her with protocols and procedures. Ms. Regan is also assigned to 1st grade.	Team Meetings, assistance with lesson plans, modeling,informal observations, assistance with school protocols
Deborah Ward	Nate Munier	Ms. Ward is an experienced teacher with many years in Kindergarten. She has the ability to differentiate instrction while dealing with children who can be difficult at times, and has been a "special" teaching all grades. She has many talents in the classroom and will be an excellent mentor.	Team Meetings, assistance with lesson plans, modeling,informal observations, assistance with school protocols
Deborah Ward	Mate Munier	Ms. Ward is an experienced teacher with many years in Kindergarten. She has the ability to differentiate instrction while dealing with children who can be difficult at times, and has been a "special" teaching all grades. She has many talents in the classroom and will be an excellent mentor.	Team Meetings, assistance with lesson plans, modeling,informal observations, assistance with school protocols
		Mr. Borghese has 25+ years of experience teaching all geade levels,	

Vince Borghese	Rachel Frye	and has been teaching math and science here for several years. He is approachable and has great knowledge of the necessary teaching skills.	Team Meetings, assistance with lesson plans, modeling,informal observations, assistance with school protocols
Vince Borghese	Shawn Greene	Mr. Borghese has 25+ years of experience teaching all geade levels, and has been teaching math and science here for several years. He is approachable and has great knowledge of the necessary teaching skills.	Team Meetings, assistance with lesson plans, modeling,informal observations, assistance with school protocols

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title 1 funds will be utilized to pay teachers to do additional reading and/or intensive math as an individual class. All students in Grades 6-8 have a dedicated 55 minute reading period which is literature and skill based, and a 55 minute period of the required writing/language arts. We feel that the need for formal reading instruction through middle school is necessary for a child's success in all subject areas and in life and although it is not required and supplements the rest of the curriculum, its importance cannot be underestimated. Level 1 and most Level 2 students in grades 5-8 go to intensive math (V Math) as a pull-out program; Title 1 funds help to pay the teacher's salaries and provide for materials in these grades. The money will also be used to purchase materials and involve parents in things such as "Building Better Readers". Staff development will be included , and the school coordinates with the District in providing professional development. We will also continue to fund "Reading Connections" through Title 1 and translation to Spanish of the Principal's weekly Friday Letter and other pertinent documents when necessary. Since our population has doubled, we will be looking into acquiring additional Title 1 funding.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Students in grades 3 and 4 are pulled out as per FCAT and other assessments to receive an extra 30 minutes of intensive

reading each day (SAI) using "Soar to Success". The money is used for part of the teachers' salary and for the materials as far as it will cover these items. Students in K, 1, 4 and 5 receive 30 minutes daily of iii in addition to their 90 minute block.

Violence Prevention Programs

Bullying is addressed through assemblies, character education announcement, and individual and group discussions with students. We have a strict uniform policy to address school climate, many of the teachers utilize the CHAMPs disciplinary program, and we have a school handbook pertinent to our school which is used in conjunction with the District handbook and matrices. In the case of suspected abuse, we work through the Department of Children and Families.

District-wide implementation of Single School Culture as well as appreciation of Multicultural Diversity and anti bullying programs. This year we will work in conjunction with the Town of Lantana Police Department and the School District on bullying prevention programs.

Single School Culture and Appreciation for Multicultural Diversity

Nutrition Programs

We are a satellite of the School District breakfast and lunch program. All students are eligible to receive free breakfast, and most receive free or reduced lunch. Also, nutrition is covered through Science and Physical Education.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Students complete an ePep with their Social Studies teacher and students in grade 8 study career choices. Career planning is done through 7th grade coursework from the Florida DOE at Facts.org. Each student completes an ePep. In addition, students are introduced to maritime careers through participation in events such as the Marine Industries Association of South Florida's "Plywood Regatta" and participation in the local "Remote Operating Vehicle" building competition. In 2011, PBMA places 1st in the ROV contest. With our Maritime/Marine theme, students participate in the annual Coastal Cleanup and a recycling program to learn to take care of their environment and to work together for the common good. We also utilize the assets of the Palm Beach Maritime Museum at Peanut Island to teach history and to tie history with present day events. Trips to Peanut Island also help students understand science with hands-on activities designed to meet the NGSSS while also providing real-world experiences, and various maritime activities expose students to careers and possibilities in the areas of both maritime and marine science.

Job Training

Other

We have a working relationship with the Palm Beach County Public Safety Department Youth Affairs Division. This agency provides free counseling services including family, individual and group therapy. Several of our families having difficulties have been recommended and are participating in therapy.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal - Provides a common vision for the use of data, ensures compliance and implementation of support, oversees documentation, oversees professional development, and communicates at times with parents.
School Psychologist from District - collection and interpretation of data, provides technical assistance for data collection, analysis and program planning, provides insight into student issues, and supports intervention.
ESE District Resource Teacher - provides assistance with data interpretation, assists with decisions regarding type of interventions, assists with ESE issues
School ESE Specialist - assists with integration of Tier 2 and Tier 3 instruction, collaborates with staff, documents activities
RtI Specialist from District - provides Tier III interventions

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

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team meets about twice a month and reviews data which has been compiled by the school faculty/staff including FCAT, SSS Diagnostics, FAIR, Running Reading Records, behavior issues etc. The need for interventions, what type etc., is discussed and put into place if necessary. ESE Specialist or another team member documents and teachers are brought in for input and to make suggestions on which interventions to utilize and how interventions can be worked into the child's schedule.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

RtI members work toward getting students to grade level or towards making learning gains. RtI and Professional Learning Committees coordinate interventions as far as who will do them and when, and assists and troubleshoots with implementation.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

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

Describe the plan to train staff on MTSS.

Staff is being trained through Faculty meetings and through individual participation on the Team. Since this is our fourth year of implementation, most staff has been through the process more than once. Staff development will continue through the Principal, ESE coordinator and the District psychologist.

Describe the plan to support MTSS.

Substitutes are hires on days consisting of multiple meetings so teachers can attend and participate. Teachers and administrators share information during Professional Learning Community meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Principal Marie Turchiaro, Assistant Principal Nancy Swenson, Assistant Principal Jennifer Eisenhauer, Reading Teacher grades 4-6 Joanne Trussell, Reading Teacher grade 5 Melissa Donlon, Reading Teacher grade 3 Marilyn Rosenthal, Reading Teacher Grade 1 Jody Fischer.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The team will meet quarterly, since this is in addition to Professional Learning Community meetings which also cover reading. Their role will be to oversee reading gains and to make suggestions based upon diagnostics and individual teacher issues. They will also discuss integrating reading throughout the curriculum.

What will be the major initiatives of the LLT this year?

The major initiatives will be to analyze data including classroom and tutoring data and to make recommendations to teachers for instruction based on data, trends and groupings.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Our Kindergarten Round-up was held in June. Included was a tour of the school, a review of grade level expectations and school policies and procedures, lunch/snack procedures and a question and answer period. Prior to the beginning of each school year, we have a "Meet the Teachers" afternoon when parents are invited to "meet and greet" their child's teacher(s). In addition, during the second week of school, parents are invited to spend an evening following their child's schedule during "Curriculum Night". Both "Meet the Teachers" and Curriculum Night" are for parents of all students. During Curriculum Night, parents are advised of homework policies, transitions from one grade to another, curricular issues and so forth. They are invited to look at the textbooks and centers and teachers explain their discipline and grading policies. For 8th graders transitioning into high school, our teachers and Assistant Principal assist with applications, and schools are invited to send representatives to present their programs to our students. Given that we were moving into a new and much larger facility, numerous Open Houses were held to familiarize parents and students with the new building.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Currently, we are working towards developing other business partnerships. Each child in grades 6-8 takes a full period of reading in addition to a full period of language arts. It is the opinion of the school that 55 minutes is not enough to cover reading, writing, and grammar, and that dedicated and ongoing reading skills instruction is a necessary component of every child's education in grades K-8. In addition, teachers in grades 6-8 either have or are working towards their Reading Endorsements. Both the 7/8 reading and science teachers are National Board Certified.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Career planning is done through 7th grade coursework from the Florida DOE at Facts.org. Each student completes an ePep. In addition, students are introduced to maritime careers through participation in events such as the Marine Industries Association of South Florida's "Plywood Regatta" and participation in the local "Remote Operating Vehicle" building competition in which we won 1st place for 2010-2011. With our Maritime theme, students participate in the annual Coastal Cleanup and a recycling program to learn to take care of their environment and to work together for the common good. We also utilize the assets of the Palm Beach Maritime Museum at Peanut Island to teach history and to tie history with present day events. Trips to Peanut Island also help students understand science with hands-on activities designed to meet the NGSSS while also providing real-world experiences, and various maritime activities expose students to careers and possibilities in the areas of both maritime and marine science.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Students fill out applications for the various high schools with help from the Assistant Principals and teachers. We participate in the School District's "Showcase of Schools" which has representatives from the various District and charter high schools to

talk to students about their programs. We also invite high schools here to talk about their programs and have taken the students to visit several local charter high schools. In addition, we have a "Curriculum Night" early in the year when parents follow their child's schedule and each teacher presents a course outline, grading policies and homework testing information.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	There will be an increase of at least 3 percentage point in Level 3+ readers.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%, or 70 students, scored at Level 3. 33% scored at Levels 4 and 5.	50% of students, or 240 students, will achieve Level 3. (We expanded this year from 360 students to 740.)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students come from a wide variety of backgrounds with varying interests and ability levels. A majority of our students are minorities and are economically disadvantaged. Lower level students need remediation while those who are proficient need to be challenged. We have also expanded to 740 students and will spend time assessing and determining their needs.	Working with the Palm Beach Maritime Museum, students visit Peanut Island including the Kennedy Bunker (prepared for JFK during the Cold War) and Coast Guard House circa 1937. Teachers plan interdisciplinary lessons to assist in meeting standards i.e. seining, viewing and measuring tidal pools, or visiting the Bunker, graphing results, writing a narrative or expository essay, and reading related literature.	Principal, Assistant Principal, Teachers	Graphs, oral presentations, group work, projects, class discussions, further research	Teacher assessments, essays, group presentations
2	Students come from a wide variety of backgrounds with varying interests and ability levels. A majority of our students are minorities and are economically disadvantaged. Lower level students need remediation while those who are proficient need to be challenged.	Pirate Week - In keeping with our maritime theme, middle school teachers and students plan, research, write about and design Pirate Week. This culminates in sharing their information with the elementary students.	Principal, Assistant Principal, Teachers	Graphs, oral presentations, group work, projects, dressing as Pirates, class discussions, further research	Teacher assessments, essays, group presentations
	Students come from a wide variety of backgrounds with varying interests and ability levels. A majority of our students are minorities and economically disadvantaged.	To continue separate reading classes for all students in grades 6, 7, 8 using core curriculum and interventions and enrichment as necessary. We will also continue to use SAI for Grades 3 and 4, iii or SAI for grades K, 1, 4 and 5, and continue after school tutoring. We will continue the 90	Principal, Assistant Principal, Teachers	Graphs, oral presentations, group work, projects, dressing as Pirates, class discussions, further research	Teacher assessments, essays, group presentations

3		<p>minute reading block. Students receive dedicated reading instruction in grades K-8 although this is not mandated for students in grades 6-8. School purchased Macmillan Treasures/Triumphs for K-5. Instruction in grades 6-8 is literature and skill based. Social studies teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based on EDW and assessment data and teacher observation. We will continue the RtI process for students when indicated.</p>			
4	<p>Students come from a wide variety of backgrounds with varying interests and ability levels. A majority of our students are minorities and are economically disadvantaged. Lower level students need remediation while those who are proficient need to be challenged. We have also expanded to 740 students and will spend time assessing and determining their needs.</p>	<p>To continue separate reading classes for all students in grades 6, 7, 8 using core curriculum and interventions and enrichment as necessary. We will also continue to use SAI for Grades 3 and 4, iii or SAI for grades K, 1, 4 and 5, and continue after school tutoring. We will continue the 90 minute reading block. Students receive dedicated reading instruction in grades K-8 although this is not mandated for students in grades 6-8. School purchased Macmillan Treasures/Triumphs for K-5. Instruction in grades 6-8 is literature and skill based. Social studies teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based on EDW and assessment data and teacher observation. We will continue the RtI process for students when indicated.</p>	Principal, Assistant Principal, Teachers, ESP	Graphs, oral presentations, group work, projects, dressing as Pirates, class discussions, further research, assessment administration	FCAT and teacher/student feedback

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p> <p>Reading Goal #1b:</p>	
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	There will be an increase of at least 1% of students achieving level 4 or 5 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% or 78 students scored at Levels 4 and 5.	This year, we expect that 34%, or 163 students, will perform at levels 4 and 5.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	This year we again have many new students. We moved to a new town and building, and in addition to the about 95% of students who stayed with us, we enrolled 400 new students. Students are transitioning from other schools to PBMA. We have also increased our ESOL population.	We have gone to a three person team in grades 4 and 5 to give students more access to teacher expertise and to give teachers time to develop same. Students are grouped for reading, and teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based on EDW and assessment data and teacher observation, staff development with school Assistant Principal who is certified in ESOL. In addition, we have been members of the National Junior Honor Society for nine years and induct students each year who meet their criteria, which consists of scholarship, service and citizenship. This is available to all students who achieve a particular grade point average.	Principal, Assistant Principal, Teachers, Social studies teachers (are or working towards reading endorsement in grades 6, 7, 8)	SSS Diagnostics, teacher tests, data analysis, biweekly PLC meetings,	FCAT, Running Reading Records, SSS Diagnostics, FAIR, SAT 10

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in	
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reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	There will be at least a 1% increase of students making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 66% of students made gains in reading. In 2011, 73% of students, or 183 students, made learning gains in reading.	In 2012, 67% of students, or 321 students, will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	PBMA admitted over 400 new students this year at varying levels of proficiency. Teachers are assessing their individual strengths and weaknesses.	To continue to have separate reading classes for all students in grades 6, 7, 8 using core curriculum and interventions and enrichment as necessary. We will also continue to use SAI for Grades 3 and 4, iii and /or SAI for grades K, 1, 2 and 5, and continue after school tutoring. We will continue the 90 minute reading block. Students receive dedicated reading instruction in grades K-8. School purchased Macmillan Treasures/Triumphs for KInstruction in grades 6-8 is literature and skill based. Social studies teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when	Principal, Assistant Principal, Social Studies teachers (have or working towards reading endorsed in grades 6, 7, 8)	Observation, discussion, SSS Diagnostics, SRI, FAIR, biweekly PLC meetings, data analysis, Florida Oral Reading Fluency.	FCAT, Running Reading Records, FAIR, SAT 10

	appropriate based on EDW and assessment data and teacher observation. We will continue the RTI process for students when indicated.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	It is expected that there will be at least a 1% increase in students in the lowest 25% making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%% of the lowest 25% of students made learning gains in reading. Last year 60% of the lowest 25% made gains in reading.	We expect to increase to 75%.(375)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest 25% historically have difficulty making a year's worth of growth in a year.	To continue separate reading classes for all students in grades 6, 7, 8 using core curriculum and interventions and enrichment as necessary. We will also continue to use CRISS strategies across the board, SAI for Grades 3 and 4, iii for K, , 1, 2, 5 and continue after school tutoring. To continue the 90 minute reading block in	Principal, Assistant Principal, social studies teachers (are reading endorsed in grades 6, 7, 8)	Teacher observations and assessments, SSS Diagnostics, SRI, SAT 10, FAIR, Running Reading Records, biweekly PLC meetings, data analysis	FCAT, Running Reading records, SAT 10, FAIR

		grades K-5, and utilize the RtI process and team when indicated. Social studies teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based on EDW and assessment data and teacher observation.	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # To increase reading proficiency by 3% for the 2013-2014 school year.					
Baseline data 2010-2011		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63	67	70	73	77		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	It is expected that there will be at least a 1% increase in students in these students making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% of whites, 56% of blacks, 59% of hispanics, 100% of asians, and 33% of american indians achieved proficiency/	Proficiency of each subgroup will increase by at least 1% (57% blacks, 60% hispanics, 34% american indians).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest 25% historically have difficulty making a year's worth of growth in a year	To continue separate reading classes for all students in grades 6, 7, 8 using core curriculum and interventions and enrichment as necessary. We will also continue to use CRISS strategies across the board, SAI for Grades 3 and 4, iii for K, 1, 2, 5 and continue after school tutoring. To continue the 90 minute reading block in grades K-5, and utilize the RtI process and team when indicated. Social studies teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based	Principal, APs, teachers	assessment, observation	FCAR

		on EDW and assessment data and teacher observation. Maintain pull-out for intensive math in grades 6-8.			
2	This year we have an increased ESOL population and a larger percentage of economically disadvantaged students.	To continue separate reading classes for all students in grades 6, 7, 8 using core curriculum and interventions and enrichment as necessary. We will also continue to use CRISS strategies, SAI for Grades 2 and 3, iii for grades K, 1, 4 and 5, and continue after school tutoring. We will continue the 90 minute reading block. Students receive dedicated reading instruction in grades K-8. School purchased Macmillan Treasures/Triumphs for K-3; last year we purchased same for grades 4, 5. Instruction in grades 6-8 is literature and skill based. Social studies teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based on EDW and assessment data and teacher observation. We will continue the RtI process for students when indicated. Our Assistant Principal who is ESOL certified will work with teachers to infusing new ESOL strategies into the classrooms. ESOL strategies, certification and staff development for teachers, Website assistance multicultural education, Friday letter to parents in both English and Spanish, materials sent home to parents in native language when possible, translator (Spanish) for FCAT and parent nights.	Principal, Assistant Principal, Teachers	SSS Diagnostics, teacher tests, observation, FAIR,	FCAT,
3					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of ELL students will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

38% of ELL students scored proficient on FCAT.

39%, or 30 students will score 3+.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Barriers include language, assimilating to a new country, economic factors, difficulty of material	Working with the Palm Beach Maritime Museum, students visit Peanut Island including the Kennedy Bunker (prepared for JFK during the Cold War) and Coast Guard House circa 1937. Teachers plan interdisciplinary lessons to assist in meeting standards i.e. seining, viewing and measuring tidal pools, or visiting the Bunker, reading and writing about it and so forth. Continuation of Reading in 6-8 as a separate class. Use of English Spanish dictionaries for LY students. After school tutoring (teachers contractually do one hour week and are paid for additional time). Use of CORE curriculum for grades K-8...and FCAT Explorer, ESOL strategies, certification and staff development for teachers, Website assistance multicultural education, Friday letter to parents in both English and Spanish, materials sent home to parents in native language when possible, translator (Spanish) for FCAT and parent nights.	Principal, Assistant Principal, Teachers, Parents	Teacher meetings, bi-weekly PLC meetings, assessments, SSS Diagnostics, CELLA	FCAT, EOC, SSS, teacher evaluations, CELLA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	SWD students need to improve reading fluency and comprehension skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% of students (18) students scored at or above proficiency.	52% of students (23) will score at or above proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		To continue separate	Principal, APs, ESE	Assessments,	FCAT

1		<p>reading classes for all students in grades 6, 7, 8 using core curriculum and interventions and enrichment as necessary. We will also continue to use CRISS strategies, SAI for Grades 2 and 3, iii for grades K, 1, 4 and 5, and continue after school tutoring.</p> <p>We will continue the 90 minute reading block. Students receive dedicated reading instruction in grades K-8. Instruction in grades 6-8 is literature and skill based. Social studies teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based on EDW and assessment data and teacher observation. We will continue the RTI process for students when indicated. Assistant Principal certified in ESOL will work with teachers to increase and develop ESOL strategies. We will also remind students and parents about the availability of free breakfast for all and free/reduced lunch for those who qualify. To assist SWD through consults between the teacher and the ESE specialist. The ESE specialist will also deliver resource room several times weekly.</p>	Specialist, Teacehrs	observations	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>Economically Disadvantaged students did not make significant progress.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>68% of students, scored at or above proficiency.</p>	<p>86% (258) will score at proficiency.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>Economically disadvantaged students often don't have computers, technology,</p>	<p>To continue separate reading classes for all students in grades 6, 7, 8 using core curriculum</p>	<p>Administration, teachers</p>	<p>Observation, discussion, SSS Diagnostics, SRI, FAIR, biweekly PLC meetings, data analysis.</p>	<p>Observation, discussion, SSS Diagnostics, SRI, FAIR, biweekly PLC</p>

1	have families who struggle to make ends meet, and sometimes have nutrition issues.	and interventions and enrichment as necessary. We will also continue to use CRISS strategies, SAI for Grades 2 and 3, iii for grades K, 1, 4 and 5, and continue after school tutoring. We will continue the 90 minute reading block. Students receive dedicated reading instruction in grades K-8. Instruction in grades 6-8 is literature and skill based. Social studies teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based on EDW and assessment data and teacher observation. We will continue the RtI process for students when indicated. Assistant Principal certified in ESOL will work with teachers to increase and develop ESOL strategies. We will also remind students and parents about the availability of free breakfast for all and free/reduced lunch for those who qualify.		meetings, data analysis,
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School District Professional Development as available, PLCs alternate weeks, Literacy Team quarterly meetings, Professional Development from other sources, administrator/teacher attendance at math, science, writing, math, common core and other conferences put on by the	K-8	School District, Team Leaders, Assistant Principals, Workshop Facilitators as available	Teachers K-8	After School, PDDs	Meeting Minutes, classroom observations (Marzano)	Principal, Assistant Principals, Team Leaders

district, state or private organizations.						
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To continue separate reading classes for all students in grades 6, 7, 8 using core curriculum and interventions and enrichment as necessary. We will also continue to use SAI for Grades 3 and 4, iii or SAI for grades K, 1, 4 and 5, and continue after school tutoring. We will continue the 90 minute reading block. Students receive dedicated reading instruction in grades K-8 although this is not mandated for students in grades 6-8. School purchased Macmillan Treasures/Triumphs for K-5. Instruction in grades 6-8 is literature and skill based. Social studies teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based on EDW and assessment data and teacher observation. We will continue the RtI process for students when indicated.	Teacher Salaries and Benefits for reading teachers teaching students who are not required to take Intensive reading in Grades 6, 7, 8	Title I	\$92,322.39
School District Professional Development as available, PLCs alternate weeks, Literacy Team quarterly meetings, Professional Development from other sources	Substitute Salaries	Operating Funds	\$2,000.00
After school tutoring	Salaries	Operating Funds	\$10,000.00
To continue separate reading classes for all students in grades 6, 7, 8 using core curriculum and interventions and enrichment as necessary. We will also continue to use SAI for Grades 3 and 4, iii or SAI for grades K, 1, 4 and 5, and continue after school tutoring. We will continue the 90 minute reading block. Students receive dedicated reading instruction in grades K-8 although this is not mandated for students in grades 6-8. School purchased Macmillan Treasures/Triumphs for K-5. Instruction in grades 6-8 is literature and skill based. Social studies teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based on EDW and assessment data and teacher observation. We will continue the RtI process for students when indicated.	Purchase of new textbooks	Operating funds	\$15,000.00
separate reading classes for all students in grades 6, 7, 8 using core curriculum and interventions and enrichment as necessary. We will also continue to use SAI for Grades 3 and 4, iii or SAI for grades K, 1, 4 and 5, and continue after school tutoring. We will continue the 90 minute reading block. Students receive dedicated reading instruction in grades K-8 although this is not mandated for students in grades 6-8. School	Purchase of supplementary materials i.e. workbooks, scholastic	Operating Funds	\$10,000.00

purchased Macmillan Treasures/Triumphs for K-5. Instruction in grades 6-8 is literature and skill based. Social studies teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based on EDW and assessment data and teacher observation. We will continue the RtI process for students when indicated.

magazines.

School District Professional Development as available, PLCs alternate weeks, Literacy Team quarterly meetings, Professional Development from other sources, administrator/teacher attendance at math, science, writing, math, common core and other conferences put on by the district, state or private organizations.	Professional Development from other sources, administrator/teacher attendance at math, science, writing, math, common core and other conferences put on by the district, state or private organizations.	Title 1	\$15,053.94
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Subtotal: \$144,376.33

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Students come from a wide variety of backgrounds with varying interests and ability levels. A majority of our students are minorities and are economically disadvantaged. Lower level students need remediation while those who are proficient need to be challenged. We have also expanded to 740 students and will spend time assessing and determining their needs.	Purchase of additional classroom computers and laptops, mimeos, laptops and desktops for the computer lab, overhead projectors	Operating	\$10,000.00

Subtotal: \$10,000.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Teacher Observation	iObservation purchase for 2012, 2013, purchase of iPad for new Assistant principal	Operating Funds	\$3,800.00

Subtotal: \$3,800.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

Grand Total: \$158,176.33

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	To increase ELL students scoring proficient in listening/speaking by 1%.
2012 Current Percent of Students Proficient in listening/speaking:	
Currently 51% (33) of ELLs are proficient in Listening/Speaking.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Anticipated barriers will be 1) lack of English language support at home, 2)lack of exposure to English language outside of school and 3) student comfort level in class to begin speaking and practicing English.	1) To encourage and involve the parents of ELL students in the ESOL program as well as to provide them with things they can do to support the learning of English at home and when student is away from school. 2)To use various ESOL techniques to create a classroom environment that encourages and supports the ELL student to speak and practice the English language. 3)Modify and adapt ESOL techniques according to results of periodic classroom assessments, and performance review.	Classroom teacher and ESOL Coordinator	Classroom test, Diagnostics	Cella

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

To increase ELL students scoring proficient in reading by 1%.

2012 Current Percent of Students Proficient in reading:

Currently 29% (19) of ELLs are proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers will be 1) lack of English language reading support at home, 2)lack of literacy in home language 3) lack of English language vocabulary, grammar and sentence structure.	Employ various ESOL techniques in the classroom. Continue to offer iii and SAI for elementary students, and reading as a separate class for grades 6, 7, and 8. Provide tutoring for below level students. Tutoring will be done by ESOL coordinator and classroom teachers. Progress monitoring plans will also be put into place when needed.	ESOL coordinator, classroom teachers	Classroom tests, Diagnostics	CELLA, FCAT

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:		To increase number of ELL students proficient in writing by 1%.			
2012 Current Percent of Students Proficient in writing:					
Currently 38% (25) of ELLs are proficient in writing.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers will be 1) lack of support to help with writing the English language at home, 2) lack of English language vocabulary, grammar and sentence structure.	In addition to using various ESOL techniques, teachers may also employ an individual progress monitoring plan	Classroom teachers, ESOL Coordinator	Classroom tests, Diagnostics	CELLA, FCAT

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students and teachers will use internet programs and SDPBC website to enhance lessons and add to general fund of knowledge.	ESOL coordinator	Operating	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will continue to work towards ESOL endorsement. In-school mentoring by ESOL coordinator will take place as needed.	ESOL coordinator salary and benefits	Operating Funds	\$50,000.00
			Subtotal: \$50,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$50,000.00

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In 2012, 42% scored at Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% of students, or 93, scored Level 3. In 2011, 42% of students scored Level 3.	In FY 2013, PBMA anticipates 50% of students, or 440, achieving proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students come from a wide variety of backgrounds with varying interests and ability levels. A majority of our students are minorities and are economically disadvantaged. Lower level students need remediation while those who are proficient need to be challenged. We have also expanded to 740 students and will spend time assessing and determining their needs.	Working with the Palm Beach Maritime Museum, students visit Peanut Island including the Kennedy Bunker (prepared for JFK during the Cold War) and Coast Guard House circa 1937. Teachers plan interdisciplinary lessons to assist in meeting standards i.e. seining, viewing and measuring tidal pools, or visiting the Bunker, graphing results, writing a narrative or expository essay, and reading related literature.	Principal, Assistant Principal, Teachers	Graphs, oral presentations, group work, projects, class discussions, further research	Teacher assessments, essays, group presentations
2	Students come from a wide variety of backgrounds with varying interests and ability levels. A majority of our students are minorities and are economically disadvantaged. Lower level students need remediation while those who are proficient need to be challenged.	Pirate Week - In keeping with our maritime theme, middle school teachers and students plan, research, write about and design Pirate Week. This culminates in sharing their information with the elementary students.	Principal, Assistant Principal, Teachers	Graphs, oral presentations, group work, projects, dressing as Pirates, class discussions, further research	Teacher assessments, essays, group presentations
3	Due to expansion and having about 200 new elementary students, this year both the number of economically disadvantaged and ESOL students has increased along with the general student population.	Use of CORE curriculum for grades K-5...Go Math, Gizmos, FCAT Explorer, ESOL training, purchase of additional materials for expanded number of students	Principal, Assistant Principals	Teacher observation and assessments, SSS Diagnostics, PLC meetings, data analysis	FCAT, SAT 10
	Students come from a wide variety of backgrounds with varying interests and ability levels. A majority of our students are minorities	After school tutoring	Teachers	Teacher observation and assessments, SSS Diagnostics, PLC meetings, data analysis	FCAT, Teacher observation and assessments, SSS Diagnostics, PLC meetings, data analysis

4	and are economically disadvantaged. Lower level students need remediation while those who are proficient need to be challenged. We have also expanded to 740 students and will spend time assessing and determining their needs.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	There will be at least a 1% increase of students achieving level 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% of students (69) achieved level 4 or 5.	It is anticipated that 30% of students (144) will achieve level 4 or 5.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
86% of students are required to achieve Level 3 or higher. This year both the number of economically disadvantaged and ESOL students has increased.	7th graders can take MJ2 advanced, and 8th grade advanced students can take Algebra for high school credit. School will continue to offer 55 minutes of math per day in addition to 55 minutes of Intensive Math if they are below proficiency in grades 5-8. In grades K-5, students are grouped in addition to whole class	Principal, Assistant Principal, Teachers	Teacher assessments and observation, SSS Diagnostics	FCAT, end of course exams

1	lessons using strategies from "Go Math". Use of Gizmos and FCAT Explorer. Working with the Palm Beach Maritime Museum, students visit Peanut Island including the Kennedy Bunker (prepared for JFK during the Cold War) and Coast Guard House circa 1937. Teachers plan interdisciplinary lessons to assist in meeting standards i.e. seining, viewing and measuring tidal pools, or visiting the Bunker, graphing results and so forth.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The number of students making learning gains in math will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% or 189 students made learning gains in math.	78% or 195 students will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	86% of students are required to achieve Level	Continuation of Intensive Math Grades 5-8 as a	Principal, Assistant Principal, Teachers	Teacher observations, Data Analysis, SSS	FCAT, End of course exams

1	3 or higher. This year both the number of economically disadvantaged and ESOL students has increased.	completely separate class. After school tutoring (teachers contractually do one hour week and are paid for additional time). Use of new CORE curriculum for grades K-8...Go Math, Glencoe Math Connects Plus, Prentice Hall use of Gizmos and FCAT Explorer. Working with the Palm Beach Maritime Museum, students visit Peanut Island including the Kennedy Bunker (prepared for JFK during the Cold War)and Coast Guard House circa 1937. Teachers plan interdisciplinary lessons to assist in meeting standards i.e. seining, viewing and measuring tidal pools, or visitigng the Bunker, graphing results, writing a narrative or expository essay,and reading related literature.		Diagnostics	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The school anticipates an increase of 1% of students in the lowest 25% making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

86% of students or 223 students in the lowest 25% made learning gains.	We anticipate 90% or 225 students in the lowest 25% making learning gains.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	86% of students are required to achieve Level 3 or higher. This year both the number of economically disadvantaged and ESOL students has increased. Also students in the lowest 25% often have difficulty achieving a year's worth of growth in a year.	Continuation of Intensive Math using V-math with grades 5-8 as a completely separate pull-out class After school tutoring (teachers contractually do one hour week and are paid for additional time). Continue to use new CORE curriculum for grades K-8...Go Math, Glencoe Math Connects Plus, use of Gizmos and FCAT Explorer	Teacher, Assistant Principal, Principal	V-math assessments, SSS Diagnostics, RtI when indicated, data analysis, biweekly PLC meetings	FCAT, end of course exams

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	To have subgroups meet the 2012 goal of 86% at proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 76% total scored at or above level 3, 89% White, 69% Hispanic, and 71% Economically Disadvantaged.	In 2012, 86% of all subgroups will score at proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Barriers include language, assimilating to a new country, economic factors, difficulty of material	Working with the Palm Beach Maritime Museum, students visit Peanut Island including the Kennedy Bunker (prepared for JFK during the Cold War) and Coast Guard House circa 1937. Teachers plan	Principal, Assistant Principal, Teachers	FCAT, pre and post tests, SSS diagnostics	FCAT, EOC

1		<p>interdisciplinary lessons to assist in meeting standards i.e. seining, viewing and measuring tidal pools, or visiting the Bunker, graphing results, and so forth. Continuation of Intensive Math (V-Math) Grades 5-8 as a completely separate class.</p> <p>After school tutoring (teachers contractually do one hour week and are paid for additional time).</p> <p>Use of CORE curriculum for grades K-8...Go Math, Glencoe Math Connects Plus, Prentice Hall, use of Gizmos and FCAT Explorer. ESOL strategies, and staff development for teachers, Website assistance from multicultural education, Friday Letter to parents in both English and Spanish, materials sent home to parents in native language when possible, translator (Spanish) for FCAT and parent nights.</p>			
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	
Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Barriers include language, assimilating to a new country, economic factors, difficulty of material	Working with the Palm Beach Maritime Museum, students visit Peanut Island including the Kennedy Bunker (prepared for JFK during the Cold War) and Coast Guard House circa 1937. Teachers plan interdisciplinary lessons to assist in meeting standards i.e. seining, viewing and measuring tidal pools, or visiting the Bunker, graphing	Principal, Assistant Principal, Teachers	SSS Diagnostics, bi-weekly PLCs, assorted assessments	FCAT, EOC, teacher evaluations

1		<p>results, and so forth. Continuation of Intensive Math (V Math) Grades 4-8 as a completely separate class.</p> <p>After school tutoring (teachers contractually do one hour week and are paid for additional time).</p> <p>Use of CORE curriculum for grades K-8...Go Math, Glencoe Math Connects Plus, Prentice Hall use of Gizmos and FCAT Explorer, ESOL strategies, certification and staff development for teachers, Website assistance multicultural education, Friday letter to parents in both English and Spanish, materials sent home to parents in native language when possible, translator (Spanish) for FCAT and parent nights.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.				
Mathematics Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.		PBMA did not make AYP in this category in 2011.		
Mathematics Goal E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
71% of students , or 184, achieved Level 3+.		86%, or 215 students, will achieve Level 3+.		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Barriers include language, assimilating to a new country, economic factors, difficulty of material	Working with the Palm Beach Maritime Museum, students visit Peanut Island including the Kennedy Bunker (prepared for JFK during the Cold War) and Coast Guard House circa 1937. Teachers plan interdisciplinary lessons to assist in meeting standards i.e. seining, viewing and measuring tidal pools, or visiting the Bunker, graphing results, and so forth. Continuation of Intensive Math (V Math) Grades 5-8 as a completely separate class. After school tutoring (teachers contractually do one hour week and are paid for additional time). Use of CORE curriculum for grades K-8...Go Math, Glencoe Math Connects Plus, Prentice Hall use of Gizmos and FCAT Explorer. ESOL strategies, certification and staff development for teachers, Website assistance multicultural education, Friday Letter to parents in both English and Spanish, materials sent home to parents in native language when possible, translator (Spanish) for FCAT and parent nights. We also encourage students and parents to take advantage of free breakfast and offer tutoring to level 1 and 2 students at no cost. This is done by our own certified and HQ teachers.	Principal, Assistant principal, Teachers	PLC's, Subject area meetings, SSS and data analysis	FCAT, EOC

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.

Mathematics Goal # 1a:

In 2011, 42% of students achieved level 3.

2012 Current Level of Performance:	2013 Expected Level of Performance:
40% of students or 69 students achieved level 3.	41% or 196 students will achieve level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students come from a wide variety of backgrounds with varying interests and ability levels. A majority of our students are minorities and are economically disadvantaged. Lower level students need remediation while those who are proficient need to be challenged. We have also expanded to 740 students and will spend time assessing and determining their needs.	Working with the Palm Beach Maritime Museum, students visit Peanut Island including the Kennedy Bunker (prepared for JFK during the Cold War) and Coast Guard House circa 1937. Teachers plan interdisciplinary lessons to assist in meeting standards i.e. seining, viewing and measuring tidal pools, or visiting the Bunker, graphing results, writing a narrative or expository essay, and reading related literature.	Principal, Assistant Principal, Teachers	Graphs, oral presentations, group work, projects, class discussions, further research	Teacher assessments, essays, group presentations
2	Students come from a wide variety of backgrounds with varying interests and ability levels. A majority of our students are minorities and are economically disadvantaged. Lower level students need remediation while those who are proficient need to be challenged.	Pirate Week - In keeping with our maritime theme, Middle school teachers and students plan, research, write about and design Pirate Week. This culminates in sharing their information with the Elementary students.	Principal, Assistant Principal, Teachers	Graphs, oral presentations, group work, projects, dressing as Pirates, class discussions, further research	Teacher assessments, essays, group presentations
3	Addition of 10 middle school classes due to expansion	Use and purchase additional CORE curriculum for grades K-8... , Glencoe Math Connects Plus, Prentice Hall Advanced math grade 6 Algebra grade 8, Gizmos, FCAT Explorer, ESOL training	Principal, Assistant Principals, Teachers	Graphs, oral presentations, group work, projects, dressing as Pirates, class discussions, further research	Teacher assessments, essays, group presentations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The number of students scoring level 4+ will increase 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%, or 85 students, scored level 4+.	35% or 147 students will score level 4+.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students come from a wide variety of backgrounds with varying interests and ability levels. A majority of our students are minorities and are economically disadvantaged. Lower level students need remediation while those who are proficient need to be challenged.	Purchase additional core material along with components for differentiated instruction.	Principal, AP, Teachers	classroom assessment, observation, FCAT	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The amount of students making learning gains will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% or 127 students made learning gains.	67%, or 281 students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have many experiences and many math levels.	Use and purchase additional CORE curriculum for grades K-8... ,Glencoe Math Connects Plus, Prentice Hall Advanced math grade 6 Algebra grade 8, Gizmos, FCAT Explorer, ESOL training. Continue after school tutoring.	Principal, APs, teachers	assessments, observation, FCAT	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students low in math often can;t gewt past the lack of skills from early grades.	Use and purchase additional CORE curriculum for grades K-8... ,Glencoe Math Connects Plus, Prentice Hall Advanced math grade 6 Algebra grade 8, Gizmos, FCAT Explorer, ESOL training. Continue after school tutoring and separate 55 minutes daily for math in addition to grade level course in 6, 7, 8 grades.	Principal, Assistant Principal, Teachers	assessments, observation	FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	73	75	78	81	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students in the lowest 25% historically have difficulty making a year's worth of growth in a year	To continue separate reading classes for all students in grades 6, 7, 8 using core curriculum and interventions and enrichment as necessary.	Principal, APs, teachers	assessment, observation	FCAR

1		<p>We will also continue to use CRISS strategies across the board, SAI for Grades 3 and 4, iii for K, 1, 2, 5 and continue after school tutoring. To continue the 90 minute reading block in grades K-5, and utilize the RtI process and team when indicated. Social studies teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based on EDW and assessment data and teacher observation. Maintain pull-out for intensive math in grades 6-8.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students generally have little or no command of English and are expected to learn and take a complex test in English.	Utilize ESOL coordinator to work with teachers, intensive reading and math where necessary, after school tutoring.	Principal, AP, teachers	assessments, observation, FCAT	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	<p>11 more students SWD will score proficient in math.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (4) scored proficient.	56%, or 15, will score proficient.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	SWD often have difficulty with disabilities, processing, language.	To incorporate a resource room to assist students and to make our ESE specialist full time.	ESE Specialist, Principal, APs, teachers	assessment, FCAT	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	there will be an increase of 101 ED students scoring proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (91)ED students scored proficient.	64% (192) will score proficient.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ED students generally do not have the means financially to work at home with computers or parent time.	To have students in grades 6, 7, 8 have an extra hour of intensive math in a pullout program, to continue intensive math in K-5, to continue after school tutoring.	Principal, AP, teachers	observation, assessments, FCAT	FCAT

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	100% of students scored at or above level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% of students scored at level 3; 100% scored at or above level 3.	26% of students will score at level 3. 100% will again score proficient.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students who are ready for algebra have difficulty with algebraic concepts.	Work with students both individually and as a whole group to work through issues, purchase of additional materials, after school	Teacher, assistant principal, principal	EOC, classroom tests and monitoring tools	Classroom assessments, EOC

tutoring.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	100% of students scored at or above level 3. 75% of students will score level 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% of students scored at or above level 4 in the algebra EOC. 100% total scored at or above level 3.	74% will score at or above level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students have difficulty working through algebraic concepts	after school tutoring, purchase of additional materials	teacher, administration	assessment	EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Improving student understanding of concepts, improving teaching methodology	K-8	Principal, APs, Team Leaders, Teachers	Teachers,	PDD Days, Math Conferences	Marzano, assessments	Principal, Assistant Principals

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continuation of Intensive Math Grades 5-8 as a completely separate class. After school tutoring (teachers contractually do one hour week and are paid for additional time). Use of new CORE curriculum for grades K-8...Go Math, Glencoe Math Connects Plus, Prentice Hall	Teacher salary and benefits	Title I	\$40,177.00
Continuation of Intensive Math Grades 5-8 as a completely separate class. After school tutoring (teachers contractually do one hour week and are paid for additional time). Use and purchase additional CORE curriculum for grades K-8... ,Glencoe Math Connects Plus, Prentice Hall Advanced math grade 6 Algebra grade 8, Gizmos, FCAT Explorer, ESOL training	Cost of additional books for expansion	operating budget	\$22,000.00
Subtotal:			\$62,177.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$62,177.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	It is anticipated that there will be a 1% improvement in the number of students achieving proficiency in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%, or 36 students, achieved level 3 in 2012. 67%, or 173 students, achieved proficiency in science in 2011.	70% of students, or 174, will achieve proficiency in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students sometimes have difficulty with science concepts; a focus on experiential learning sometimes helps to alleviate this.	All students in grades K-8 will receive experiential instruction utilizing trips to Peanut Island, the Coast Guard Station and the Kennedy Bunker on Peanut Island along with other assets of the Palm Beach Maritime Museum and numerous other field trips (i.e. Science Museum, Everglades) to meet the Sunshine State Standards. All students will receive instruction using Harcourt Science in addition to experiential learning. Science teachers and support personnel will assist with vocabulary acquisition and development using science board games. After school tutoring for students scoring below grade level will	Science teachers, Assistant Principal, Principal, all teachers as related to infusing maritime studies throughout our curriculum.	Teacher/student discussions, teacher assessments, experiments, SSS Diagnostics,	Teacher assessments, End of course exams, FCAT

		be available.			
2	Students come from a wide variety of backgrounds with varying interests and ability levels. A majority of our students are minorities and are economically disadvantaged. Lower level students need remediation while those who are proficient need to be challenged. We have also expanded to 740 students and will spend time assessing and determining their needs.	Purchase of science books for expansion K-8	Assistant Principal	Teacher/student discussions, teacher assessments, experiments, SSS Diagnostics	Teacher assessments, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% of students, or 9, achieved level 4 or above. 6	13% of students, or 15, will achieve level 4 or 5 on the FCAT.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Accelerated students need to be challenged.	All students in grades K-8 will receive	Principal, Assistant	SSS Diagnostics, Teacher	FCAT

1	experiential instruction utilizing trips to Peanut Island, the Coast Guard Station and the Kennedy Bunker on Peanut Island along with other assets of the Palm Beach Maritime Museum and numerous other field trips (i.e. Science Museum, Everglades) to meet the Sunshine State Standards. All students will receive instruction using core series in addition to experiential learning. Science teachers and support personnel will assist with vocabulary acquisition and development using science board games.	Principal, Science Teachers	observations, teacher assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
To improve science scores in all grades with emphasis on	K-8	District, Administration, teachers	teachers	PDD, after school, summers	Marzano teacher observations	Principals, APs

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Expansion from 360 students to 740	Purchase of new science books for classes and for expansion students.	Operating Funds	\$12,819.00
All students in grades K-8 will receive experiential instruction utilizing trips to Peanut Island, the Coast Guard Station and the Kennedy Bunker on Peanut Island along with other assets of the Palm Beach Maritime Museum and numerous other field trips (i.e. Science Museum, Everglades) to meet the Sunshine State Standards. All students will receive instruction using Harcourt Science in addition to experiential learning. Science teachers and support personnel will assist with vocabulary acquisition and development using science board games. After school tutoring for students scoring below grade level will be available.	tutoring, field trips, guest speakers	Operating funds	\$5,000.00
			Subtotal: \$17,819.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$17,819.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students will increase to 99% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

83%, or 64 students, were proficient in writing.		It is expected that 85%, or 112 students will achieve proficiency.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students often have a difficult time organizing their writing, and the test this year, including conventions and spelling, will be more rigorous. Purchase of materials for current students and expansion.	Increased handwriting and writing practice in grades K-2, team meetings for writing teachers, development of individual charts/graphs throughout the school, increased data chats, word walls in all classrooms.	Principal Assistant Principal, Teachers	Palm Beach Writes	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increased handwriting and writing practice in grades K-2, team meetings for writing teachers, development of individual charts/graphs throughout the school, increased data chats, word walls in all classrooms. Principal Assistant Principal, Teachers Palm Beach Writes FCAT	Teachers,	Operating funds	\$14,075.00
			Subtotal: \$14,075.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$14,075.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics.	
Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal #1:		A 5% increase in attendance is anticipated.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
Attendance rate is 70%.		We expect the attendance rate to increase to 75%.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
119 students had 10 or more absences.		We anticipate that only 100 students or less will have 10 or more absences assuming there is no community health issue.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
61 students had excessive tardies.		25 students or less will have excessive tardies.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students had a difficult time getting to school because of parenting and health issues and the economy. Many do not have health benefits	To continue to educate parents about the savings with Kid Care. To call every parent every day a student is absent. To meet with parents whose children are absent over 10 days to ascertain the situation, to hire a Guidance Counselor. The Counselor will assist in all subject areas.	Principal, Assistant Principal, School Nurse, Guidance Counselor and School Nurse.	Checks of attendance rate monthly and more attendance meetings to assist parents and students with health issues.	Attendance rate

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Health and parenting issues	K-8	Nurse/Guidance Counsellor	Teachers, Staff	twice annually	GC and Nurse will ascertain level of follow-up	Prinipal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To continue to educate parents about the savings with Kid Care. To call every parent every day a student is absent. To meet with parents whose children are absent over 10 days to ascertain the situation, to hire a Guidance Counselor to assist with follow-up and agency contacts.	Nurse	Operating Funds	\$50,000.00
To provide a total program through guidance curriculum, individual planning and responsive services.	Guidance Counsellor	Operating Funds	\$50,000.00
Subtotal:			\$100,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To develop a system of automatic calls to parents of students who are absent.		Operating Funds, Title I	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Grand Total:			\$100,000.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Suspensions will be reduced.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were 18 in-school suspensions.	There will be 16 in school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were 16 in-school suspensions	There will be 13 in school suspensions.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 30 out of school suspensions, down from 42.	There will be 28 out of school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
30 students were suspended out of school down from 42.	28 students or less will be suspended out of school.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As the economy worsens, society, parents and students seem to be becoming more aggressive as things become more difficult.	We generally follow the School District matrix and handbook along with PBMA's own handbook for school-specific items. We also expect good behavior as students participate in maritime experiences such as boat and water trips. Continuation of field trips, after school clubs, maritime money and tutoring as motivators. Continuation of discussions with Administrators, Faculty and Students to try and resolve issues before they become problems. Monitoring of students during change of periods and in cafeteria to avoid issues during unstructured times. Bullying prevention discussions and policies.	Administration, faculty, staff, students	suspension rate	suspension rate
2	Students deal with many issues including disabilities, family problems, divorce, medical issues, parental issues.	Referrals to School Based Team, hiring of a Guidance Counsellor to better serve students and contribute to their overall well-being and thus better grades in school.	Principal, Assistant Principals, Faculty, Staff, Students	suspension rate decrease	suspension rate

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Sometimes suspensions can be avoided by early intervention.	Hiring a guidance counsellor	See attendance	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement	
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	As people begin to recover from the economic issues (and many of our parents have not), we will hopefully begin to see an increase in parent participation.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

Numerous parents and family members volunteered for school activities such as field trips, Book Fair, preparing Student of the Month breakfasts, about 130 came to "Meet the Teachers", about 200 came to Curriculum night, about 75 came to the 2 FCAT nights, about 30 came to Building Better Readers, about 200 participated in our monthly Student of the Month breakfasts, approximately 50 came for the National Junior Honor Society Induction, and about 300 came to Graduation. In addition, many parents chaperoned field trips.

Additional parents will volunteer hours. We will continue all the programs listed. Parent involvement will increase 25% given the increase in enrollment. We would expect about 300 for Student of the Month Breakfasts, 400 for Curriculum Night and Meet the Teachers, 150 to FCAT night, 100 for the Honor Society Inductions, and about 300 for various fieldtrips.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the economy, parents are having trouble coming into school due to new jobs or working several part time jobs at once.	We are making plans to make some meetings more flexible and to offer parents more opportunities to participate. We also have the availability of a translator/Community Liaison for Spanish parents. Lists will be kept of parent interests and office staff will follow up and call when an opportunity in that area arises. All parents have the opportunity to attend "Meet the Teacher" afternoon and "Curriculum Night". Parents are invited to Board meetings through the weekly Friday Letter which is posted on the website in English with Google Translate along with a weekly video by the Principal. Signs are hung on the school door to remind parents of Board meetings. Parent meetings to discuss the Family Involvement Policy/Plan and School/Parent Compacts are held in October, and the Compact is sent home to all parents. Parents also fill out a survey annually, and have the opportunity to set up communication with teachers, administrators and Board members when they wish. We also now have a Parent Liaison appointed by the Board. We use the VIPS program for parent volunteers, and parents volunteer for field trips, fundraisers, Book Fair and other activities. The school has a monthly Student of the Month Breakfast honoring students who	Principal, Assistant Principal, Community Language Facilitator	Parent sign in sheets, survey	Sign in sheets

		display good character, and parents attend these with their children.			
2	Parents may have difficulty with English.	We attempt to have translation into Spanish available at general meetings and do whenever there is an individual parent meeting. our weekly Friday Letter is also translated in to Spanish.	Principal, Assistant Principal, teachers, Community LanguageFacilitator	sign in sheets	sign in sheets
3	Parents often want to help their children but are not sure how to do so.	We send home Parent Connections magazine monthly, and our Friday Letter is translated into Spanish.	Principal, Assistant Principal, Teachers, Parents	parent feedback	parent feedback, sign in sheets
4	Parents often want to help their children but are not sure how to do so.	Purchase of Jupiter Grades and the use of "Go Math's" online assessment materials tp provide standard-specific data which is also available to parents. The School purchases student agenda books, trains students to write homework in them so parents can be aware, and teachers/parents in the younger grades communicate through notes in the agenda books.	Teachers, Parents	parent feedback	parent feedback
5	Parents often wish to help their children in a variety of ways although sometimes do not respond to items sent home.	Developed and publicized a new website with a great deal of information which is easily accessible. Continue to post Friday Letters, inportant dates etc. home weekly. Remind parents to continue to attend SAC meetings where the SAC advises the Board on any agenda items. These meetings are listed on the website and sent home in the Friday Letter. Parents have received notification as to how to place an item on the agenda. Parents have received Title 1 Compact and parent information along with a well-publicized Title 1 stand-alone meeting. Notices are sent home with scores and explanations following each Diagnostic and FCAT along with scores and explanations of Running Reading Records and FAIR. Parents have been invited to 2 separate FCAT parent nights for grades 3-5 and 6-8 and have attended	Teachers, Parents, webmaster	parent feedback	parent feedback

		(6:30pm), 8th grade parents are invited to Building Better Readers, parents of students are invited to a parent evening when we explain scores, results etc. Translation in Spanish is available at all parent evening meetings as well as parent conferences throughout the school day. Parents volunteer for field trips, Book Fair, Holiday Shoppe, fundraising, SAC, and there are numerous other opportunities. We were chartered by and partner with the Palm Beach Maritime Museum and work with Lockheed Martin. Currently, we are working towards developing other business partnerships.			
6	Parents often wish to help their children in a variety of ways although sometimes do not respond to items sent home.	Creation of a "Parent Group" for teacher and student support. Utilize Facebook and weekly Principal's Video, homeroom parents, and a dedicated email for parents to volunteer through.	Principal	parent and teacher feedback	parent and teacher feedback
7	The school has had difficulty developing business partnerships.	Utilization of the Parent Group to assist in seeking out and developing business partnerships through their contacts in the community, to continue to develop good working relationships with the Town of Lantana and the City of West Palm beach.	Principal, staff	parent and teacher feedback	parent and teacher feedback

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental ITSA to maintain website, upload parent informational flyers, letters, memos, videos, student activities weekly Principal's letter and video, assessment schedules, soon-to-come student video and other items	principal, APs, students, webmaster	Title 1	\$2,986.04
Parent workshops including FCAT nights, Building Better Readers, and other parent workshops.	Teacher stipends	Operating Funds	\$2,000.00
Translation of Friday Letter when necessary in addition to "google Translate"	Teacher/Translator Stipend	Operating Funds	\$1,000.00
Supplemental ITSA to maintain website, upload parent informational flyers, letters, memos, videos, student activities weekly Principal's letter and video, assessment schedules, soon-to-come student video and other items	principal, APs, students, webmaster	Operating Funds	\$2,015.96
			Subtotal: \$8,002.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,002.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To continue separate reading classes for all students in grades 6, 7, 8 using core curriculum and interventions and enrichment as necessary. We will also continue to use SAI for Grades 3 and 4, iii or SAI for grades K, 1, 4 and 5, and continue after school tutoring. We will continue the 90 minute reading block. Students receive dedicated reading instruction in grades K-8 although this is not mandated for students in grades 6-8. School purchased Macmillan Treasures/Triumphs for K-5. Instruction in grades 6-8 is literature and skill based. Social studies teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based on EDW and assessment data and teacher observation. We will continue the RTI process for students when indicated.	Teacher Salaries and Benefits for reading teachers teaching students who are not required to take Intensive reading in Grades 6, 7, 8	Title I	\$92,322.39
Reading	School District Professional Development as available, PLCs alternate weeks, Literacy Team quarterly meetings, Professional Development from other sources	Substitute Salaries	Operating Funds	\$2,000.00
Reading	After school tutoring	Salaries	Operating Funds	\$10,000.00
Reading	To continue separate reading classes for all students in grades 6, 7, 8 using core curriculum and interventions and enrichment as necessary. We will also continue to use SAI for Grades 3 and 4, iii or SAI for grades K, 1, 4 and 5, and continue after school tutoring. We will continue the 90 minute reading block. Students receive dedicated reading instruction in grades K-8 although this is not mandated for students in grades 6-8. School purchased Macmillan Treasures/Triumphs for K-5. Instruction in grades 6-8 is literature and skill based. Social studies teachers will	Purchase of new textbooks	Operating funds	\$15,000.00

	<p>infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based on EDW and assessment data and teacher observation. We will continue the RTI process for students when indicated.</p>			
Reading	<p>separate reading classes for all students in grades 6, 7, 8 using core curriculum and interventions and enrichment as necessary. We will also continue to use SAI for Grades 3 and 4, iii or SAI for grades K, 1, 4 and 5, and continue after school tutoring. We will continue the 90 minute reading block. Students receive dedicated reading instruction in grades K-8 although this is not mandated for students in grades 6-8. School purchased Macmillan Treasures/Triumphs for K-5. Instruction in grades 6-8 is literature and skill based. Social studies teachers will infuse reading benchmarks in lesson plans and delivery and differentiate instruction when appropriate based on EDW and assessment data and teacher observation. We will continue the RTI process for students when indicated.</p>	<p>Purchase of supplementary materials i.e. workbooks, scholastic magazines.</p>	<p>Operating Funds</p>	<p>\$10,000.00</p>
Reading	<p>School District Professional Development as available, PLCs alternate weeks, Literacy Team quarterly meetings, Professional Development from other sources, administrator/teacher attendance at math, science, writing, math, common core and other conferences put on by the district, state or private organizations.</p>	<p>Professional Development from other sources, administrator/teacher attendance at math, science, writing, math, common core and other conferences put on by the district, state or private organizations.</p>	<p>Title 1</p>	<p>\$15,053.94</p>
Mathematics	<p>Continuation of Intensive Math Grades 5-8 as a completely separate class. After school tutoring (teachers contractually do one hour week and are paid for additional time). Use of new CORE curriculum for grades K-8...Go Math, Glencoe Math Connects Plus, Prentice Hall</p>	<p>Teacher salary and benefits</p>	<p>Title 1</p>	<p>\$40,177.00</p>
	<p>Continuation of Intensive Math Grades 5-8 as a completely separate class. After school tutoring (teachers contractually</p>			

Mathematics	do one hour week and are paid for additional time). Use and purchase additional CORE curriculum for grades K-8... ,Glencoe Math Connects Plus, Prentice Hall Advanced math grade 6 Algebra grade 8, Gizmos, FCAT Explorer, ESOL training	Cost of additional books for expansion	operating budget	\$22,000.00
Science	Expansion from 360 students to 740	Purchase of new science books for classes and for expansion students.	Operating Funds	\$12,819.00
Science	All students in grades K-8 will receive experiential instruction utilizing trips to Peanut Island, the Coast Guard Station and the Kennedy Bunker on Peanut Island along with other assets of the Palm Beach Maritime Museum and numerous other field trips (i.e. Science Museum, Everglades) to meet the Sunshine State Standards. All students will receive instruction using Harcourt Science in addition to experiential learning. Science teachers and support personnel will assist with vocabulary acquisition and development using science board games. After school tutoring for students scoring below grade level will be available.	tutoring, field trips, guest speakers	Operating funds	\$5,000.00
Writing	Increased handwriting and writing practice in grades K-2, team meetings for writing teachers, development of individual charts/graphs throughout the school, increased data chats, word walls in all classrooms. Principal Assistant Principal, Teachers Palm Beach Writes FCAT Increased handwriting and writing practice in grades K-2, team meetings for writing teachers, development of individual charts/graphs throughout the school, increased data chats, word walls in all classrooms. Principal Assistant Principal, Teachers Palm Beach Writes FCAT	Teachers,	Operating funds	\$14,075.00
Attendance	To continue to educate parents about the savings with Kid Care. To call every parent every day a student is absent. To meet with parents whose children are absent over 10 days to ascertain the situation, to hire a Guidance Counselor to assist with follow-up and agency contacts.	Nurse	Operating Funds	\$50,000.00

Attendance	To provide a total program through guidance curriculum, individual planning and responsive services.	Guidance Counsellor	Operating Funds	\$50,000.00
Suspension	Sometimes suspensions can be avoided by early intervention.	Hiring a guidance counsellor	See attendance	\$0.00
Parent Involvement	Supplemental ITSA to maintain website, upload parent informational flyers, letters, memos, videos, student activities weekly Principal's letter and video, assessment schedules, soon-to-come student video and other items	principal, APs, students, webmaster	Title 1	\$2,986.04
Parent Involvement	Parent workshops including FCAT nights, Building Better Readers, and other parent workshops.	Teacher stipends	Operating Funds	\$2,000.00
Parent Involvement	Translation of Friday Letter when necessary in addition to "google Translate"	Teacher/Translator Stipend	Operating Funds	\$1,000.00
Parent Involvement	Supplemental ITSA to maintain website, upload parent informational flyers, letters, memos, videos, student activities weekly Principal's letter and video, assessment schedules, soon-to-come student video and other items	principal, APs, students, webmaster	Operating Funds	\$2,015.96

Subtotal: \$346,449.33

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students come from a wide variety of backgrounds with varying interests and ability levels. A majority of our students are minorities and are economically disadvantaged. Lower level students need remediation while those who are proficient need to be challenged. We have also expanded to 740 students and will spend time assessing and determining their needs.	Purchase of additional classroom computers and laptops, mimeos, laptops and desktops for the computer lab, overhead projectors	Operating	\$10,000.00
CELLA	Students and teachers will use internet programs and SDPBC website to enhance lessons and add to general fund of knowledge.	ESOL coordinator	Operating	\$0.00
Attendance	To develop a system of automatic calls to parents of students who are absent.		Operating Funds, Title I	\$0.00

Subtotal: \$10,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher Observation	iObservation purchase for 2012,2013, purchase of iPad for new Assistant principal	Operating Funds	\$3,800.00

CELLA	Teachers will continue to work towards ESOL endorsement. In-school mentoring by ESOL coordinator will take place as needed.	ESOL coordinator salary and benefits	Operating Funds	\$50,000.00
				Subtotal: \$53,800.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$410,249.33

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/16/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Palm Beach School District PALM BEACH MARITIME ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	77%	65%	67%	283	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	73%			146	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	86% (YES)			151	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					580	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District PALM BEACH MARITIME ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	74%	80%	63%	296	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	73%			142	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	76% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					571	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested