

The School District of Palm Beach County

Turning Points Academy



2016-17 Schoolwide Improvement Plan

Turning Points Academy

1950 BENOIST FARMS RD, West Palm Beach, FL 33411

<https://tpa.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	96%

School Grades History

Year	2017-18	2014-15	2007-08
Grade		I*	I

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/17/2016.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Turning Points Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Turning Points Academy is to provide a positive and supportive school climate with 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 will empower them to make better choices that will enable students to successfully transition back to a comprehensive school campus.

b. Provide the school's vision statement.

Turning Points Academy envisions a school environment that provides a safe and supportive school climate that promotes self-discipline, positive social response, academic progression, and respect for individuals as well as environmental learning. All stakeholders collaboratively share the responsibility of maximizing instructional time in an environment that is conducive toward pupil 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.

2. School Environment

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

Throughout the school year FY 2017, Turning Points Academy will instruct, encourage, and support all teachers to infuse the stories and events surrounding the Holocaust (Sunshine State Standard SS.912.W.7.8), World War I (Sunshine State Standard SS.912.W.7.1), and World War II (Sunshine State Standard SS.912.W.7.11). This will take place through reading, writing, and standards-based activities designed to enhance students' comprehension, analytical thoughts, and written expressions. In addition, lessons involving multicultural diversity will be implemented which include the integration of Black History and Hispanic History into project-based lessons. Turning Points Academy will focus throughout the school year on the sacrifices and contributions veterans and women made in society both domestically and globally. Examples of these activities will include posters regarding the culture, attire, customs, and biographies of important contributors to include student/class presentations, multicultural food presentations, after-school parent events, and guest speakers.

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

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, in order to ensure a Single School Culture of safety, 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, and civil rights policies. These expectations for positive interpersonal interactions with students extend to all staff members including: 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.

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

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; 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 help 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.

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

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 identified and it must be determined 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. Additional mentoring resources and services offered in FY 2017 will consist of: Palm Beach Urban League Youth Empowerment Group; NVPUSA Miami Mentoring Group; and The Palm Beach County Sheriffs Youth Intervention Program.

3. Early Warning Systems

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

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

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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	11	27	28	19	18	16	8	127
One or more suspensions	0	0	0	0	0	0	13	32	28	22	19	14	5	133
Course failure in ELA or Math	0	0	0	0	0	0	9	29	26	21	24	18	8	135
Level 1 on statewide assessment	0	0	0	0	0	0	6	23	20	5	14	11	6	85

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	12	33	30	22	23	20	9	149

c. 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 (by phone or in-person).
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

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. 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.

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

The school'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, in-school activities (Career Day, Black History Month, Hispanic History Month, guest speakers), and after school activities (assisting with tutoring students), and SAC meetings. Turning Points has established business partnerships with Hurricanes, Bud's Chicken, Subway, Chick-fil-A, Walmart, Sams, Hungry Howie's Pizza, Publix, McDonalds, and other area businesses.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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
- *teachers participation in Professional Learning Communities (PLCs) using data to make instructional decisions

2. 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 to include guest speakers.

Job Training

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Anthony Allen	Principal
Alexander Matias	Parent
Elliot Jenkins	Parent
Steven Silberberg	Teacher
Publix	Business/Community
Orlando Luna	Parent
Antoinia Bailon	Parent
Jack Harden	Parent
Keiunna Hernandez	Teacher
Salvador Chamu	Parent
Valencia McKentley	Education Support Employee
Rebecca Harden	Parent
Orlando Luna Jr.	Student
Tahira Matias	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Beginning September 2016, all identified SAC members will be given a draft of the 2016-17 school improvement plan. Through concurrent meetings, motions will held to make any and all necessary changes to school improvement plan draft. In December 2016, the school improvement plan will be ratified and adopted by 2/3 majority voting process.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
	Assistant Principal
Allen, Anthony	Principal
Henry, Charlotte	Teacher, K-12
bailey, tracy	Assistant Principal
Eusebio, Dielma	Teacher, K-12
Wright, velma	Teacher, K-12

b. Duties

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

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. Afterschool tutoring will be offered to all students regardless of reading comprehension levels beginning 9/12/2016. 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.

D. Public and Collaborative Teaching

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

1. 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 Professional Learning Communities 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.

2. 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 Collaborative Planning) are provided through the district and onsite. Teachers are encourage to participate in additional part-time work such as tutoring.

Responsible Person(s): Administrative Staff

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers and administrators will attend throughout FY 2017 all curriculum trainings regarding Florida Standards Assessment, Florida Comprehensive Assessment Test End of Course Exams, and Post Secondary Educational Readiness Test (PERT). Teachers and administrators will receive and utilize their perspective curriculum pacing calenders through Learning Village and Performance Matters as a resource created by the Palm Beach County School District or FLDOE curriculum standards website . Administrators will conduct weekly Learning Team Meetings to ensure teachers are implementing all curriculum 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 classroom walkthroughs using the Marzano observation tool to monitor teachers implementation of the standards.

b. Instructional Strategies

1. 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/PERT 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.

2. 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/ PERT/SAT/ACT 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 (Edgenuity/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: After School Program

Minutes added to school year: 1,440

After school tutorial will be offered to all students.

Strategy Rationale

Additional support will allow students to develop skills and understand key concepts.

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/ PERT/SAT/ACT 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 (Edgenuity/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, PERT and EOC exams.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

bailey, tracy, tracey.bailey@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

For the SY2016-17, 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.

b. College and Career Readiness

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

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.

2. 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.

3. 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.

4. 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 2016 in preparing for test to include FCAT/FSA and EOC exam.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

Data results indicate the 15% of all 8th grade students are satisfactory in achievement in FSA Mathematics. All other grade levels in Mathematics and ELA needs significant student level gains.

B. Problem Analysis Summary

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

The root causes that factor into low achievement results in Mathematics and ELA subjects are; Students poor attendance; Low rigor and relevance in delivery of instruction as well as effective classroom management; Low student engagement; High referral out of school suspension rate; Low parental involvement; and adequate funding for after school and weekend tutorial programs

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** In grades (6-12), if we increase rigor and relevance of instruction, then we can increase proficiency by up to 10% on FSA Reading and Mathematics.
- G2.** In grades 6-12, if we reduce the number of students receiving referrals that lead to out of school suspensions by 20%, then we can re-cultivate students back to their comprehensive home school of record.
- G3.** In grades 6-12, if we increase students attendance, then we can increase the percentage of all students performing at a proficient level by up to 10% 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. In grades (6-12), if we increase rigor and relevance of instruction, then we can increase proficiency by up to 10% on FSA Reading and Mathematics. 1a

G083977

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	10.0
ELA/Reading Gains District Assessment	10.0
Attendance Below 90%	20.0

Targeted Barriers to Achieving the Goal 3

- Poor attendance, lack of student engagement, poor student comprehension

Resources Available to Help Reduce or Eliminate the Barriers 2

- HQ Teachers, Florida Standards materials, Paraprofessional, Pull-in /Pull out resource person.
- Classroom Management Professional Development

Plan to Monitor Progress Toward G1. 8

Student attendance, classroom participation, grades, and behavior

Person Responsible

Michael Williams

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Classroom Observations; Daily school attendance sheet; Grade Quick ; Data Chat forms

G2. In grades 6-12, if we reduce the number of students receiving referrals that lead to out of school suspensions by 20%, then we can re-cultivate students back to their comprehensive home school of record.

1a

G083978

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	20.0

Targeted Barriers to Achieving the Goal 3

- 1. Lack of parent involvement
- 2. Severe Behavior Issues
- 3. Lack of family/ community resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- Corrective Behavior Form, Mentoring, School-wide Positive Behavior Support Activities, B.I.A.'s, In School Suspension (ISS), Counselors Parent Contact 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 8/22/2016 to 5/31/2017

Evidence of Completion

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

G3. In grades 6-12, if we increase students attendance, then we can increase the percentage of all students performing at a proficient level by up to 10% on the Florida Standards (FSA), Florida Writes, End of Course (EOC), Florida Alternative Assessment (FAA), and Comprehensive English Language Learning Assessment (CELLA) **1a**

G083979

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90%	20.0
Effective+ Administrators	20.0

Targeted Barriers to Achieving the Goal **3**

- Attendance
- Lack of student/classroom engagement
- Lack of parental involvement

Resources Available to Help Reduce or Eliminate the Barriers **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

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 9/12/2016 to 5/31/2017

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. In grades (6-12), if we increase rigor and relevance of instruction, then we can increase proficiency by up to 10% on FSA Reading and Mathematics. 1

G083977

G1.B1 Poor attendance, lack of student engagement, poor student comprehension 2

B223138

G1.B1.S1 Provide a variety of curriculum activities and instructional programs that engages students` interest 4

S235417

Strategy Rationale

Students` critical thinking skills need to be stimulated and challenged along with positive and appropriate feedback.

Action Step 1 5

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

Person Responsible

Michael Williams

Schedule

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

Evidence of Completion

Teacher sign-in sheets, students classroom attendance, behavior, and grades. Lesson plans; Data on increased in student performance

Action Step 2 5

Provide extended learning opportunities including Saturday and after school tutorials

Person Responsible

Michael Williams

Schedule

Weekly, from 9/10/2016 to 3/11/2017

Evidence of Completion

sign in sheets, lesson plans, student performance data, student attendance

Action Step 3 5

Provide college tours to visit schools in the state of Florida to encourage graduation and post-secondary schooling.

Person Responsible

Michael Williams

Schedule

Evidence of Completion

evidences of expenses, student rosters, Students reflections

Action Step 4 5

Provide interactive instruction using hands-on materials and technology to engage students.

Person Responsible

Michael Williams

Schedule

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

Evidence of Completion

invoices, purchase orders

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

Administrators will conduct walkthroughs and monitor sessions to ensure program are being implemented with fidelity.

Person Responsible

Anthony Allen

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

notes from walktroughs, admin notes from meetings with key personnel, review of schedules and tutorial evidences

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

Monitor student attendance and track student data for tutorial programs.

Person Responsible

Michael Williams

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

student data, meeting notes

G1.B1.S2 Build parent partnerships to foster a climate of student engagement and student achievement.

4

 S235418

Strategy Rationale

If we build parent partnerships to foster a climate of student engagement and student achievement, then student achievement and parent participation will increase.

Action Step 1 5

Distribute Palm Tran bus passes as needed for parent engagement activities.

Person Responsible

Anthony Allen

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Parent sign-in for passes and parent engagement activities evidences (agendas, invitations, evaluations)

Action Step 2 5

School will provide parent trainings to increase student proficiency.

Person Responsible

Michael Williams

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Parent sign-in sheets for record, agenda, parent evaluations, invitation

Action Step 3 5

Develop and implement a carpooling system for parents to attend more school activities

Person Responsible

Michael Williams

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Parent sign-in sheets for record, agenda, parent evaluations, invitation

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

Hold debriefing meeting following parent activities to discuss attendance and results of parent evaluations.

Person Responsible

Michael Williams

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Bus passes distribution list, review of attendance Sign-in sheets records, parent evaluation results, notes from debriefing meeting, review of carpooling program

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

Review attendance throughout the year and address parent evaluations to improve next meetings,

Person Responsible

Michael Williams

Schedule

Quarterly, from 8/29/2016 to 5/31/2017

Evidence of Completion

comparison of attendance and parent evaluations

G2. In grades 6-12, if we reduce the number of students receiving referrals that lead to out of school suspensions by 20%, then we can re-cultivate students back to their comprehensive home school of record. **1**

G083978

G2.B1 1. Lack of parent involvement **2**

B223141

G2.B1.S1 Maintain open communication with parents. **4**

S235421

Strategy Rationale

If consistently advise parents of students' academic and behavioral progress, then parents will become actively involved in the child's education.

Action Step 1 **5**

Establish clear, effective communication with all parents and stakeholders

Person Responsible

Michael Williams

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Edline; School letters; emails; Documented phone calls; Documented in-person meetings with sign-in sheets

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 8/22/2016 to 5/31/2017

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

Assign student mentoring partners

Person Responsible

Anthony Allen

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Mentoring logs to include parent contact by staff 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 8/22/2016 to 5/31/2017

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 9/12/2016 to 5/31/2017

Evidence of Completion

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

G2.B2 2. Severe Behavior Issues 2

B223142

G2.B2.S1 Proactive use of Corrective Behavior Form 4

S235422

Strategy Rationale

Address appropriate behavior response before out of school suspension is served to students

Action Step 1 5

Establish effective counseling to correct severe behavior

Person Responsible

joe green

Schedule

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

Evidence of Completion

Detailed counseling forms highlighting discussions and outcomes.

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

joe green

Schedule

Daily, from 8/29/2016 to 5/31/2017

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 8/22/2016 to 5/31/2017

Evidence of Completion

Completed Corrective Behavior Forms with interventions

G2.B2.S2 Build a single school culture to foster a positive school environment. 4

S235423

Strategy Rationale

If we build a single school culture, then students, parents, and teachers will have strong relationships that foster student learning.

Action Step 1 5

Establish and implement a student-orientated incentive program to encourage attendance and positive behavior.

Person Responsible

Michael Williams

Schedule

Daily, from 10/3/2016 to 6/2/2017

Evidence of Completion

outline of program

Action Step 2 5

Provide professional development for staff regarding Single School Culture.

Person Responsible

Michael Williams

Schedule

Quarterly, from 10/3/2016 to 6/2/2017

Evidence of Completion

calendar, agenda, teacher-in sheets

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 8/22/2016 to 6/1/2017

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 8/22/2016 to 5/31/2017

Evidence of Completion

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

G2.B3 3.Lack of family/ community resources **2**

 B223143

G2.B3.S1 Incorporate the school's community liaison to partner with outside community resources for parents and students. **4**

 S235424

Strategy Rationale

If we provide parents with additional resources outside of the school boundaries, then needs to parents and students will be met,

Action Step 1 **5**

Develop school's partnership with outside family counseling agencies.

Person Responsible

joe green

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

School's signed letter of agreement

Action Step 2 **5**

Create a school letter of intent and agreement

Person Responsible

joe green

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

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

Parental Participation

Person Responsible

joe green

Schedule

Weekly, from 8/29/2016 to 5/31/2017

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 8/29/2016 to 5/31/2017

Evidence of Completion

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

G3. In grades 6-12, if we increase students attendance, then we can increase the percentage of all students performing at a proficient level by up to 10% on the Florida Standards (FSA), Florida Writes, End of Course (EOC), Florida Alternative Assessment (FAA), and Comprehensive English Language Learning Assessment (CELLA) **1**

G083979

G3.B1 Attendance **2**

B223144

G3.B1.S1 Provide positive incentives; Home visits; Weekly parental contact **4**

S235425

Strategy Rationale

Ensure students attend school on a regular basis

Action Step 1 **5**

Make contact through email, school news letters, and phone.

Person Responsible

Michael Williams

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Email & phone logs

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 8/29/2016 to 5/31/2017

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 8/29/2016 to 5/31/2017

Evidence of Completion

Students daily point sheets and attendance will be reviewed

G3.B2 Lack of student/classroom engagement 2

 B223145

G3.B2.S1 Provide extended day learning opportunities to increase cross curriculum critical thinking and reasoning questions through the 'Use of Quick Flip Questions for Critical Thinking' chart and classroom libraries 4

 S235426

Strategy Rationale

Increase student achievement

Action Step 1 5

Provide additional resources (teachers/ classroom materials) for extended day learning

Person Responsible

Anthony Allen

Schedule

Monthly, from 8/29/2016 to 3/31/2017

Evidence of Completion

Teachers sign-in sheets and purchase orders

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 8/29/2016 to 3/31/2017

Evidence of Completion

Teacher assessment updates (CORE K12, SRI, READ 180, Gizmos,EOC. FSA etc.) and LTM sign-in sheets

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

Create cross curriculum critical thinking test questions

Person Responsible

tracy bailey


Schedule

Weekly, from 8/29/2016 to 3/31/2017

Evidence of Completion

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

G3.B2.S2 Increase professional development opportunities for staff and set goals through the use of Proficiency Scales and classroom management 4

 S235427

Strategy Rationale

Ensure all teachers are knowledgeable in their perspective subjects according to Marzano standards

Action Step 1 5

Offer professional development opportunities when available to build teacher capacity to provide engaging instruction.

Person Responsible

tracy bailey

Schedule

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

Evidence of Completion

TDE's and district workshop catalog, conference program, Title I travel checklist with support documents

Action Step 2 5

Provide summer collaboration for teachers to participate in Profession Learning Communities.

Person Responsible

tracy bailey

Schedule

On 6/23/2017

Evidence of Completion

teacher sign-in sheets, agenda, work products

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

Schedule in school Learning Team Meetings and in house professional development

Person Responsible

tracy bailey

Schedule

Weekly, from 8/29/2016 to 4/29/2017

Evidence of Completion

LTM and professional development sign-in sheets

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

Review test results (i.e. SRI, EOC, FSA, Read 180, etc.)

Person Responsible

Anthony Allen

Schedule

Weekly, from 9/19/2016 to 5/31/2017

Evidence of Completion

Test results/ online

G3.B2.S3 Collaborative Teaching 4

 S235428

Strategy Rationale

Ensure teachers infuse creative ideas with the goal of increasing student achievement

Action Step(s) Missing for Goal #3, Barrier #2, Strategy #3
Complete one or more action steps for this Strategy or de-select it

G3.B3 Lack of parental involvement **2**

 B223146

G3.B3.S1 Create incentive program for parents **4**

 S235429

Strategy Rationale

To increase parent participation concerning all school events

Action Step 1 **5**

Create parental carpool system

Person Responsible

Michael Williams

Schedule

Monthly, from 9/12/2016 to 4/28/2017

Evidence of Completion

Voluntary carpool sign-up list

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

Monitors the lines of communication in notifying parents of upcoming events & carpool list

Person Responsible

Michael Williams

Schedule

Monthly, from 9/12/2016 to 3/31/2017

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 and carpool list in a timely manner

Person Responsible

Michael Williams

Schedule

Monthly, from 9/12/2016 to 3/31/2017

Evidence of Completion

Events/ carpool sign-in sheet for parents

G3.B3.S2 Implement continuous communication system between the school and parents 4

 S235430

Strategy Rationale

To inform and involve all parents of upcoming school events

Action Step(s) Missing for Goal #3, Barrier #3, Strategy #2
Complete one or more action steps for this Strategy or de-select it

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 8/22/2016 to 5/31/2017

Evidence of Completion








Edline,email computer systems are functional and operational.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A3 A303480	Provide college tours to visit schools in the state of Florida to encourage graduation and...	Williams, Michael	5/1/2016	evidences of expenses, student rosters, Students reflections	No End Date one-time
G1.B1.S1.A2 A303479	Provide extended learning opportunities including Saturday and after school tutorials	Williams, Michael	9/10/2016	sign in sheets, lesson plans, student performance data, student attendance	3/11/2017 weekly
G3.B2.S1.MA1 M308581	Create cross curriculum critical thinking test questions	bailey, tracy	8/29/2016	Assessment results (CORE K12, SRI, READ 180, Gizmos,EOC, FSA etc.)	3/31/2017 weekly
G3.B2.S1.MA1 M308582	Schedule Learning Team Meetings (LTM) for departments to brainstorm cross curriculum critical...	Williams, Michael	8/29/2016	Teacher assessment updates (CORE K12, SRI, READ 180, Gizmos,EOC, FSA etc.) and LTM sign-in sheets	3/31/2017 weekly
G3.B2.S1.A1 A303492	Provide additional resources (teachers/ classroom materials) for extended day learning	Allen, Anthony	8/29/2016	Teachers sign-in sheets and purchase orders	3/31/2017 monthly
G3.B3.S1.MA1 M308585	Administrators will monitor Edline to ensure all parents have been notified of school events and...	Williams, Michael	9/12/2016	Events/ carpool sign-in sheet for parents	3/31/2017 monthly
G3.B3.S1.MA1 M308586	Monitors the lines of communication in notifying parents of upcoming events & carpool list	Williams, Michael	9/12/2016	Administrators will monitor Edline, emails, and letters to parents of upcoming events	3/31/2017 monthly
G3.B3.S1.A1 A303495	Create parental carpool system	Williams, Michael	9/12/2016	Voluntary carpool sign-up list	4/28/2017 monthly
G3.B2.S2.MA1 M308584	Schedule in school Learning Team Meetings and in house professional development	bailey, tracy	8/29/2016	LTM and professional development sign-in sheets	4/29/2017 weekly
G1.MA1 M308567	Student attendance, classroom participation, grades, and behavior	Williams, Michael	8/22/2016	Classroom Observations; Daily school attendance sheet; Grade Quick ; Data Chat forms	5/31/2017 daily
G2.MA1 M308578	Review Administrative and teacher parent contact logs in encouraging more parental involvement	Allen, Anthony	8/22/2016	Reduction in the number of out of school suspensions as is documented on the Discipline Dashboard Report	5/31/2017 weekly
G3.MA1 M308588	Data chats of test results from diagnostics, FSA,EOC, READ 180, Palm Beach Writes (PBW), end of...	Williams, Michael	9/12/2016	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)	5/31/2017 weekly
G1.B1.S1.MA1 M308563	Monitor student attendance and track student data for tutorial programs.	Williams, Michael	8/22/2016	student data, meeting notes	5/31/2017 daily
G1.B1.S1.MA1 M308564	Administrators will conduct walkthroughs and monitor sessions to ensure program are being...	Allen, Anthony	8/22/2016	notes from walkthroughs, admin notes from meetings with key personnel, review of schedules and tutorial evidences	5/31/2017 monthly
G1.B1.S1.A1 A303478	Push-in tutors will provide captivating curriculum resources that promotes students`critical...	Williams, Michael	8/15/2016	Teacher sign-in sheets, students classroom attendance, behavior, and grades. Lesson plans; Data on increased in student performance	5/31/2017 weekly
G1.B1.S1.A4 A303481	Provide interactive instruction using hands-on materials and technology to engage students.	Williams, Michael	8/15/2016	invoices, purchase orders	5/31/2017 weekly
G2.B1.S1.MA1 M308568	Provide all available resources for effective communication between the school`s staff and parents	Williams, Michael	8/22/2016	Sign in sheets for parent visits; Edline; Parent Link; Emails; Phone calls with contact logs; In-school conferences with sign-in sheets	5/31/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA2 M308569	Administrative home visits	Allen, Anthony	9/12/2016	Mentoring sheets will briefly describe conversation and conclusion in mentoring students.	5/31/2017 monthly
G2.B1.S1.MA1 M308570	Create assigned parent phone list to administrative staff and teachers	Allen, Anthony	8/22/2016	Phone logs should be displayed in teacher lesson plan binders. Administrative staff will review phone logs during classroom walkthroughs.	5/31/2017 weekly
G2.B1.S1.MA2 M308571	Assign student mentoring partners	Allen, Anthony	8/29/2016	Mentoring logs to include parent contact by staff will be collected by the school principal.	5/31/2017 weekly
G2.B1.S1.A1 A303485	Establish clear, effective communication with all parents and stakeholders	Williams, Michael	8/22/2016	Edline; School letters; emails; Documented phone calls; Documented in-person meetings with sign-in sheets	5/31/2017 weekly
G2.B2.S1.MA1 M308572	Provide Corrective Behavior Forms	green, joe	8/22/2016	Completed Corrective Behavior Forms with interventions	5/31/2017 daily
G2.B2.S1.MA1 M308573	Assign a specific location for the Corrective Behavior Forms to be placed and replenished as...	green, joe	8/29/2016	Completed Corrective Behavior Form	5/31/2017 daily
G2.B2.S1.A1 A303486	Establish effective counseling to correct severe behavior	green, joe	8/15/2016	Detailed counseling forms highlighting discussions and outcomes.	5/31/2017 daily
G2.B3.S1.MA1 M308576	Parental Participation	green, joe	8/29/2016	Sign-in sheets will be collected upon receipt of program packet	5/31/2017 weekly
G2.B3.S1.MA1 M308577	Parental Participation	green, joe	8/29/2016	Sign-in sheets/ documentation will be collected	5/31/2017 weekly
G2.B3.S1.A1 A303489	Develop school's partnership with outside family counseling agencies.	green, joe	8/29/2016	School's signed letter of agreement	5/31/2017 monthly
G2.B3.S1.A2 A303490	Create a school letter of intent and agreement	green, joe	8/29/2016		5/31/2017 monthly
G3.B1.S1.MA1 M308579	Administrators will recognize and reward student's positive behavior, attendance and grades	Williams, Michael	8/29/2016	Students daily point sheets and attendance will be reviewed	5/31/2017 weekly
G3.B1.S1.MA1 M308580	Administrators, Guidance Counselors, & Teachers will monitor student attendance and behavior	bailey, tracy	8/29/2016	Evidence of review of students behavior and attendance records	5/31/2017 daily
G3.B1.S1.A1 A303491	Make contact through email, school news letters, and phone.	Williams, Michael	8/22/2016	Email & phone logs	5/31/2017 weekly
G1.B1.S2.MA1 M308565	Review attendance throughout the year and address parent evaluations to improve next meetings,	Williams, Michael	8/29/2016	comparison of attendance and parent evaluations	5/31/2017 quarterly
G1.B1.S2.MA1 M308566	Hold debriefing meeting following parent activities to discuss attendance and results of parent...	Williams, Michael	8/29/2016	Bus passes distribution list, review of attendance Sign-in sheets records, parent evaluation results, notes from debriefing meeting, review of carpooling program	5/31/2017 monthly
G1.B1.S2.A1 A303482	Distribute Palm Tran bus passes as needed for parent engagement activities.	Allen, Anthony	8/29/2016	Parent sign-in for passes and parent engagement activities evidences (agendas, invitations, evaluations)	5/31/2017 monthly
G1.B1.S2.A2 A303483	School will provide parent trainings to increase student proficiency.	Williams, Michael	10/3/2016	Parent sign-in sheets for record, agenda, parent evaluations, invitation	5/31/2017 monthly
G1.B1.S2.A3 A303484	Develop and implement a carpooling system for parents to attend more school activities	Williams, Michael	10/3/2016	Parent sign-in sheets for record, agenda, parent evaluations, invitation	5/31/2017 monthly
G2.B2.S2.MA1 M308574	Review school's discipline dashboard	Allen, Anthony	8/22/2016	Discipline dashboard data will be downloaded and reviewed by administration from district EDW.	5/31/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S2.MA1  M308583	Review test results (i.e. SRI, EOC, FSA, Read 180, etc.)	Allen, Anthony	9/19/2016	Test results/ online	5/31/2017 weekly
G3.B3.S2.MA1  M308587	Administrators will communicate to parents through Edline, letters, emails, and students	bailey, tracy	8/22/2016	Edline,email computer systems are functional and operational.	5/31/2017 monthly
G2.B2.S2.MA1  M308575	Students will be issued daily point sheets	Williams, Michael	8/22/2016	Students daily point sheets will be collected at the end of the school day	6/1/2017 daily
G2.B2.S2.A1  A303487	Establish and implement a student-orientated incentive program to encourage attendance and positive...	Williams, Michael	10/3/2016	outline of program	6/2/2017 daily
G2.B2.S2.A2  A303488	Provide professional development for staff regarding Single School Culture.	Williams, Michael	10/3/2016	calendar, agenda, teacher-in sheets	6/2/2017 quarterly
G3.B2.S2.A1  A303493	Offer professional development opportunities when available to build teacher capacity to provide...	bailey, tracy	8/15/2016	TDE's and district workshop catalog, conference program, Title I travel checklist with support documents	6/2/2017 monthly
G3.B2.S2.A2  A303494	Provide summer collaboration for teachers to participate in Profession Learning Communities.	bailey, tracy	6/5/2017	teacher sign-in sheets, agenda, work products	6/23/2017 one-time

V. Professional Development Opportunities

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

G2. In grades 6-12, if we reduce the number of students receiving referrals that lead to out of school suspensions by 20%, then we can re-cultivate students back to their comprehensive home school of record.

G2.B2 2. Severe Behavior Issues

G2.B2.S2 Build a single school culture to foster a positive school environment.

PD Opportunity 1

Provide professional development for staff regarding Single School Culture.

Facilitator

District staff

Participants

staff

Schedule

Quarterly, from 10/3/2016 to 6/2/2017

G3. In grades 6-12, if we increase students attendance, then we can increase the percentage of all students performing at a proficient level by up to 10% on the Florida Standards (FSA), Florida Writes, End of Course (EOC), Florida Alternative Assessment (FAA), and Comprehensive English Language Learning Assessment (CELLA)

G3.B2 Lack of student/classroom engagement

G3.B2.S2 Increase professional development opportunities for staff and set goals through the use of Proficiency Scales and classroom management

PD Opportunity 1

Offer professional development opportunities when available to build teacher capacity to provide engaging instruction.

Facilitator

Tracey Bailey and conference facilitators

Participants

Teachers

Schedule

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

PD Opportunity 2

Provide summer collaboration for teachers to participate in Profession Learning Communities.

Facilitator

Tracey Bailey

Participants

Teachers

Schedule

On 6/23/2017

VI. Technical Assistance Items

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

G3. In grades 6-12, if we increase students attendance, then we can increase the percentage of all students performing at a proficient level by up to 10% on the Florida Standards (FSA), Florida Writes, End of Course (EOC), Florida Alternative Assessment (FAA), and Comprehensive English Language Learning Assessment (CELLA)

G3.B2 Lack of student/classroom engagement

G3.B2.S1 Provide extended day learning opportunities to increase cross curriculum critical thinking and reasoning questions through the 'Use of Quick Flip Questions for Critical Thinking' chart and classroom libraries

TA Opportunity 1

Provide additional resources (teachers/ classroom materials) for extended day learning

Facilitator

Michael Williams

Participants

students & teaching staff

Schedule

Monthly, from 8/29/2016 to 3/31/2017

VII. Budget

1	G1.B1.S1.A1	Push-in tutors will provide captivating curriculum resources that promotes students`critical thinking skills				\$15,406.52
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	750-Other Personal Services	0842 - Turning Points Academy	Title I, Part A		\$14,406.52
			<i>Notes: Substitute to provide push-in/ pullouts and small group instruction - salary/bens</i>			
	5100	510-Supplies	0842 - Turning Points Academy	Title I, Part A		\$1,000.00
			<i>Notes: pencils, pens , markers, calculators, notebooks, highlighters,paper and chart paper</i>			
2	G1.B1.S1.A2	Provide extended learning opportunities including Saturday and after school tutorials				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0842 - Turning Points Academy	Title I, Part A		\$6,000.00

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						<i>Notes: PTS for Saturday tutorials - 2-4 tutors, about 25 weeks, 3 hours per Saturday - sal/bens</i>
3	G1.B1.S1.A3	Provide college tours to visit schools in the state of Florida to encourage graduation and post-secondary schooling.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7800	390-Other Purchased Services	0842 - Turning Points Academy	Title I, Part A		\$4,500.00
						<i>Notes: College Tour charter bus for overnight stay.</i>
	5100	330-Travel	0842 - Turning Points Academy	Title I, Part A		\$2,500.00
						<i>Notes: College Tour hotel accommodations for overnight stay.</i>
4	G1.B1.S1.A4	Provide interactive instruction using hands-on materials and technology to engage students.				\$7,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0842 - Turning Points Academy	Title I, Part A		\$3,955.00
						<i>Notes: Classroom supplies for students and teachers to include pencils pens , markers, calculators, notebooks, highlighters,paper and chart paper, key boards, mice, power strips, cords and projectors, presenter, portable screen</i>
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0842 - Turning Points Academy	Title I, Part A		\$3,000.00
						<i>Notes: SmartBoards</i>
	5100	690-Computer Software	0842 - Turning Points Academy	Title I, Part A		\$245.00
						<i>Notes: Discovery LanSchool software to monitor student acitivity</i>
5	G1.B1.S2.A1	Distribute Palm Tran bus passes as needed for parent engagement activities.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0842 - Turning Points Academy	Title I, Part A		\$1,000.00
						<i>Notes: Palm Tran Day Passes for parent engagement activities</i>
6	G1.B1.S2.A2	School will provide parent trainings to increase student proficiency.				\$1,724.96
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0842 - Turning Points Academy	Title I, Part A		\$1,024.96
						<i>Notes: Paper, ink, folders, pens,and food for parent trainings, envelopes, parent training materials</i>
	6150	370-Communications	0842 - Turning Points Academy	Title I, Part A		\$700.00
						<i>Notes: postage stamps</i>

7	G1.B1.S2.A3	Develop and implement a carpooling system for parents to attend more school activities				\$0.00
8	G2.B1.S1.A1	Establish clear, effective communication with all parents and stakeholders				\$0.00
9	G2.B2.S1.A1	Establish effective counseling to correct severe behavior				\$0.00
10	G2.B2.S2.A1	Establish and implement a student-orientated incentive program to encourage attendance and positive behavior.				\$0.00
11	G2.B2.S2.A2	Provide professional development for staff regarding Single School Culture.				\$0.00
12	G2.B3.S1.A1	Develop school's partnership with outside family counseling agencies.				\$0.00
13	G2.B3.S1.A2	Create a school letter of intent and agreement				\$0.00
14	G3.B1.S1.A1	Make contact through email, school news letters, and phone.				\$0.00
15	G3.B2.S1.A1	Provide additional resources (teachers/ classroom materials) for extended day learning				\$0.00
16	G3.B2.S2.A1	Offer professional development opportunities when available to build teacher capacity to provide engaging instruction.				\$9,928.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0842 - Turning Points Academy	Title I, Part A		\$9,000.00
			<i>Notes: Model Schools Conference and National At-Risk Conference</i>			
	6400	644-Computer Hardware Non-Capitalized	0842 - Turning Points Academy	Title I, Part A		\$928.00
			<i>Notes: Chromebooks for PD</i>			
17	G3.B2.S2.A2	Provide summer collaboration for teachers to participate in Profession Learning Communities.				\$4,046.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	0842 - Turning Points Academy	Title I, Part A		\$4,046.00
			<i>Notes: June 2017 Summer collaboration</i>			
18	G3.B3.S1.A1	Create parental carpool system				\$0.00
					Total:	\$52,305.48