The School District of Palm Beach County

Turning Points Academy

2017-18 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)	**2016-17 Title I School**	**2016-17 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	0%

School Grades History

Year	2016-17	2015-16	2014-15	2007-08
Grade	F	I	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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Turning Points Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Comprehensive Support & Improvement - Dmt

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 2018, Turning Points Academy will instruct, encourage, and support all teachers by infusing 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 student's 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 guess speakers.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic

targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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 before, 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 "Titans Point Sheet System". 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's 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 an administrator, school psychologist, school guidance counselor, general education teacher, and ESE Contact. The school wide positive behavior team, lead by Ms. Cynthia Andrews will be responsible for creating and implementing strategies that will reduce student referrals, increase student attendance, and achievement. Ms. Andrews will attend and be highly 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.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

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 interventions to include one-on-one therapy, referrals for additional long term counseling, and Baker Acting a student when a

threat has been identified. 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 2018 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	8	16	24	9	17	14	10	98
One or more suspensions	0	0	0	0	0	0	8	17	23	13	15	11	3	90
Course failure in ELA or Math	0	0	0	0	0	0	9	16	26	13	17	12	5	98
Level 1 on statewide assessment	0	0	0	0	0	0	5	13	18	10	15	10	3	74

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	9	17	26	13	17	14	8	104

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, court liasons, and Juvenile Probation Officers.
4. Daily data chats, to include student point sheets, with teachers and guidance counselors monitoring and reviewing with students individual pupil progression.

B. Family and Community Engagement

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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, guess speakers), and after school activities (assisting with tutoring students), and SAC/ Title I meetings. Turning Points has established business partnerships with Zaxsby`s Chicken, Bud`s Chicken, Subway, Chick-fil-A, Walmart, Sams, Hungry Howie`s Pizza, Publix, John Smith Subs, and other area businesses.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Gatlin, Kevin	Principal
Hart, Terence	Assistant Principal

b. Duties

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

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 guess speakers.

Job Training
Turning Points Academy will continue to host its annual Career Day, with guess speakers in

attendance, and offer On the Job Training (OJT) to include community service to students that qualify.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kevin Gatlin	Principal
Alexander Matias	Parent
Elliot Jenkins	Parent
Steven Silberberg	Teacher
Orlando Luna	Parent
Antoinia Bailon	Parent
Jack Harden	Parent
Salvador Chamu	Parent
Rebecca Harden	Parent
Orlando Luna Jr.	Student
Tahira Matias	Parent
Cynthia Andrews	Education Support Employee
John Smith Subs	Business/Community
Harold Edwards	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Beginning September 2017, all identified SAC members will be given a draft of the 2017-18 school improvement plan. Through concurrent meetings, motions will held to make any and all necessary changes to school improvement plan draft. In December 2017, 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
Hart, Terence	Assistant Principal
Henry, Charlotte	Teacher, K-12
Eusebio, Dielma	Teacher, K-12
Wright, velma	Teacher, K-12
Gatlin, Kevin	Principal

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 9/18/2017. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 Collaboative 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 enrolled in the district`s Educator Support Program (ESP), and 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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.
• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards

Teachers and administrators will attend throughout FY 2018 all district curriculum trainings regarding Florida Standards Assessment, Florida Comprehensive Assessment Test End of Course Exams, Scholastic Aptitude Test (SAT), American College Test (ACT), and Post Secondary Educational Readiness Test (PERT). Teachers and administrators will receive and utilize their perspective curriculum pacing calendars through Blended Learning and Performance Matters as a resource created by the Palm Beach County School District or FLDOE curriculm standards website . Administrators will conduct and implement weekly Professional Learning Communities 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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 Professional Learning Communities..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 and middle school students(Middle School Course Recovery), will complete course work through 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, Scholastic Aptitude Test (SAT), Post Secondary Readiness Test (PERT), and the American College Test (ACT).

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

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

Data will be analyzed by school administrators through EDW Performance Matters, and the district`s School Informational System (SIS).

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 SY2017-18, 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 the school`s guidance counselor 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 twice each semester or upon students`/ parents` request to discuss the student's academic and behavioral progress and any recommendations for improvement..
Students will participate in tours of various colleges, vocational and technical schools, and universities throughout the state of Florida to expose them to the post-secondary options available to them upon completion of high school.
Business partners to include local colleges will be invited three times 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 and academic 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, a guidance counselor meet with students, along with their parents, 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 several Career Day programs throughout the year and invite professionals from the local community to meet with students and provide them with information regarding their perspective career choices.

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 Practice Scholastic Aptitude Test (PSAT). 11th grade students are offered free of charge the Scholastic Aptitude Test (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 2017 in preparing for test to include FCAT/FSA and EOC exam.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If we deliver effective and relevant instruction to meet the needs of ALL students, then we will ensure high school readiness.

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. If we deliver effective and relevant instruction to meet the needs of ALL students, then we will ensure high school readiness. `1a`

🔍 G094773

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	20.0
Level 1 - All Grades	20.0
Discipline incidents	25.0
GPA below 2.0 - H.S.	25.0
FSA ELA Achievement	9.0
FSA Mathematics Achievement	11.0
High School Readiness	6.0

Targeted Barriers to Achieving the Goal `3`

- Teacher capacity at delivering standards based instruction that scaffolds to support the various needs of ALL students

Resources Available to Help Reduce or Eliminate the Barriers `2`

- * Blended Learning *Classroom libraries *Classroom Management (CHAMPS Trainning) *Discipline matrix related posters *District Trainings *Journals *Instructional Focus Calendar *Lab Tops *iPads *Manipulatives *Microscopes/Science tools *Performance Matters *Professional Development *Reading Counts *School Information System *Tutorials *V-Math *Word walls

Plan to Monitor Progress Toward G1. `8`

Data chats of test results from diagnostics, FSA,EOC, Reading Plus, Palm Beach Writes (PBW), Performance Matters, and end of chapter/unit/semester exams, etc

Person Responsible

Terence Hart

Schedule

Weekly, from 9/18/2017 to 5/31/2018

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. If we deliver effective and relevant instruction to meet the needs of ALL students, then we will ensure high school readiness. 1

🔍 G094773

G1.B4 Teacher capacity at delivering standards based instruction that scaffolds to support the various needs of ALL students 2

🔍 B254830

G1.B4.S1 Provide support systems to empower students and families that foster improved student outcomes. 4

🔍 S269207

Strategy Rationale

If we have systems in place that encourage and support our students and families to increase their engagement in learning, then we will see an increase in student performance.

Action Step 1 5

Implement and maintain effective communication with parents in regards to student progress (areas of strength and improvement) through parent conferences (Phone/in person).

Person Responsible

Terence Hart

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Parent communication logs, notes from conferences,

Action Step 2 5

Create parental carpool system.

Person Responsible

Terence Hart

Schedule

On 9/18/2017

Evidence of Completion

Voluntary carpool sign-up list

Action Step 3 `5`

Implement the parental carpool system to support parents in participating in the various activities we provide.

Person Responsible

Terence Hart

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Increase in parent participation, sign in sheets

Action Step 4 `5`

Provide students with targets to reach and an incentive program to increase their engagement in reaching the various targets set.

Person Responsible

Terence Hart

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

List of Targets that have been set, Incentive Schedule

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Leadership team will review Parent communication logs and sign in sheets to ensure activities and systems are in place to increase the supports provided to students and families.

Person Responsible

Terence Hart

Schedule

Every 3 Weeks, from 8/21/2017 to 6/1/2018

Evidence of Completion

Leadership team meeting agendas, artifacts gathered from step 5

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Leadership will analyze data, review parent feedback and determine weather the support systems are improving the engagement of students and families in order to determine if revisions to the action plan need to be made.

Person Responsible

Kevin Gatlin

Schedule

Every 6 Weeks, from 8/21/2017 to 6/1/2018

Evidence of Completion

Written Parent Feedback, increase in parent participation, increase in number of students reaching the targets set

G1.B4.S2 Provide teachers with focused professional development opportunities in designing and delivering standards based instruction. 4

🔑 S269208

Strategy Rationale

If teachers are provided with the professional learning opportunities that focus on developing their skills at using the Florida standards to plan and deliver instruction, then students will be better prepared to perform at the complexity level of the standards.

Action Step 1 5

Offer professional development opportunities focused on teachers designing standards based lessons that will incorporate scaffolds to ensure students who need those supports will remain engaged for the entire lesson.

Person Responsible

Terence Hart

Schedule

Monthly, from 7/5/2017 to 6/1/2018

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

Terence Hart

Schedule

On 6/28/2018

Evidence of Completion

teacher sign-in sheets, agenda, work products

Action Step 3 5

Provide teachers with opportunities to collaborate and participate in Professional Learning Communities and in house professional development with a focus on planning and delivering standards-based instruction.

Person Responsible

Terence Hart

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Professional Learning Communities and Professional Development sign-in sheets

Action Step 4 5

Administrative team will conduct informal observations aligned to the professional learning taking place and provide teachers with explicit feedback and coaching that will enhance their effective delivery of standards based instruction.

Person Responsible

Kevin Gatlin

Schedule

Every 3 Weeks, from 9/4/2017 to 5/25/2018

Evidence of Completion

Feedback provided to teachers, notes from informal observations

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Leadership team will meet to review artifacts and evidence collected in step 5, participate in the various professional learning opportunities and conduct classroom walkthroughs to determine next steps if there is a concern with implementation.

Person Responsible

Kevin Gatlin

Schedule

Every 3 Weeks, from 8/21/2017 to 5/4/2018

Evidence of Completion

Proseesional Learning Communities and Professional Development sign-in sheets, Walkthrough notes

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Leadership Team will review formative data (i.e. SRI, Diagnostics, Read 180, Performance Matters, etc.) to determine if progress is being made and adjust action plan as needed.

Person Responsible

Kevin Gatlin

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

edw reports, performance matters reports, iObservation reports, completed mid-year reflection

G1.B4.S3 (UniSIG) The District will provide complexity pay for teachers as a school recruitment and retention strategy at the UNISIG schools. 4

🔑 S269209

Strategy Rationale

Complexity pay will help attract highly qualified teachers, lessen the teacher turnover rate, and help maintain a supportive and stable school environment at the UNISIG schools.

Action Step 1 5

The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Signed Memorandum of Understanding

Action Step 2 5

Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 9/22/2017 to 6/30/2018

Evidence of Completion

Payroll summary reports

Plan to Monitor Fidelity of Implementation of G1.B4.S3 `6`

Review payroll summary reports to ensure the MOU has been implemented

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 1/8/2018 to 7/31/2018

Evidence of Completion

Payroll progress as shared with Executive Cabinet

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 `7`

Compare historic and current teacher retention data at the project schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Triannually, from 8/1/2017 to 7/31/2018

Evidence of Completion

Teacher vacancy and retention data as evidenced by Principal Dashboard.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B4.S1.A2 A359258	Create parental carpool system.	Hart, Terence	9/4/2017	Voluntary carpool sign-up list	9/18/2017 one-time
G1.B4.S2.MA1 M383906	Leadership team will meet to review artifacts and evidence collected in step 5, participate in the...	Gatlin, Kevin	8/21/2017	Proseesional Learning Communities and Professional Development sign-in sheets, Walkthrough notes	5/4/2018 every-3-weeks
G1.B4.S2.A3 A359263	Provide teachers with opportunities to collaborate and participate in Professional Learning...	Hart, Terence	8/21/2017	Professional Learning Communities and Professional Development sign-in sheets	5/25/2018 weekly
G1.B4.S2.A4 A359264	Administrative team will conduct informal observations aligned to the professional learning taking...	Gatlin, Kevin	9/4/2017	Feedback provided to teachers, notes from informal observations	5/25/2018 every-3-weeks
G1.MA1 M383909	Data chats of test results from diagnostics, FSA,EOC, Reading Plus, Palm Beach Writes (PBW),...	Hart, Terence	9/18/2017	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)	5/31/2018 weekly
G1.B4.S1.MA1 M383903	Leadership will analyze data, review parent feedback and determine weather the support systems are...	Gatlin, Kevin	8/21/2017	Written Parent Feedback, increase in parent participation, increase in number of students reaching the targets set	6/1/2018 every-6-weeks
G1.B4.S1.MA1 M383904	Leadership team will review Parent communication logs and sign in sheets to ensure activities and...	Hart, Terence	8/21/2017	Leadership team meeting agendas, artifacts gathered from step 5	6/1/2018 every-3-weeks
G1.B4.S1.A1 A359257	Implement and maintain effective communication with parents in regards to student progress (areas...	Hart, Terence	8/21/2017	Parent communication logs, notes from conferences,	6/1/2018 weekly
G1.B4.S1.A3 A359259	Implement the parental carpool system to support parents in participating in the various activities...	Hart, Terence	9/18/2017	Increase in parent participation, sign in sheets	6/1/2018 monthly
G1.B4.S1.A4 A359260	Provide students with targets to reach and an incentive program to increase their engagement in...	Hart, Terence	9/11/2017	List of Targets that have been set, Incentive Schedule	6/1/2018 monthly
G1.B4.S2.MA1 M383905	Leadership Team will review formative data (i.e. SRI, Diagnostics, Read 180, Performance Matters,...	Gatlin, Kevin	9/18/2017	edw reports, performance matters reports, iObservation reports, completed mid-year reflection	6/1/2018 monthly
G1.B4.S2.A1 A359261	Offer professional development opportunities focused on teachers designing standards based lessons...	Hart, Terence	7/5/2017	TDE`s and district workshop catalog, conference program, Title I travel checklist with support documents	6/1/2018 monthly
G1.B4.S2.A2 A359262	Provide summer collaboration for teachers to participate in Profession Learning Communities.	Hart, Terence	6/11/2018	teacher sign-in sheets, agenda, work products	6/28/2018 one-time
G1.B4.S3.A2 A359266	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Payroll summary reports	6/30/2018 semiannually
G1.B4.S3.MA1 M383907	Compare historic and current teacher retention data at the project schools.	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Teacher vacancy and retention data as evidenced by Principal Dashboard.	7/31/2018 triannually
G1.B4.S3.MA1 M383908	Review payroll summary reports to ensure the MOU has been implemented	LaCava, Gonzalo, Chief of Human Resources	1/8/2018	Payroll progress as shared with Executive Cabinet	7/31/2018 semiannually
G1.B4.S3.A1 A359265	The Division of Human Resources and Department of Labor Relations will facilitate the completion of...	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Signed Memorandum of Understanding	7/31/2018 one-time

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of ALL students, then we will ensure high school readiness.

G1.B4 Teacher capacity at delivering standards based instruction that scaffolds to support the various needs of ALL students

G1.B4.S2 Provide teachers with focused professional development opportunities in designing and delivering standards based instruction.

PD Opportunity 1

Offer professional development opportunities focused on teachers designing standards based lessons that will incorporate scaffolds to ensure students who need those supports will remain engaged for the entire lesson.

Facilitator

Terence Hart

Participants

Teachers

Schedule

Monthly, from 7/5/2017 to 6/1/2018

PD Opportunity 2

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

Facilitator

Terence Hart

Participants

Teachers

Schedule

On 6/28/2018

PD Opportunity 3

Provide teachers with opportunities to collaborate and participate in Professional Learning Communities and in house professional development with a focus on planning and delivering standards-based instruction.

Facilitator

Terence Hart & district level support staff when requested

Participants

Teachers

Schedule

Weekly, from 8/21/2017 to 5/25/2018

PD Opportunity 4

Administrative team will conduct informal observations aligned to the professional learning taking place and provide teachers with explicit feedback and coaching that will enhance their effective delivery of standards based instruction.

Facilitator

Administrative team

Participants

Teachers

Schedule

Every 3 Weeks, from 9/4/2017 to 5/25/2018