Turning Points Academy

2015-16 School Improvement Plan

Turning Points Academy

1950 BENOIST FARMS RD, West Palm Beach, FL 33411

www.edline.net/pages/turning_points_academy

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
High	Yes	92%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	**2007-08**
Grade	I

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Turning Points Academy is to provide educational opportunities for all students that lead to academic progress for at-risk students with behavioral, social, and academic challenges, while simultaneously helping students develop positive, productive social skills that empower them to make better choices that will enable students to successfully transition back to a comprehensive school campus.

Provide the school's vision statement

Turning Points Academy envisions a school environment that provides a nurturing and safe climate that promotes self-discipline,positive social response, academic progression, and respect for individual as well as environmental learning. All stakeholders collaboratively share the responsibility of maximizing instructional time in an environment that is conducive toward pupli progression and academic gains. Furthermore the overall goal of the vision fosters and promotes life-long learning skills that will benefit students, parents, local communities, and society.

School Environment

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

Throughout the school year in 2016, Turning Points Academy will instruct, encourage, and support all teachers to infuse the stories and events surrounding the Holocaust and the events surrounding World War ll.This will take place through reading and writing activities evaluating students comprehension, analytical thoughts,, and writing expression.Other multicultural activities implemented will be consist of Black and Latin History Month. Turning Points Academy will focus throughout the school year on the sacrifices and contributions of veterans and women made in society domestically and globally.Examples of these activities will include posters regarding the culture,dress attire, customs, and biographies of important contributors to include student/ class presentations, multicultural food presentations, afterschool parent events and guess speakers.

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

All students, upon arrival, are screened through a metal detector. All items not listed in the student handbook, are confiscated and placed in a plastic bag with the students name. At the end of the school day, students can retrieve their personal items. To ensure safety at all times, administrative staff along with BIA`s, school police, and the school police aid are monitoring the hallways and school grounds during and after school hours. Furthermore, Turning Points Academy will implement the School Wide Positive Behavioral System. Staff will articulate, demonstrate, and teach the specific practices that reflect the application of the school`s SWPBS Universal Guidelines to the contexts students will encounter before/during/after school. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies and include non-instructional staff to include office staff, bus drivers, cafeteria personnel, and after school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instructions for reporting violations to appropriate supervisors. Administration will provide professional development in methods of SWPBS.

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

A rewards system for students includes the "Schools Dollar Store". This system rewards students "school dollars" for positive behavior; wearing proper dress code;no referrals;and exceptional academic performance, and consistent school attendance. These school dollars are redeemed each week at the school store, in which the students can buy items of their choice. Students identified having difficulty in the classroom or on school grounds due to constant disruptive behavior or low academic performance after a nine week period, are referred to the school base team. The school base team will be held once a week. In this process, parents are asked to attend a conference to establish an effective plan to which will ensure student success. The conference can result in a student behavior contract, attendance contract agreement or a referral to additional district and community resources. Additional team members consist of 1 administrator;1 school psychologist;1 school guidance counselor;1 school manager; 1 general education teacher; and 1 ESE contact; The school wide positive behavior team, lead by Mr. Joe Green (Manager) will be held once a week, with the purpose of creating and implementing strategies that will reduce student referrals and increase student attendance and achievement. Mr. Green has attended and trained in accordance to Palm Beach County School District standards.

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

On-site behavioral counselor/ mentor attends to all students requesting anger management therapy; Crisis Intervention; and drug counseling and intervention. The Jerome Golden Group along with the designated school psychologist(if available) responds to severe emotional acts committed to include crisis intervention. On-site license psychologist employed by the Jerome Golden Group in partnership with the Palm Beach County School District determines appropriate level of intervention to include one-on-one therapy; referrals for additional long term counseling; and Baker Acting a student when a threat has been determine whether a student will hurt him or herself or others. In addition, teachers and administrators voluntarily assign themselves to a minimum of 2 students in regards to being a mentor.

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

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

1. In the examples described above, the school identifies of low attendance by means of teacher attendance rolls and daily review by administration. When attendance is 90 percent and below, the administrators provide a list of missing students to BIA`s and teachers of record. These persons are instructed to contacted the parents or guardians of record. The process is verified by administrators through accurate phone logs to include date and time of contact.
2. When one or more suspensions occur, the assistant principals notify the parents and /or schedule a conference with parents to identify and find appropriate resources to decrease classroom behavior.
3.When a student has failed a course, the guidance counselors schedule an in person meeting with parents and assistant principals to identify student weaknesses and develop a comprehensive plan (i.e. tutoring, change of teacher/course to place the student on track for graduation.
4. Administrators identify students Level 1 and below. These students are placed in intensive classes as mandated by state requirements. Students along with parents are highly encouraged to attend afterschool and Saturday tutoring sessions.

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

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

Indicator	Grade Level						Total
	7	**8**	**9**	**10**	**11**	**12**	
Attendance below 90 percent	10	12	7	4	5	2	40
One or more suspensions	10	1	2	1	0	0	14
Course failure in ELA or Math	8	6	8	3	1	0	26
Level 1 on statewide assessment	13	8	30	12	3	0	66

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

1. Daily/ Weekly parent contact.
2. Administrative home visits when necessary.
3. Collaboration and partnership with the Juvenile Justice System to include direct communication with Judges and Juvenile Probation Officers.
4. Daily data chats with teachers and guidance counselors monitoring and reviewing with students individual pupil progression

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Our goal is to increase parental involvement by adding additional activities which would encourage more parents to work with our staff to help their students succeed. All parents are required to attend a registration meeting when their child enrolls. We conduct an Open House each year. Parental involvement has improved in recent years. We plan to add a 'Parent University' where parents can learn better ways of working with their students.

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

The school`s community liaison and assistant principal will solicit community and business partnerships through letters, in-person meetings, emails, and phone calls. Once partnerships have been established

through contracts, all stakeholders are invited to participate in school related activities such as open house, faculty meeting presentations, after school activities (assist in tutoring students), and SAC meetings. Turning Points has established business partnerships with Hurricanes, Bud`s Chicken, Subway, Chick-fil-A, Walmart, Hungry Howie`s Pizza, Publix, McDonalds, and other area businesses.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Allen, Anthony	Principal
Williams, Michael	Assistant Principal
bailey, tracy	Assistant Principal
green, joe	Other

Duties

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

The team functions as a whole and takes on several roles as needed to ensure:
*a sound, effective academic program is in place
*a School Based Team (SBT) is implementing RtI processes and monitor subsequent needs are created
*fidelity of implementation of intervention support is documented
*adequate professional development to support RtI implementation
*effective communication with parents regarding school based RtI plans and activities occurs
*effective curriculum and instructional leaders

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I part A funds are used to provide additional administrative IPADS, FCAT/FSA calculators, and other instructional materials. Additionally, professional development activities and parent training are provided. The staff at Turning Points Academy collaborates with the district migrant and homeless departments to meet the needs of students and families by providing additional clothing, hygiene products, and school materials (i.e. backpacks, pencils, paper, pens,and calculators). Services for ELL students are provided through the district`s multicultural office. Title II funds are used to support Marzano training for administrators and teachers as well as support for attending other district initiatives.The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiency and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the interventions are implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data

collected for further discussion at future meetings.

The four steps of the Problem Solving Model

*Problem Identification entails identifying the problem and the desired behavior for the student.

*Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

*Intervention Design and Implementation involves selecting or developing evidence-based interventions based upon data previously collected. The interventions are then implemented.

*Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by IDEA.This legislative action supports all students achieving benchmarks regardless of their status in general or special education.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process. A representative from safe schools will be in attendance.

Title I, Part A

*Classroom Instruction-long term substitutes salary, instructional push-ins and pull-outs, and IPads

*Family Involvement-postage, refreshments, and supplies.

*Professional Development-substitute teachers and benefits to provide our teachers opportunities to attend conferences and training, extra duty days for professional development

*Additional services include....tutorials

Title I, Part D

Services are provided to assist students transitioning from adjudicated programs to be included in initial intake counseling; academic and behavioral records review; list of outside resources and agencies; and conferences with parent, guidance counselor, juvenile probation officer, and school administrators.

Title II

*District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies as well as enhance literacy and math skills of struggling students.

*Programs and professional development provided by Safe Schools

***Single School Culture

***Academic, Behavior, and Climate programs

*** Gang Awareness

***Bullying prevention

***Character Education

***Multicultural Education

Violence Prevention Programs

Turning Points Academy has an anti-bullying policy in which negative and inappropriate bullying type comments are not tolerated. Students are encouraged to report all incidences of bullying. The anonymous telephone number is posted in all of the classrooms. Refer to Board Policy 5.002 Prohibiting Bullying and Harassment.

Turning Points Academy implements and integrates Single School Culture by sharing our universal goals of success, following a behavior matrix and teaching/modeling expected behaviors, communicating with parents and following the School Wide Positive Behavior System. We update our action plans during weekly SWPBS meetings and School Advisory Council meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and implementation of the SWPBS programs and protocols.

Nutrition Programs

*School Food Service provides breakfast and lunch for all students

*Part-time school nurse provides health education information

Housing Programs

N/A

Head Start

N/A

Adult Education

Students who express an interest in Adult Education are counseled and provided additional options and educational resources.

Career and Technical Education

Turning Points Academy will host its annual Career Day and Law Week.

Job Training

Turning Points Academy will continue to host its annual Career Day, with guess speakers in attendance, and offer On the Job Training (OJT) to include community service to students that qualify.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Anthony Allen	Principal
Latricia Santana	Teacher
Charlotte Henry	Teacher
Alexander Matias	Parent
Ada Rosales	Parent
Christine Harker	Parent
Claudine Mc Farlane	Parent
Curtis Mitchell	Student
Derial Bias	Parent
Dickenson Bonhome	Parent
Elliot Jenkins	Parent
Donjay Flores	Student
Lavette Baker	Parent
Lelia Tucker	Parent
Bud`s Chicken	Business/Community
Carrle Chalmers	Parent
Israel Flores	Parent
Glenister Keith	Parent
Geidy Reiter	Parent
Jeanrobert Negri	Teacher
Alex Cunningham	Education Support Employee
Alonzo Johnson	Parent
Mary Jefferson	Parent
Michelle Webb	Parent
Paula Keith	Parent
Samuel Dixon-Payne	Teacher
Sean Harker	Parent
Shirloin McCarty	Parent
Sophia Johnson	Parent
Steven Silberberg	Teacher
Tahira Matias	Parent

Duties

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

Evaluation of last year's school improvement plan

Beginning September 2015, all identified SAC members will be given a draft of the 2015-16 school improvement plan. Through concurrent meetings, motions will held to make any and all necessary

changes to school improvement plan draft. In December 2015, the school improvement plan will be ratified and adopted by 2/3 majority voting process.

Development of this school improvement plan

The School Advisory Council is a resource for the school, its teachers, parents, and principal. Its function is to develop and oversee the implementation of the School Improvement Plan that will serve as a framework for school improvement. In addition to approving the SIP, SAC must provide input in matters concerning the disbursement of school improvement funds and other monies related to school improvement, and ensure that such expenditures are consistent with the School Improvement Plan. Lastly, SAC will consult with people or departments needed to support the School Improvement Plan.

Preparation of the school's annual budget and plan

Budget preparation is contingent upon the allocation of funds set forth and distributed through the Palm Beach County School Board. and the superintendent of Palm Beach County School District.

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

Funds are contingent upon teacher requests brought before the SAC to support and enrich classroom instruction. No funding at this time.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
	Assistant Principal
Allen, Anthony	Principal
henry, charlotte	Teacher, K-12
santana, latricia	Teacher, K-12
bailey, tracy	Assistant Principal
wilder, nichole	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To establish a reading culture throughout the entire campus. We will implement Reading Counts to fidelity this school year. Intensive reading programs to include Read 180 (Middle School)/ Edge (High school) will be implemented with fidelity. Individual students pull-outs will be implement for identified low performing students in need of additional one-on-one instruction. After school tutoring will be offered to all students regardless of reading comprehension levels. All students will be encouraged to read high interest level books this year. Students earning the most reading counts will be rewarded through individual recognition certificates and rewards given by the teaching and administrative staff.

Public and Collaborative Teaching

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

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

Collaborative school faculty relationships will be cultivated and built through professional development trainings which will be held once a month at the school. Curriculum learning team collaboration meetings will be held once a week. Curriculum Department meetings will be interconnected (i.e. math & science, reading & math, etc.) once a month. Team building and collaborative activities will be implemented during professional development training and Learning Team Meeting sessions. Effective monitoring for the implementation of team building activities will be conducted by the school principal and assistant principals in the form of classroom walkthroughs and observations with immediate feedback by use of the Marzano Observation tool. Direct participation and engagement will be observed by the administrative staff in these meetings as described and evaluated in the Marzano Observation tool.

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

Vacancies are posted on PeopleSoft. Administrators will attend district`s recruitment fair in an effort to hire HQ teachers. Every effort is made to encourage and assist teachers in furthering their professional goals through workshops and other educational events. Regular administrative classroom walkthroughs occur throughout the year .Both positive and constructive feedback are given to improve instruction. Professional development activities (i.e Marzano, Critical Thinking, FSA, Writing Rubric and Collaoative Planning) are provided through the district and onsite.
Responsible Person(s): Administrative Staff

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

All new teachers will be paired with more experienced teachers who has successfully achieved student academic gains to assist in adapting to the alternative school environment. Activities will include teacher observations and feedback from mentors as well as additional help and feedback from the administrative team. Curriculum learning team and department collaboration meetings will be a crucial asset toward new teachers receiving, preparing, and implementing the requirements necessary for students to pass the FSA, FCAT, and EOC test. New teachers will also receive guidance and immediate feedback from administrators through Marzano observation criteria.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers and administrators will attend throughout the year all curriculum trainings regarding Florida Standards Assessment, Florida Comprehensive Assessment Test, and End of Course Exams. Teachers and administrators will receive and utilize their perspective pacing calenders through Learning Village and Performance Matters as a resource created by the Palm Beach County School District or FLDOE curriculm standards website . Administrators will conduct weekly Learning Team Meetings to ensure teachers are implementing the standards with fidelity and rigor. Curriculum department leaders will conduct weekly department meetings to ensure all team members collaborate and share expertise with the goal of increasing student achievement. Administrators will also conduct

daily walkthroughs using the Marzano observation tool to monitor teachers implementation of the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Administrators will collaborate with teachers in analyzing student data to determine the needs of all students. Curriculum department team leaders will work closely and collaborate with administrators in planning and facilitating effective Learning Team Meetings.Students will be placed in intensive Reading and Mathematics classes when scoring Level 2 and below according to their previous FCAT/ FSA/EOC test scores. Teachers will be mandated to differentiate classroom instruction by ; Implementation of classroom rotation model; Peer grouping (Level 3 student with Level 2 and Level 1 student when possible); Homework; Direct Instruction and Independent study; Student engagement and teacher feedback; Daily/Weekly parent contact with evidence of the use of phone logs. Teachers will consistently circulate the entire classroom to monitor and assist all students according to Marzano Observation criteria.

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

Strategy: Summer Program

Minutes added to school year: 4,560

Students will take part in summer school core academic subject areas of Intensive Mathematics and Reading. Selected high school will complete course work through E2020 Edgenuity.

Strategy Rationale

To implement additional intensive instruction followed by student comprehension and mastery of the specific subject in preparation of successfully passing the Mathematics/ Reading End of Course Exam.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Williams, Michael, michael.williams.1@palmbeachschools.org

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

End of year report card grades, FCAT/FSA results and EOC's determine the students eligible to attend summer school. During the summer, students are given rigorous core coursework and periodic tests to guide the planning of instruction/remediation.Selected high school students will be given the opportunity to attend a E2020 (credit recovery) class with the goal of increasing grade point average and credit for the specific course that will make students eligible for graduation.

Strategy: Weekend Program

Minutes added to school year: 1,200

Extend intensive courses to include Mathematics, Reading, and Writing.

Strategy Rationale

Provide students with additional instruction beyond the normal school day and week in preparation for upcoming FSA, FCAT, and EOC exams.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Michael, michael.williams.1@palmbeachschools.org

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

Data will be analyzed by school administrators through EDW and Performance Matters.

Student Transition and Readiness

PreK-12 Transition

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

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

Incoming Students- 1. Students are assigned a guidance counselor, administrator, and mentor upon arrival. 2.Students are greeted by all personnel and must attend an orientation. During the orientation, the student and parent will receive a copy of the school`s vision, purpose, rules in and out of the classroom, direct support line, and exit criteria.
Outgoing Students-1. All students meeting exit criteria will have a conference with the guidance counselor to review academic and behavioral status.After review, the guidance counselor will establish a meeting with the students next school.2. The school of destination will send an administrator to meet and review that all criteria has been accomplished. 3.Once approved, the transitioning school will meet with student and parent to discuss rules and expectations.

College and Career Readiness

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

All students and their parents will meet with their perspective guidance counselor (according to grade level) during the registration process to discuss their academic history and academic needs. The guidance counselor will discuss the student's career goals and what must be accomplished academically and behaviorally to reach those goals.
The guidance counselor will also meet with the students individually for data chats at least once each semester or upon students`/ parents` request to discuss the student's academic and behavioral progress and any recommendations for improvement..
Business partners to include local colleges will be invited twice a year to present opportunities to those students who meet specific criteria.

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

As an alternative school, the limited curriculum does not afford us an opportunity to offer applied and
integrated courses. However, all staff members in our alternative school work hard and diligently to
help all students see the relevance of education as it pertains to their lives in the immediate future
and beyond.

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

Students will be allowed to participate in credit recovery courses in an effort to increase their credits
and grade point averages for graduation purposes.
Turning Points Academy is a public alternative school that services students who have severe
behavioral concerns. Expulsions, felony suspensions and students with persistent behavioral
concerns are staffed either by the school board or through alternative education liaisons. Also, ESE
students are staffed for one semester or up to 45 days depending on their placement and then
transition back to their comprehensive sites. Therefore, students are not with us very long. Most
students graduate from their comprehensive schools. They generally only stay at TPA for one
semester. When students arrive, guidance counselors meet with students and review their plans for
success and ensure that they have the correct courses they need so they are prepared for
graduation. Students are referred to Florida Virtual for foreign language or they are encouraged to
take it at their comprehensive school sites. Student are made aware of the fact that they need a 2.0
grade point average to graduate and to attend a two year community college but must have a much
higher GPA and specific academic courses to attend a four year university. We also conduct an
annual Career Day program and invite professionals from the local community to meet with students
and to provide them with information regarding their careers.

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

High school students in the 10th and 11th grades are offered free of charge the PSAT. 11th grade
students are offered free of charge the SAT. 11th and 12th grade students are given the Post
Secondary Readiness Test (PERT) in preparation of pursuing higher levels of education. Afterschool
and Saturday tutorials will be offered to all students at the beginning of October 2015 in preparing for
test to include FCAT/FSA and EOC exam.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for
needs assessment.

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

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   We will increase rigor and relevance of instruction during whole and small group with the goal of 100% student engagement in the classroom.

G2.   We will reduce the number of students receiving referrals that lead to out of school suspensions.

G3.   We will increase the percentage of students performing at a proficient level on the Florida Standards (FSA), Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)

Strategic Goals Detail

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

G1. We will increase rigor and relevance of instruction during whole and small group with the goal of 100% student engagement in the classroom. 1a

G069721

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	46.0
AMO Reading - All Students	43.0
FCAT 2.0 Science Proficiency	35.0

Resources Available to Support the Goal 2

- HQ Teachers, Florida Standards materials, Paraprofessional, Pull-in /Pull out resource person.

- Classroom Management Professional Development

Targeted Barriers to Achieving the Goal 3

- Attendance, student engagement, student comprehension

- Limited variety of supplemental instructional materials

Plan to Monitor Progress Toward G1. 8

Student attendance, classroom participation, grades, and behavior

Person Responsible
Michael Williams

Schedule
Daily, from 8/24/2015 to 5/3/2016

Evidence of Completion
Daily school attendance sheet

G2. We will reduce the number of students receiving referrals that lead to out of school suspensions. 1a

🔍 G069722

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	70.0
Dropout Rate	90.0
Attendance Below 90%	90.0

Resources Available to Support the Goal 2

- Corrective Behavior Form, Mentoring, School-wide Positive Behavior Support Activities, B.I.A.'s, In School Suspension (ISS), Counselors Parent Contact Community Resouces

Targeted Barriers to Achieving the Goal 3

- 1. Lack of parent involvement

- 2. Severe Behavior Issues

- 3.Lack of family/ community resources

Plan to Monitor Progress Toward G2. 8

Review Administrative and teacher parent contact logs in encouraging more parental involvement

Person Responsible
Anthony Allen

Schedule
Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion
Reduction in the number of out of school suspensions as is documented on the Discipline Dashboard Report

G3. We will increase the percentage of students performing at a proficient level on the Florida Standards (FSA), Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA) `1a`

G069723

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	40.0
4-Year Grad Rate (Standard Diploma)	40.0

Resources Available to Support the Goal `2`

- *Classroom libraries *Classroom Management *Discipline related posters *District Trainings *Gizmo *Journals *Instructional focus calendar *iPads *Learning Village *Manipulatives *Microscopes/Science tools *Professional Development *Reading Counts *Tutorial *V-Math *Word walls

Targeted Barriers to Achieving the Goal `3`

- Attendance

- Lack of student/classroom engagement

- Lack of parental involvement

Plan to Monitor Progress Toward G3. `8`

Data chats of test results from diagnostics, FSA,EOC, READ 180, Palm Beach Writes (PBW), end of chapter/unit/semester exams, etc

Person Responsible
Michael Williams

Schedule
Weekly, from 10/21/2015 to 6/2/2016

Evidence of Completion
Increase proficiency percentages on the FCAT 2.0, Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA) Florida Standards Assessment Test (FSA)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. We will increase rigor and relevance of instruction during whole and small group with the goal of 100% student engagement in the classroom. 1

🔑 G069721

G1.B1 Attendance, student engagement, student comprehension 2

🔑 B181375

G1.B1.S1 Provide curriculum activities that engages students` interest 4

🔑 S192899

Strategy Rationale

Students` minds need to be stimulated and challenged

Action Step 1 5

Push-in tutors will provide captivating curriculum resources that promotes students`critical thinking skills

Person Responsible

Michael Williams

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Students classroom attendance, behavior, and grades. Lesson plans; Data on increased in student performance

Action Step 2 5

School will provide parent trainings to increase student proficiency and provide transportation via car pooling

Person Responsible

Michael Williams

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Parent Car pool sign- in sheets

Action Step 3 5

Provide Saturday tutorials

Person Responsible

Michael Williams

Schedule

Weekly, from 2/6/2016 to 3/5/2016

Evidence of Completion

sign in sheets, lesson plans, student performance data

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

Administrators will conduct walkthroughs and monitor sessions

Person Responsible

Michael Williams

Schedule

Daily, from 8/24/2015 to 5/31/2016

Evidence of Completion

Administrators will monitor student data

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

Monitor student attendance

Person Responsible

Michael Williams

Schedule

Daily, from 8/17/2015 to 5/31/2016

Evidence of Completion

Attendance logs will show evidence of increase classroom attendance.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 [6]

Ensure communication and implementation of afterschool bus schedule and route has been established

Person Responsible

Michael Williams

Schedule

Daily, from 9/19/2014 to 5/29/2015

Evidence of Completion

Communication via emails and phone call logs to bus perspective bus compound.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 [7]

Administrator will ensure bus arrives and departs afterschool activities on time

Person Responsible

Michael Williams

Schedule

Daily, from 9/19/2014 to 5/29/2015

Evidence of Completion

Bus arrive on time which translates to increase student afterschool tutorial attendance.

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Create assigned parent phone list to administrative staff and teachers

> **Person Responsible**
>
> Anthony Allen
>
> **Schedule**
>
> Weekly, from 8/24/2015 to 6/2/2016
>
> *Evidence of Completion*
>
> Phone logs should be displayed in teacher lesson plan binders. Administrative staff will review phone logs during classroom walkthroughs.

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

Mentoring

> **Person Responsible**
>
> Anthony Allen
>
> **Schedule**
>
> Weekly, from 8/24/2015 to 5/27/2016
>
> *Evidence of Completion*
>
> Mentoring logs to include parent contact will be collected by the school principal.

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

Provide all available resources for effective communication between the school`s staff and parents

> **Person Responsible**
>
> Michael Williams
>
> **Schedule**
>
> Daily, from 8/24/2015 to 6/2/2016
>
> *Evidence of Completion*
>
> Sign in sheets for parent visits; Edline; Parent Link; Emails; Phone calls with contact logs; In-school conferences with sign-in sheets

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

Administrative home visits

Person Responsible

Anthony Allen

Schedule

Monthly, from 9/8/2015 to 6/2/2016

Evidence of Completion

Mentoring sheets will briefly describe conversation and conclusion in mentoring students.

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

Parental Phone Logs

Person Responsible

Anthony Allen

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Phone logs will be reviewed by the administrative staff to ensure consistency and fidelity has been implemented

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Schedule a date to create the mentoring form outlined with the topic of discussion to include a phone call to parent(s)/guardian(s) and details of upcoming event

Person Responsible

Michael Williams

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

The completed mentoring form with signature of faculty/staff member and parent response

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Monitor student academic and behavioral progression

Person Responsible

Michael Williams

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Daily/Weekly classroom monitoring of students. Weekly progress reports.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Assign a specific location for the Corrective Behavior Forms to be placed and replenished as necessary

Person Responsible

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Completed Corrective Behavior Form

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Provide Corrective Behavior Forms

Person Responsible

joe green

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Completed Corrective Behavior Forms with interventions

G2. We will reduce the number of students receiving referrals that lead to out of school suspensions. 1

🔑 G069722

G2.B2 2. Severe Behavior Issues 2

🔑 B181379

G2.B2.S2 Rewards program 4

🔑 S192907

Strategy Rationale

Show positive reinforcement and recognition for student progression behaviorally an academically

Action Step 2 5

College tours to visit schools in the state of Florida

Person Responsible

Michael Williams

Schedule

Evidence of Completion

Brochures, Sign-in sheets, student rosters, Students reflections

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Students will be issued daily point sheets

Person Responsible

Michael Williams

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Students daily point sheets will be collected at the end of the school day

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Review school`s discipline dashboard

Person Responsible

Anthony Allen

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Discipline dashboard data will be downloaded and reviewed by administration from district EDW.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Parental Particpation

Person Responsible

joe green

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Sign-in sheets/ documentation will be collected

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Parental Participation

Person Responsible

joe green

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Sign-in sheets will be collected upon receipt of program packet

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

Administrators, Guidance Counselors, & Teachers will monitor student attendance and behavior

Person Responsible

tracy bailey

Schedule

Daily, from 10/21/2015 to 6/2/2016

Evidence of Completion

Evidence of review of students behavior and attendance records

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

Administrators will recognize and reward student`s positive behavior, attendance and grades

Person Responsible

Michael Williams

Schedule

Weekly, from 10/21/2015 to 3/17/2016

Evidence of Completion

Students daily point sheets and attendance will be reviewed

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

Schedule Learning Team Meetings (LTM) for departments to brainstorm cross curriculum critical thinking questions and responses

Person Responsible

Michael Williams

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Teacher assessment updates (CORE K12, SRI, READ 180, Gizmos, etc.)

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

Person Responsible

Schedule

Evidence of Completion

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

Create cross curriculum critical thinking test questions

Person Responsible

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Assessment results (CORE K12, SRI, READ 180, Gizmos, etc.)

Plan to Monitor Fidelity of Implementation of G3.B2.S2 `6`

Schedule a time during Learning Team Meetings (LTM) before each chapter/unit/semester to update proficiency scales

Person Responsible

Schedule

Evidence of Completion

Proficiency Scales posted in classrooms, iObservation

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Relevant proficiency scales

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*
>
> Student use of scale, iObservation

Plan to Monitor Fidelity of Implementation of G3.B2.S3 `6`

Teachers will participate in Learning Team/ Professional Development activites

> **Person Responsible**
>
> latricia santana
>
> **Schedule**
>
> Monthly, from 9/17/2015 to 2/17/2016
>
> *Evidence of Completion*
>
> Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 `7`

Administrators will conduct classroom walkthroughs to gauge effectiveness of teacher collaboration

> **Person Responsible**
>
> Michael Williams
>
> **Schedule**
>
> Daily, from 9/30/2015 to 5/31/2016
>
> *Evidence of Completion*
>
> Teachers will receive feedback (via Marzano Observation Tool)

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Monitors the lines of communication in notifying parents of upcoming events

Person Responsible

Michael Williams

Schedule

Monthly, from 9/24/2015 to 9/24/2015

Evidence of Completion

Administrators will monitor Edline, emails, and letters to parents of upcoming events

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Administrators will monitor Edline to ensure all parents have been notified of school events in a timely manner

Person Responsible

Michael Williams

Schedule

Weekly, from 9/24/2015 to 5/25/2016

Evidence of Completion

Events sign-in sheet for parents

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

Administrators will communicate to parents through Edline, letters, emails, and students

Person Responsible

tracy bailey

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Edline,email computer systems are functional and operational.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

Parents attendance of in -school and after school activities

Person Responsible

tracy bailey

Schedule

Monthly, from 9/24/2015 to 5/31/2105

Evidence of Completion

School activity sign-in sheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Push-in tutors will provide captivating curriculum resources that promotes students`critical thinking skills	Williams, Michael	8/17/2015	Students classroom attendance, behavior, and grades. Lesson plans; Data on increased in student performance	6/2/2016 daily
G1.B1.S1.A2	School will provide parent trainings to increase student proficiency and provide transportation via car pooling	Williams, Michael	10/6/2014	Parent Car pool sign- in sheets	5/29/2015 monthly
G2.B2.S2.A2	College tours to visit schools in the state of Florida	Williams, Michael	5/1/2016	Brochures, Sign-in sheets, student rosters, Students reflections	one-time
G1.B1.S1.A3	Provide Saturday tutorials	Williams, Michael	2/6/2016	sign in sheets, lesson plans, student performance data	3/5/2016 weekly
G1.MA1	Student attendance, classroom participation, grades, and behavior	Williams, Michael	8/24/2015	Daily school attendance sheet	5/3/2016 daily
G1.B1.S1.MA1	Monitor student attendance	Williams, Michael	8/17/2015	Attendance logs will show evidence of increase classroom attendance.	5/31/2016 daily
G1.B1.S1.MA1	Administrators will conduct walkthroughs and monitor sessions	Williams, Michael	8/24/2015	Administrators will monitor student data	5/31/2016 daily
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	[no content entered]			one-time	
G1.B1.S3.MA1	Administrator will ensure bus arrives and departs afterschool activities on time	Williams, Michael	9/19/2014	Bus arrive on time which translates to increase student afterschool tutorial attendance.	5/29/2015 daily
G1.B1.S3.MA1	Ensure communication and implementation of afterschool bus schedule and route has been established	Williams, Michael	9/19/2014	Communication via emails and phone call logs to bus perspective bus compound.	5/29/2015 daily
G2.MA1	Review Administrative and teacher parent contact logs in encouraging more parental involvement	Allen, Anthony	8/24/2015	Reduction in the number of out of school suspensions as is documented on the Discipline Dashboard Report	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Provide all available resources for effective communication between the school`s staff and parents	Williams, Michael	8/24/2015	Sign in sheets for parent visits; Edline; Parent Link; Emails; Phone calls with contact logs; In-school conferences with sign-in sheets	6/2/2016 daily
G2.B1.S1.MA5	Administrative home visits	Allen, Anthony	9/8/2015	Mentoring sheets will briefly describe conversation and conclusion in mentoring students.	6/2/2016 monthly
G2.B1.S1.MA6	Parental Phone Logs	Allen, Anthony	8/24/2015	Phone logs will be reviewed by the administrative staff to ensure consistency and fidelity has been implemented	6/2/2016 weekly
G2.B1.S1.MA1	Create assigned parent phone list to administrative staff and teachers	Allen, Anthony	8/24/2015	Phone logs should be displayed in teacher lesson plan binders. Administrative staff will review phone logs during classroom walkthroughs.	6/2/2016 weekly
G2.B1.S1.MA2	Mentoring	Allen, Anthony	8/24/2015	Mentoring logs to include parent contact will be collected by the school principal.	5/27/2016 weekly
G2.B2.S1.MA1	Provide Corrective Behavior Forms	green, joe	8/17/2015	Completed Corrective Behavior Forms with interventions	6/2/2016 daily
G2.B2.S1.MA1	Assign a specific location for the Corrective Behavior Forms to be placed and replenished as necessary		8/24/2015	Completed Corrective Behavior Form	6/2/2016 daily
G2.B3.S1.MA1	Parental Participation	green, joe	8/24/2015	Sign-in sheets will be collected upon receipt of program packet	6/2/2016 weekly
G2.B3.S1.MA1	Parental Particpation	green, joe	8/24/2015	Sign-in sheets/ documentation will be collected	6/2/2016 weekly
G2.B1.S2.MA1	Monitor student academic and behavioral progression	Williams, Michael	8/24/2015	Daily/Weekly classroom monitoring of students. Weekly progress reports.	6/2/2016 weekly
G2.B1.S2.MA1	Schedule a date to create the mentoring form outlined with the topic of discussion to include a phone call to parent(s)/guardian(s) and details of upcoming event	Williams, Michael	8/24/2015	The completed mentoring form with signature of faculty/staff member and parent response	6/2/2016 weekly
G2.B2.S2.MA1	Review school`s discipline dashboard	Allen, Anthony	8/24/2015	Discipline dashboard data will be downloaded and reviewed by administration from district EDW.	6/2/2016 monthly
G2.B2.S2.MA1	Students will be issued daily point sheets	Williams, Michael	8/24/2015	Students daily point sheets will be collected at the end of the school day	6/2/2016 daily
G3.MA1	Data chats of test results from diagnostics, FSA,EOC, READ 180, Palm Beach Writes (PBW), end of chapter/unit/semester exams, etc	Williams, Michael	10/21/2015	Increase proficiency percentages on the FCAT 2.0, Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA) Florida Standards Assessment Test (FSA)	6/2/2016 weekly
G3.B1.S1.MA1	Administrators will recognize and reward student`s positive behavior, attendance and grades	Williams, Michael	10/21/2015	Students daily point sheets and attendance will be reviewed	3/17/2016 weekly
G3.B1.S1.MA1	Administrators, Guidance Counselors, & Teachers will monitor student attendance and behavior	bailey, tracy	10/21/2015	Evidence of review of students behavior and attendance records	6/2/2016 daily
G3.B2.S1.MA1	Create cross curriculum critical thinking test questions		9/8/2014	Assessment results (CORE K12, SRI, READ 180, Gizmos, etc.)	5/29/2015 weekly
G3.B2.S1.MA1	Schedule Learning Team Meetings (LTM) for departments to brainstorm cross curriculum critical thinking questions and responses	Williams, Michael	9/8/2014	Teacher assessment updates (CORE K12, SRI, READ 180, Gizmos, etc.)	5/29/2015 weekly
G3.B2.S1.MA3	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1	Administrators will monitor Edline to ensure all parents have been notified of school events in a timely manner	Williams, Michael	9/24/2015	Events sign-in sheet for parents	5/25/2016 weekly
G3.B3.S1.MA1	Monitors the lines of communication in notifying parents of upcoming events	Williams, Michael	9/24/2015	Administrators will monitor Edline, emails, and letters to parents of upcoming events	9/24/2015 monthly
G3.B2.S2.MA1	Relevant proficiency scales		Student use of scale, iObservation	once	
G3.B2.S2.MA1	Schedule a time during Learning Team Meetings (LTM) before each chapter/unit/semester to update proficiency scales		Proficiency Scales posted in classrooms, iObservation	once	
G3.B3.S2.MA1	Parents attendance of in -school and after school activities	bailey, tracy	9/24/2015	School activity sign-in sheets	5/31/2105 monthly
G3.B3.S2.MA1	Administrators will communicate to parents through Edline, letters, emails, and students	bailey, tracy	8/24/2015	Edline,email computer systems are functional and operational.	5/31/2016 monthly
G3.B2.S3.MA1	Administrators will conduct classroom walkthroughs to gauge effectiveness of teacher collaboration	Williams, Michael	9/30/2015	Teachers will receive feedback (via Marzano Observation Tool)	5/31/2016 daily
G3.B2.S3.MA1	Teachers will participate in Learning Team/ Professional Development activites	santana, latricia	9/17/2015	Sign-in sheets	2/17/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Push-in tutors will provide captivating curriculum resources that promotes students`critical thinking skills**				**$27,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0842 - Turning Points Academy	General Fund		$5,200.00
			Notes: Classroom supplies for students and teachers to include pencils pens , markers, calculators, notebooks, highlighters,paper and chart paper, key boards, mice, power strips, and cords.			
			0842 - Turning Points Academy	Title I Part A		$15,000.00
			Notes: Substitute to provide push-in/ pullouts and small group instruction.			
			0842 - Turning Points Academy	Title I Part A		$5,000.00
			Notes: Attend Model Schools conference.			
			0842 - Turning Points Academy	Title I Part A		$2,000.00
			Notes: Attend National Youth at-risk conference.			
2	G1.B1.S1.A2	**School will provide parent trainings to increase student proficiency and provide transportation via car pooling**				**$1,024.96**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0842 - Turning Points Academy	Title I Part A		$1,024.96
			Notes: Paper, ink, folders, pens,and food for parent trainings, envolopes & postage stamps.			
3	G1.B1.S1.A3	**Provide Saturday tutorials**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0842 - Turning Points Academy	Title I Part A		$1,500.00
			Notes: PTS for Saturday tutorials			
4	G2.B2.S2.A2	**College tours to visit schools in the state of Florida**				**$5,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			0842 - Turning Points Academy	Title I Part A		$5,500.00
			Notes: College Tour charter bus and hotel accommodations for overnight stay.			
					Total:	**$35,224.96**