

# Turning Point



2015-16 School Improvement Plan

## Turning Point

575 S. WATER ST, Monticello, FL 32344

[www.jeffersonschooldistrict.org](http://www.jeffersonschooldistrict.org)

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

%

### School Grades History

**Year**

**Grade**

### School Board Approval

This plan was approved by the Jefferson County School Board on 10/4/2015.

### 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	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The Jefferson County School District is committed to providing excellence in education for all students. Turning Point School will ensure a safe, academic challenging environment for all students to become productive citizens in the 21st century. Turning Point Alternative Education School will serve as a model of innovative solutions that meet the emotional, physical, and educational needs of its student population. Our goal is to ensure that all students are college and career ready upon graduation.

##### Provide the school's vision statement

Turning Point School will be an educational system that prepares all students to be college and career ready. Turning Point programs will teach, model, and support the skills and attitudes that contribute to students' development as socially responsible citizens.

#### School Environment

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

Turning Point School will be a cooperative venture of the Jefferson County School Board, Jefferson County Elementary School, Jefferson County Middle High School, and the Department of Juvenile Justice. The school will serve ages 13 through twelfth grade, with approximately 30 students. Turning Point School will reach out to families and students and provide a program of choice that will take a therapeutic approach and serve students that may be unable to succeed in a regular school setting due to problems which may include: disruptive behavior, substance abuse, SESIR offenses, truancy, or activities, in or out of school, that result in the involvement of the criminal justice system, or have repeated low academic performance. Students under the age of 18 who have previously dropped out of school due to disciplinary problems and/or who were unsuccessful in the traditional school setting may also benefit from this program. Based upon the Superintendent's recommendation and the School Board's action, students who have committed expellable offenses may be given the choice of attending Turning Point Alternative Education Program in lieu of expulsion from other Jefferson County Schools. Turning Point will implement an educational and behavioral program that provides individualized performance based instruction geared to the specific abilities, interest, and academic needs of each student. Support will be given for accelerated learning, course retrieval, credit recovery, state required assessments, preparation and college entry test-taking skills. Individual and /or group counseling will be available to those students in need. Students may choose to continue in this program until graduation or they may work towards re-entering into the traditional high school setting. The behavioral component of Turning Point is designed to provide students with the appropriate skills that will facilitate the student's successful re-entry into a regular public school. The performance component will include small group and individual face to face instruction, and computer instruction with other research-based curriculum tailored to the student's academic level.

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

Students that attend Turning Point will be expected to exhibit character traits that are respectful, responsible, with appropriate self-discipline. A Character Education Program called "Project Wisdom" will be presented each morning to instill a positive and effective school climate. Each student will also



be placed in a behavior management system that consists of levels of performance. Progress through these levels will be a factor in determining when a student will be staffed back into the traditional school or whether they will receive various rewards and privileges in Turning Point. The following special strategies may be incorporated into the program to ensure that students feel safe, respected, and motivated:

- Individualized Instruction
- Integrated studies
- Project-Based Instruction
- \* Community Service Projects
- Self-concept and effective education
- Focus on application of Life Skills
- Speakers and other communication resources
- Career exploration and awareness concepts
- Individual, group, or family counseling
- Individual and classroom behavior management system
- Positive reinforcements strategies
- Community mentors

**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**

Turning Point School is designed to provide students with academic instruction while addressing their significant emotional and behavioral needs. This is accomplished by offering students strong academic programming and a school-wide behavior management system. The behavior management system consists of three components which are linked together to provide the structure and consistency needed by students to progress academically, behaviorally, and socially. The three components of the system are a Point System, a Level System, and the Counseling Program. The Turning Point Alternative Program point system is based on students earning points during ten time periods of the school day. During each time period, the student can earn a total of ten points. Students may earn a total of 100 points daily, not including Bonus Points. Daily success is based on the number of points the student earns and the required number of points to have a successful day on their current level. Each month the students' points are totaled and turned into "tiger bucks" which can be saved or spent in the school store. Students receive monthly paychecks and must use their consumer math skills to record, deposit, and balance their "tiger account" in order to purchase items from the school store.

The Turning Point level system is comprised of five levels. Students begin at Turning Point on the Orientation level. They can work through Level 1, Level 2, Level 3, and the Honors Level.

The staff at Turning Point will include a part-time child psychologist, an ESE teacher, an Elementary Education Certified Teacher, a Para-Professional, a Program Specialist, and MTSS Coordinator.

Students receive group counseling as a part of their program and individual counseling when outlined in their IEP, or when needed.

**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**

Students are receiving counseling weekly by a licensed child psychologist from Capital City Youth Services. Apalachee Mental Health Service is also working with students and their families that are recovering from emotional, psychiatric, and substance abuse. Community volunteers affiliated with Young Boyz to Men will be assisting our young men with life challenges through their mentor program. Members of Altrusa will be mentoring our young women. School volunteers also mentor students weekly and provide behavioral support through inspirational conversations and providing a lunch gift card to the student of the month.

## Early Warning Systems

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

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

Students that attend Turning Point School may have historically struggled in the traditional school setting in the area of attendance (5 or more unexcused absences), behavior (3 or more out-of-school suspensions), and failing grades and test scores (Reading and Math).

### 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
	6	7	9	10	12	
Attendance below 90 percent	0	1	5	2	0	8
One or more suspensions	3	0	3	1	0	7
Course failure in ELA or Math	3	1	5	5	1	15
Level 1 on statewide assessment	3	1	4	5	1	14

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

Indicator	Grade Level					Total
	6	7	9	10	12	
Students exhibiting two or more indicators	3	1	5	5	1	15

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

The first intervention implemented when a student enrolls in Turning Point will provide learning experiences that foster group positive behavior through a behavior management plan that is taught explicitly and modeled daily. Students are also given a multiple intelligence test to determine how the students learn best. Rubrics are often used in various subjects to allow students flexible presentation according to their learning style. Since the majority of the students' work is computer-based, data is accessed continually so that differentiation can occur daily to accommodate each students' academic needs.

## 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/226781>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

This year Altrusa Intl. Organization of Monticello, FL has adopted Turning Point and is providing mentoring services, classroom libraries, and behavior incentives for the school store. Also, a new organization called Boyz to Men was started by African American men in the community with the vision to build a better world by assisting young men to become responsible citizens.

**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
Whitty, Nancy	Principal

**Duties**

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

The leadership team consist of :

- Barbara Myers- ESE Program Specialist
- Tanashia Barnhart- MTSS District Coordinator
- Thomas Speight - ESE Classroom Teacher
- Annie Gervin- Classroom Teacher
- Lutricia Hamm- Para Professional and Child Psychologist
- Marshaun Harris - Out-of-School Instructor

This team meets weekly to discuss and review student academic and behavior data. Issues are problem-solved using the eight step problem solving process when appropriate. Those issues that the team can not resolve are taken to the district management team for possible resolution.

**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**

At Turning Point our goal is to address the whole child. To achieve this goal, we enlist the help of outside agencies such as: Capital Youth Services, Apalachee Mental Health, and Jefferson County Health Department. These entities assist us in meeting our students' ongoing physical, social, and emotional needs.

Because of the diversity of the academic needs of the students at Turning Point, K-12 a computerized program is provided for each student and is designed to assist students with credit recovery, accessibility to courses not available at JCMHS, and accelerated learning. Individual accommodations are applied daily and student data chats are held weekly so that students are aware of their academic and behavior progress.

Title I funds are used to pay for the computer-based program (25 seats). Title II funds recently

purchased classroom libraries aligned with the K-12 literature requirement. Our students also receive character education as part of their daily curriculum. Project Wisdom, is a research based program which ensures that all students are explicitly taught the behaviors we expect not only at the school, but also in society. Modeling and role playing are critical in developing strong competent and confident young adults.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Nancy Whitty,	Principal
Barbara Myers	Education Support Employee
Tanishia Barnhart	Education Support Employee
Jack Williams	Business/Community
Thomas Speight	Teacher
Lutricia Hamm	Education Support Employee
Dwanda Skipworth	Parent
Jay Quill Skipworth	Student
Melvin Graham	Business/Community
Yolanda Dollar	Parent
Jack McElveen	Parent
Jennifer McElveen	Parent
Ben Denson	Student
Cassie Wilson	Parent
Leslie Zoltowski	Parent
Linda Benedict	Business/Community
Christiana Newell	Business/Community

#### 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*

Turning Point did not exist during the 2014-2015 school year. Our Early Warning System data indicated that as a district there were a number of students whose academic and behavioral needs were not being met at the traditional high school. In order to improve these students' chances of graduation, Turning Point was established.

*Development of this school improvement plan*

During our quarterly parent meetings, parents will be given an opportunity to provide feedback on how well Turning Point is meeting their family's needs. This information will be used to continually improve and revise our daily operating procedures and communication with parents. As we improve our processes we will update our School Improvement Plan to reflect changes.

*Preparation of the school's annual budget and plan*

The school's annual budget will be discussed with the Federal Program Specialist and ESE Director to discuss additional funding available to help support the needs of our students, parents, and staff.

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

There were no supplemental improvement funds allocated to Turning Point last year..

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

No

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

N/A

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Whitty, Nancy	Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

At Turning Point, one barrier to success that some of our students face is the inability to read on grade level. Some students do not have the skills to read for information or to understand complex texts. The Literacy Leadership team will support the teacher and all adults who touch the students' lives, in understanding the critical need for literacy. Every adult on campus can ask what a student is reading, share what they are reading, and ask the students questions about the books they are reading at school and at home. Literacy will be a focus for the school. The reading coach from Jefferson Middle High will also share research based strategies to the teacher and literacy team. Turning Point School will also partner with Altrusa Intl. Organization in Monticello and Friends of the Library as they provide classroom libraries of different Lexile levels to meet the various reading levels and interests of our students.

**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**

Turning Point is unique and does not have multiple teachers. The principal, MTSS coordinator and the ESE specialist provide support to the two teachers in both academics and in behavior. All team members work collaboratively to ensure all students are successful.

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

As of September 2015, Turning Point has enough students for two teachers. The high school teacher has unique skills and experience in positive behavior and reaching students who struggle academically. An elementary teacher is also on staff in order to meet academic and behaviorally needs for the younger students.

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

The teachers here are surrounded by professionals who are here to assist them and the students. From the psychologist to the mental health professionals, they are all willing to problem solve around any issues that arise.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

The K-12 program is based on the Florida Standards. The team of professionals that chose this program ensured that all standards were covered in the courses.

#### 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**

As each student progresses through the program, the teacher and administrator are monitoring the data. As students begin to struggle with a course or content material, the instructor can apply individual accommodations or work with the individual to provide strategies and support until the child has the skills to continue successfully.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 0

N/A

**Strategy Rationale**

N/A

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

N/A

### 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***

This school year is Turning Point's first year. The transition plan as the students progress through the program is to monitor each student daily both behaviorally and academically. If a student begins to struggle in either area, the Turning Point Leadership team will be brought together to discuss new interventions. The students transition from one level to another as they meet the grade level goals. Once they meet the graduate or honor level in the school's behavior management system the student has the option to return to the traditional school setting. A contract is created and an interview is scheduled with both the student and the parent to discuss academic and behavior goals needed for future success. At this exit interview the student, parent and team set goals for the student and outline requirements necessary to transition back into their home school.

**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***

The students are working with a transition specialist to identify career interests and strengths. Students completed an interest questionnaire that builds upon the skills and strengths the student possess to make informed career decisions. The results of this questionnaire provide students the information they need to understand the occupations available that connect to their skills and interest. Students set short and long term goals in order to reach career and college readiness level.

The next step is for Career Source to come and present to students jobs that are available that align with their interest and skills. This service provides students the necessary skills to create a resume, practice interview techniques, and any other skills needed to successfully get a job.

Boys to Men also work as mentors for our young men to assist them in:

- \* Life challenges
- \* Respecting themselves and others
- \* Graduate from the program and prep for life and its real world challenges.

Students will be provided opportunities to attend college and career fairs such as the Manufacturing Expo, sponsored by North Florida Community College, to help students become aware of job and career opportunities available locally.

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

Because this is the first year for Turning Point, we do not yet have a technical education program in place. It is however, being discussed with the leadership team at Jefferson Middle High School and FAMU as we look to form a partnership in order to bring various industry certification opportunities to the students in Jefferson County. The industry certification opportunities may include: Adobe, Microsoft Word, Microsoft Suite (Excel, Power Point, and Microsoft Word).

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

Because this is the first year for Turning Point, we do not yet have a technical education program in place. It is however, being discussed and the information we are collecting from our students in the interest surveys will be used to determine programming.

***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***

Because this is the first year for Turning Point and this is a new program the data in this report can not be used.

## 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.

Because this is the first year of Turning Point's existence, we have no data to use for analysis.

#### 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.

Because this is the first year of Turning Point's existence, we have no data to use for analysis.



## 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.** Any student over the age of 18 will participate in Industry Certification courses and become certified in order to improve their chances of gainful employment.
  
- G2.** All students who enroll in Turning Point during the 2015-2016 school year will successfully achieve, all credits attempted.

## 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.** Any student over the age of 18 will participate in Industry Certification courses and become certified in order to improve their chances of gainful employment. 1a

G068344

**Targets Supported** 1b

Indicator	Annual Target
CTE Industry Certification Exam Participation	75.0

**Resources Available to Support the Goal** 2

- FAMU is providing free Industry Certification courses locally for teachers, parents, and students of Jefferson County.

**Targeted Barriers to Achieving the Goal** 3

- Students may have difficulty attending night or weekend classes due to transportation.

**Plan to Monitor Progress Toward G1.** 8

Turning Point staff and Transition Specialist will use career path data to ensure that students are participating in the Industry Certification that is aligned with their strengths and interest.

**Person Responsible**

Nancy Whitty

**Schedule**

Monthly, from 9/24/2015 to 6/3/2016

**Evidence of Completion**

Turning Point Staff will work in collaboration with FAMU in order to monitor and track student progress while working towards Industry Certification.

**G2.** All students who enroll in Turning Point during the 2015-2016 school year will successfully achieve, all credits attempted. 1a

G066820

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

**Resources Available to Support the Goal** 2

- Highly Qualified dual certified teacher
- Counselors and mentors volunteering
- Cohesive collaborative team of educators

**Targeted Barriers to Achieving the Goal** 3

- All students have a history of school failure both academically and behaviorally

**Plan to Monitor Progress Toward G2.** 8

Credits earned by students

**Person Responsible**

Nancy Whitty

**Schedule**

Every 3 Weeks, from 8/30/2015 to 5/15/2016

**Evidence of Completion**

Every three weeks each student will have a case review to track credits earned in K-12

**Plan to Monitor Progress Toward G2.** 8

**Person Responsible**

**Schedule**

**Evidence of Completion**

## 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.** Any student over the age of 18 will participate in Industry Certification courses and become certified in order to improve their chances of gainful employment. **1**

 G068344

**G1.B1** Students may have difficulty attending night or weekend classes due to transportation. **2**

 B177201

**G1.B1.S1** The Leadership Team from each school will work with the Transportation Department in order to provide weekend or after school transportation. **4**

 S188485

### Strategy Rationale

If the students have transportation to attend the Industry Certification classes then more students will be college and career ready.

### Action Step 1 **5**

The administrators will work together with the transportation director to devise a plan to meet the transportation needs of students who may need transportation to attend the Industry Certification classes.

#### Person Responsible

Nancy Whitty

#### Schedule

#### Evidence of Completion

A schedule will be created concerning the certifications offered and the class dates and times.

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

Jefferson County administrators will work together with teachers, parents, and students to provide them with the tools and information needed to assist the student in successfully obtaining their desired industry certification.

**Person Responsible**


Nancy Whitty

**Schedule**

***Evidence of Completion***

Course schedules, course syllabus, and course pacing guides

**G2.** All students who enroll in Turning Point during the 2015-2016 school year will successfully achieve, all credits attempted. **1**

 G066820

**G2.B3** All students have a history of school failure both academically and behaviorally **2**

 B172950

**G2.B3.S1** Turning Point will implement an educational and behavioral program that provides individualized performance based instruction geared to the specific abilities, interest, and needs of the students. Support will be given in accelerated learning, course retrieval, and credit recovery to ensure they succeed academically. **4**

 S188496

### Strategy Rationale

The behavioral component of Turning Point is designed to provide students with incentives that will facilitate the student's re-entry in a regular public school or give them the coping skills needed to reach their academic goals.

### Action Step 1 **5**

Academic and behavior data are pulled weekly to determine student progress. Academic and behavior progress are discussed with the students and improvement goals are set for the following week.

#### Person Responsible

Nancy Whitty

#### Schedule

Weekly, from 8/28/2015 to 5/27/2016

#### Evidence of Completion

Students will receive a copy of their weekly academic data which will help serve as a guide to help them achieve their academic goals for the following week.

### Action Step 2 **5**

Conferences will be held with the parent and the student to discuss academic and behavior progress every four weeks.

#### Person Responsible

Nancy Whitty

#### Schedule

Monthly, from 9/18/2015 to 5/27/2016

#### Evidence of Completion

Interim Reports, Report Cards, Parent Conference Sign-In Sheets.

**Action Step 3** 5

Students earn points daily (which are converted into tiger bucks) for being respectful, responsible, and safe. Students receive monthly pay checks according to the total number of points earned per month. Students use consumer math skills by recording and depositing the amount of tiger bucks they earned into their check registers and make decisions on what to purchase in the school store based on their balance.

**Person Responsible**

Nancy Whitty

**Schedule**

Monthly, from 10/30/2015 to 5/27/2016

**Evidence of Completion**

Behavior Sheet, pay checks, and check registers.

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

Behavior records and expenditures will be kept on all students.

**Person Responsible**

Nancy Whitty

**Schedule**

Monthly, from 10/30/2015 to 5/27/2016

**Evidence of Completion**

Behavior logs, check stubs, and check registers.

**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	The administrators will work together with the transportation director to devise a plan to meet the transportation needs of students who may need transportation to attend the Industry Certification classes.	Whitty, Nancy	11/19/2015	A schedule will be created concerning the certifications offered and the class dates and times.	one-time
G2.B3.S1.A1	Academic and behavior data are pulled weekly to determine student progress. Academic and behavior progress are discussed with the students and improvement goals are set for the following week.	Whitty, Nancy	8/28/2015	Students will receive a copy of their weekly academic data which will help serve as a guide to help them achieve their academic goals for the following week.	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A2	Conferences will be held with the parent and the student to discuss academic and behavior progress every four weeks.	Whitty, Nancy	9/18/2015	Interim Reports, Report Cards, Parent Conference Sign-In Sheets.	5/27/2016 monthly
G2.B3.S1.A3	Students earn points daily (which are converted into tiger bucks) for being respectful, responsible, and safe. Students receive monthly pay checks according to the total number of points earned per month. Students use consumer math skills by recording and depositing the amount of tiger bucks they earned into their check registers and make decisions on what to purchase in the school store based on their balance.	Whitty, Nancy	10/30/2015	Behavior Sheet, pay checks, and check registers.	5/27/2016 monthly
G1.MA1	Turning Point staff and Transition Specialist will use career path data to ensure that students are participating in the Industry Certification that is aligned with their strengths and interest.	Whitty, Nancy	9/24/2015	Turning Point Staff will work in collaboration with FAMU in order to monitor and track student progress while working towards Industry Certification.	6/3/2016 monthly
G1.B1.S1.MA1	Jefferson County administrators will work together with teachers, parents, and students to provide them with the tools and information needed to assist the student in successfully obtaining their desired industry certification.	Whitty, Nancy	11/23/2015	Course schedules, course syllabus, and course pacing guides	weekly
G2.MA1	Credits earned by students	Whitty, Nancy	8/30/2015	Every three weeks each student will have a case review to track credits earned in K-12	5/15/2016 every-3-weeks
G2.MA2	[no content entered]			once	
G2.B3.S1.MA1	Behavior records and expenditures will be kept on all students.	Whitty, Nancy	10/30/2015	Behavior logs, check stubs, and check registers.	5/27/2016 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	The administrators will work together with the transportation director to devise a plan to meet the transportation needs of students who may need transportation to attend the Industry Certification classes.	\$0.00
2	G2.B3.S1.A1	Academic and behavior data are pulled weekly to determine student progress. Academic and behavior progress are discussed with the students and improvement goals are set for the following week.	\$0.00
3	G2.B3.S1.A2	Conferences will be held with the parent and the student to discuss academic and behavior progress every four weeks.	\$0.00
4	G2.B3.S1.A3	Students earn points daily (which are converted into tiger bucks) for being respectful, responsible, and safe. Students receive monthly pay checks according to the total number of points earned per month. Students use consumer math skills by recording and depositing the amount of tiger bucks they earned into their check registers and make decisions on what to purchase in the school store based on their balance.	\$0.00
<b>Total:</b>			<b>\$0.00</b>