

The School District of Palm Beach County

Turning Points Academy



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	95%

School Grades History

Year	2016-17	2015-16	2014-15	2012-13
Grade	F	I	I*	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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

Duties

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

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Friday 11/2/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Achievement is our lowest performing achievement area at 10.84% level 3 and above for grades 6-10 (EDW report #0197). As a cohort group 8th grade performance (level 3+) moved from 5.56% in 2017 to 0% in 2018.

Which data component showed the greatest decline from prior year?

ELA Learning Gains declined the most, from 35% in 2017 to 31% in 2018 for grades 6-10.

Which data component had the biggest gap when compared to the state average?

N/A

Which data component showed the most improvement? Is this a trend?

There was an 11% increase in 8th grade ELA from 6% to 17% proficiency.

Cohort Comparison increased by 9%.

There was a 17% increase in 10th grade ELA from 0% to 17% proficiency.

Cohort Comparison increased also by 17%

Cohort Comparison increased 13% in 7th grade Math

There was an increase in 8th grade Math of 9% proficiency.

Algebra proficiency increased by 16%.

Describe the actions or changes that led to the improvement in this area.

The actions we believed that directly impacted our students was daily tutoring throughout the day in Math and ELA. Also, each student was involved in mentoring to keep them academically engaged.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	57%	56%	0%	56%	52%
ELA Learning Gains	0%	53%	53%	0%	51%	46%
ELA Lowest 25th Percentile	0%	46%	44%	0%	42%	38%
Math Achievement	0%	54%	51%	0%	45%	43%
Math Learning Gains	0%	47%	48%	0%	40%	39%
Math Lowest 25th Percentile	0%	43%	45%	0%	37%	38%
Science Achievement	0%	72%	67%	0%	70%	65%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Social Studies Achievement	0%	73%	71%	0%	70%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (8)	0 (16)	0 (24)	0 (9)	0 (17)	0 (14)	0 (10)	0 (98)
One or more suspensions	0 (8)	0 (17)	0 (23)	0 (13)	0 (15)	0 (11)	0 (3)	0 (90)
Course failure in ELA or Math	0 (9)	0 (16)	0 (26)	0 (13)	0 (17)	0 (12)	0 (5)	0 (98)
Level 1 on statewide assessment	0 (5)	0 (13)	0 (18)	0 (10)	0 (15)	0 (10)	0 (3)	0 (74)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	53%	-53%	52%	-52%
	2017	0%	54%	-54%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	0%	54%	-54%	51%	-51%
	2017	8%	55%	-47%	52%	-44%
Same Grade Comparison		-8%				
Cohort Comparison		0%				
08	2018	17%	60%	-43%	58%	-41%
	2017	6%	56%	-50%	55%	-49%
Same Grade Comparison		11%				
Cohort Comparison		9%				
09	2018	0%	56%	-56%	53%	-53%
	2017	0%	54%	-54%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		-6%				
10	2018	17%	55%	-38%	53%	-36%
	2017	0%	51%	-51%	50%	-50%
Same Grade Comparison		17%				
Cohort Comparison		17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	56%	-56%	52%	-52%
	2017	0%	55%	-55%	51%	-51%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	13%	39%	-26%	54%	-41%
	2017	15%	38%	-23%	53%	-38%
Same Grade Comparison		-2%				
Cohort Comparison		13%				
08	2018	14%	65%	-51%	45%	-31%
	2017	5%	63%	-58%	46%	-41%
Same Grade Comparison		9%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	21%	54%	-33%	50%	-29%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	15%	67%	-52%	65%	-50%
2017	5%	66%	-61%	63%	-58%
Compare		10%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	24%	72%	-48%	71%	-47%
2017	19%	73%	-54%	69%	-50%
Compare		5%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	68%	-68%	68%	-68%
2017	0%	68%	-68%	67%	-67%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	21%	62%	-41%	62%	-41%
2017	5%	59%	-54%	60%	-55%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		16%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	57%	-57%	56%	-56%
2017	0%	55%	-55%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	6	40		10	28			31		14	
FRL	6	32		10	29			33		15	

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	The area of focus for the 2018-19 school year will be ELA Gains.
Rationale	If we are able to increase the number of students making academic gains then our achievement levels will increase.
Intended Outcome	The intended outcome is that we increase from 32% gains to 55% gains as determined by the 2018-19 ELA state testing.
Point Person	Kevin Gatlin (kevin.gatlin@palmbeachschools.org)
Action Step	
Description	<p>Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on</p> <p>Step 1: Ensure all teachers and staff are trained on what constitutes an academic gain for a student in ELA.</p> <p>Step 2: Identify strategies that will be used and tracked to achieve goal.</p> <p>Step 3: Implement incentives to motivate students to come to school and stay engaged academically.</p>
Person Responsible	Terence Hart (terence.hart@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Administrators will conduct ongoing academic chats with teachers around instruction and common assessments. PLCs will be monitored for effectiveness in identifying what is working. Teachers will conduct data chats with students periodically in concert with common assessments.
Person Responsible	Terence Hart (terence.hart@palmbeachschools.org)

Activity #2	
Title	The area of focus for the 2018-19 school year will be Math Gains.
Rationale	If we are able to increase the number of students making academic gains in Math then our achievement levels will increase.
Intended Outcome	The intended outcome is that we increase from 48% gains to 55% gains as determined by the 2018-19 Math state testing.
Point Person	Kevin Gatlin (kevin.gatlin@palmbeachschools.org)
Action Step	
Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on	
Description	<p>Step 1: Ensure all teachers and staff are trained on what constitutes an academic gain for a student in Math.</p> <p>Step 2: Identify strategies that will be used and tracked to achieve goal.</p> <p>Step 3: Implement incentives to motivate students to come to school and stay engaged academically.</p>
Person Responsible	Terence Hart (terence.hart@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Administrators will conduct ongoing academic chats with teachers around instruction and common assessments. PLCs will be monitored for effectiveness in identifying what is working. Teachers will conduct data chats with students periodically in concert with common assessments.
Person Responsible	Terence Hart (terence.hart@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 conduct more recognition ceremonies for parents to see how their children are achieving.

PFEP Link

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

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 2019 will consist of Palm Beach Urban League Youth Empowerment Group, Florida Youth Challenge Academy, and The Palm Beach County Sheriffs Youth Intervention Program.

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

For the SY2018-19, 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. Support Services will follow up with students transitioning back to their home schools.

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.

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.

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.

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 College fair organized by the district.

Business partners to include local colleges will be invited three times a year to present opportunities to those students who meet specific criteria.

Part V: Budget

Total:

\$0.00