2013-2014 SCHOOL IMPROVEMENT PLAN

Turning Points Academy
1950 BENOIST FARMS RD
West Palm Beach, FL 33411
561-681-3700
www.edline.net/pages/turning_points_academy

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	Yes	*[Data Not Available]*
Alternative/ESE Center	**Charter School**	**Minority Rate**
Yes	No	*[Data Not Available]*

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Turning Points Academy

Principal
Anthony G. Allen, Ph.D.

School Advisory Council chair
Latricia Santana

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Tracy L. Bailey	Assistant Principal
Michael Williams	Assistant Principal

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Position titles include but are not limited to: chairs-person, vice chairs-person, secretary, historian, principal, faculty and school staff representative, parents, business, and community representative, and student representative.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

1. Elect voting members
2. Adopt Bylaws / Approve SIP
3. Discuss the academic progress of students at each grade level throughout the year
4. Discuss student incentives for good behavior and to promote participation on FCAT
5. Discuss budget; monetary needs
6. Assist Title 1
7. Enlist, promote, and support greater interaction between school and community

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

In order to comply with SAC requirements, Turning Points Academy has reached out to the community and will be hosting SAC meetings at several locations within the respective communities. SAC meeting times are subject to change in order to meet the needs of students, parents, and community members. Letters are sent home via U.S. mail and phone calls are made via mass voice message.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Anthony G. Allen, Ph.D.		
Principal	Years as Administrator: 10	Years at Current School: 2

Credentials	Degrees: Ph.D. Ed Leadership; Florida Atlantic University MS Ed Leadership; Florida Atlantic University Areas of Certification: Ed Leadership/School Principal Political Science 6-12
Performance Record	2012-2013 Principal, Turning Points Academy Grade: Pending 2011-2012 Principal, Turning Points Academy SIR-Maintaining; Reading-Improving; Math- Maintaining 2010-2011 AP Atlantic HS Grade: A Reading Mastery 53%; Math Mastery 72%; Writing Mastery 87%; Science Mastery 46% 2009-2010 AP Atlantic HS Grade: B Reading Mastery 47%; Math Mastery 67%; Writing Mastery 89%; Science Mastery 42% 2008-2009 AP Atlantic HS Grade: B Reading Mastery 49%; Math Mastery 67%; Writing Mastery 80%; Science Mastery 38%; AYP-No 2007-2008 Grade: C Reading Mastery 47%; Math Mastery 63%; Writing Mastery 69%; Science Mastery 39%; AYP-No

Tracy L Bailey		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Degrees: MS Ed Leadership; Florida Atlantic University BA Elementary Education; Florida Atlantic University Areas of Certification: Educational Leadership (All Levels) Elementary Education (Grades 1-6) ESOL Endorsement
Performance Record	2012-2013 AP, Turning Points Academy Grade: Pending 2011-2012 5th Grade Teacher; Forest Hill Elementary Grade: B Reading Mastery 54%; Math Mastery 48%; Writing Mastery 79%; Science Mastery 46%

Michael Williams		
Asst Principal	Years as Administrator: 6	Years at Current School: 2

Credentials	Degrees: Ed.D. Ed Leadership (Currently enrolled); Nova University MS Ed Leadership; Nova University Area of Certification: Educational Leadership/School Principal K-12 Social Science
Performance Record	2012-2013 AP, Turning Points Academy Grade: Pending 2011-2012 AP, Turning Points Academy SIR-Maintaining; Reading-Improving; Math- Maintaining 2010-2011 AP, Crossroads Academy 2009-2010 AP, Crossroads Academy SIR-Improving; Reading-Declined; Math-Improvement 2008-2009 AP, Crossroads Academy SIR-Declining; Reading-Declined; Math-Improvement 2007-2008 AP, Crossroads Academy Grade: F 85% met high standards in writing; 64% learning gains in math; 99% tested 2006-2007 TOA, Palm Beach Correctional Facility Grade: No Rating 2005-2006 Social Studies Teacher, Palm Beach Detention Center

Instructional Coaches

# of instructional coaches
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
15

 # receiving effective rating or higher
14, 93%

 # Highly Qualified Teachers
100%

 # certified in-field
15, 100%

 # ESOL endorsed
2, 13%

 # reading endorsed
2, 13%

 # with advanced degrees
4, 27%

 # National Board Certified
0, 0%

 # first-year teachers
1, 7%

 # with 1-5 years of experience
6, 40%

 # with 6-14 years of experience
3, 20%

 # with 15 or more years of experience
5, 33%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Vacancies are posted on PeopleSoft. Every effort is made to encourage and assist teachers in their goal to be effective teachers. Examples include regular administrative classroom visits, both positive and constructive feedback, and teacher mentoring.
Responsible Person(s): Administrative Staff

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All new teachers are paired with a more experienced teacher to assist in adapting to the alternative school environment.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is 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 support all students achieving benchmarks regardless of their status in general or special education.
Members of the school based RtI Leadership Team will meet with the School Advisory Council (SAC). Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.
Topics for discussion include, but are not limited to the following:
*FCAT scores and the lowest 25%
*strengths and weaknesses of intensive programs
*mentoring, tutoring, and other services
The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Review researched based interventions with team members
Weekly monitoring of progress monitoring logs
Re-evaluate intervention by increasing/duration/environment every 4 to 6 weeks

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data:
*Florida Comprehensive Assessment Test (FCAT)
*Curriculum Based Measurement
*Florida Assessment for Instruction in Reading (FAIR)
*Palm Beach Writes
*Diagnostic Assessment for Reading (DAR)
*Progress Monitoring and Reporting Network (PMRN)
*Comprehensive English Language Learning Assessment (CELLA)
*Core K12
*Discipline Dashboard Report
*Retentions
*Absences
Mid Year Data:
*Florida Assessment for Instruction in Reading (FAIR)
*Diagnostic Assessment for Reading (DAR)
*Palm Beach County Diagnostics
*Palm Beach Writes
*Progress Monitoring and Reporting Network (PMRN)
*Core K12
*Discipline Dashboard Report
*Data Chats
End of Year Data:
*Florida Comprehensive Assessment Test (FCAT)
*Florida Assessment for Instruction in Reading (FAIR)
*Florida Alternative Assessment (FAA)
*CELLA
*FCAT Writes
*ACT/SAT/CPT
*EOC's
*CORE K12
*Discipline Dashboard Report

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school based RtI/Inclusion Facilitator will provide in service to the faculty on designated professional development days (PDD) and parents during designated SAC meetings. These in service opportunities will include, but are not limited to, the following:
*Problem Solving Model
*Consensus building
*Positive Behavioral Intervention and Support (PBIS)
*Data based decision making to drive instruction
*Progress monitoring
*Selection and availability of research based interventions
*Tools utilized to identify specific discrepancies in reading
Individual professional development will be provided to classroom teachers, as needed.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year:

Students take part in summer school core academic subject areas.

Strategy Purpose(s)

- Instruction in core academic subjects

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

End of year report card grades, FCAT results and EOC's determine the students eligible to attend summer school. During the summer, students are given rigorous core coursework and periodic tests to guide the planning of instruction/remediation.

Who is responsible for monitoring implementation of this strategy?

The classroom teachers instructing the core classes are responsible for monitoring the implementation and making the necessary adjustments needed for their individual classes.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Anthony Allen	Principal
Tracy Bailey	Assistant Principal
Andrea Riveccio	ESE Coordinator
Silvia Grant	Guidance Counselor
Dorothy Gillick	Guidance Counselor

Name	Title
Charolette Henry	Language Arts Chair

How the school-based LLT functions

The principal provides a common vision for the use of data based decision making to ensure:
*a sound, effective academic program is in place
*a process to address and, monitor subsequent needs are created
* fidelity of implementation of intervention support is documented
*adequate professional development to support RtI implementation is provided to ensure effective communication with parents regarding school based RtI plans and activities occur.

Major initiatives of the LLT

To establish a reading culture throughout the entire campus. We will implement Reading Counts to fidelity this school year. All students will be encouraged to read high interest level books this year. Students earning the most reading counts will be rewarded

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers take part in departmentalized Professional Learning Communities (PLC) meetings. Reading scores/results are shared along with the the clusters of strengths and weaknesses. Collectively, teachers discuss which specific reading skills to target in their subject areas. As a part of their class assessments, teachers will include test questions to include those reading skills.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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 to help the students see the relevance of education to their lives.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Every new student and their parents meet with their guidance counselor during the registration process to discuss their academic history and academic needs. We discuss the student's career goals and what they have to do academically and behaviorally to reach those goals.
The guidance counselor also meets with the students individually for data chats at least once each semester to discuss the student's progress and any recommendations for change.

Strategies for improving student readiness for the public postsecondary level

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.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	19%	10%	No	27%
American Indian				
Asian				
Black/African American	20%	0%	No	28%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	20%	10%	No	28%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		20%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		10%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		25%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		5%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	23%	8%	No	30%
American Indian				
Asian				
Black/African American	25%	0%	No	33%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	23%	8%	No	31%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		10%

Area 4: Science

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		20%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	5	20%	50%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	47%	34%
Students in ninth grade with one or more absences within the first 20 days	6	54%	41%
Students in ninth grade who fail two or more courses in any subject	8	72%	59%
Students with grade point average less than 2.0	18	78%	65%
Students who fail to progress on-time to tenth grade	8	72%	59%
Students who receive two or more behavior referrals	20	87%	74%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	19	82%	69%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	17	19%	11%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	2	6%	8%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	8%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	4	19%	24%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent University	N/A	N/A%	20%

Area 10: Additional Targets

Additional targets for the school

Turning Points Academy will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:
*History of Holocaust
*History of Africans and African Americans
*Hispanic Contributions
*Women's Contributions
*Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Turning Points Academy will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to: *History of Holocaust *History of Africans and African Americans *Hispanic Contributions *Women's Contributions *Sacrifices of Veterans	95	100%	100%

Goals Summary

G1. To reduce the number of students receiving referrals that lead to out of school suspensions.

G2. To increase the percentage of students performing at a proficient level on the FCAT 2.0, Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)

Goals Detail

G1. To reduce the number of students receiving referrals that lead to out of school suspensions.

Targets Supported

- Parental Involvement
- EWS - High School

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- 1. Lack of parent involvement
- 2. Severe Behavior Issues

Plan to Monitor Progress Toward the Goal

Discipline Dashboard Report

Person or Persons Responsible

The Principal

Target Dates or Schedule:

monthly

Evidence of Completion:

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

G2. To increase the percentage of students performing at a proficient level on the FCAT 2.0, Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, CELLA, Postsecondary Readiness)

- Writing

- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Science - Biology 1 EOC

- EWS - Graduation

Resources Available to Support the Goal

- *Classroom libraries *CORE K12 *Discipline related posters *District Coaches *District Trainings *Gizmo *Journals *Instructional focus calendar *iPads *Learning Village *Manipulatives *Microscopes/Science tools *Professional Development *Reading Counts *Tutorial *V-Math *Word walls

Targeted Barriers to Achieving the Goal

- Attendance

- Lack of critical thinking and reasoning skills

Plan to Monitor Progress Toward the Goal

Data chats of test results from diagnostics, CORE K12, READ 180, Palm Beach Writes (PBW), end of chapter/unit/semester exams, Gizmos, etc

Person or Persons Responsible

Teachers, Guidance Counselors, Administrators

Target Dates or Schedule:

Two week intervals during Learning Team Meetings

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)

Action Plan for Improvement

Problem Solving Key

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

G1. To reduce the number of students receiving referrals that lead to out of school suspensions.

G1.B1 1. Lack of parent involvement

G1.B1.S1 Increase method of communication to reach all parents

Action Step 1

Mail pertinent information out to parents

Person or Persons Responsible

Assistant Principal and Secretary

Target Dates or Schedule

One week prior to event. Some event examples are Open House, SAC meetings, Title I meetings, Title I trainings, Saturday tutorials, Career Day, Multicultural programs, summer school, etc.

Evidence of Completion

Flyer of event

Action Step 2

We will use the One Voice to reach out to parent(s)/guardian(s) of upcoming events

Person or Persons Responsible

Principal

Target Dates or Schedule

One week prior to event. Some event examples are Open House, SAC meetings, Title I meetings, Title I trainings, Saturday tutorials, Career Day, Multicultural programs, summer school, etc.

Evidence of Completion

Sign in sheets

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

Schedule a time and date before each school event to make the One Voice call and create flyers for mailing

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

One week prior to all school events and activities

Evidence of Completion

List of each event with the one voice date and time and flyers inviting parent(s)/guardian(s)

Plan to Monitor Effectiveness of G1.B1.S1

Create sign in sheets for each event

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Day before each event

Evidence of Completion

Sign in sheets for various activities in which parents were invited

G1.B1.S2 Increase the presence of mentoring

Action Step 1

Student's assigned mentor will make parental/guardian contact to personally invite them to the school event/activity.

Person or Persons Responsible

Faculty and Staff

Target Dates or Schedule

One week prior to event. Some event examples are Open House, SAC meetings, Title I meetings, Title I trainings, Saturday tutorials, Career Day, Multicultural programs, summer school, etc.

Evidence of Completion

Noted on mentoring form

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

One week prior to each event

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S2

Create the mentoring form

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

One week prior to each event

Evidence of Completion

Sign in sheets will reflect the number of parent(s)/guardian(s) in attendance for school event

G1.B2 2. Severe Behavior Issues

G1.B2.S1 Proactive use of Corrective Behavior Form

Action Step 1

We will use the Corrective Behavior Form to record incidents in the classroom in an effort to reduce the number of severe behaviors.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September and ongoing

Evidence of Completion

A completed Corrective Behavior Form

Facilitator:

School Administrator, School Manager, Safe Schools

Participants:

All teachers and BIA's

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Completed Corrective Behavior Form

Plan to Monitor Effectiveness of G1.B2.S1

Provide Corrective Behavior Forms

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed Corrective Behavior Forms with interventions

G1.B2.S2 Mentoring

Action Step 1

Students are assigned mentors

Person or Persons Responsible

Faculty and Staff

Target Dates or Schedule

Upon enrollment

Evidence of Completion

Sign up list

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Schedule a day for mentor forms to be created and distributed

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Completed mentor form

Plan to Monitor Effectiveness of G1.B2.S2

Create the mentoring form

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Completed mentor form signed by the faculty/staff member and student

G2. To increase the percentage of students performing at a proficient level on the FCAT 2.0, Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)

G2.B1 Attendance

G2.B1.S1 Decrease absences through parental involvement

Action Step 1

Parents are notified when student(s) are absent

Person or Persons Responsible

Teachers, BIA's, School Manager

Target Dates or Schedule

Upon third absence

Evidence of Completion

Phone Log

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

Schedule a date to check phone log updates

Person or Persons Responsible

Administrators

Target Dates or Schedule

Two week intervals beginning September

Evidence of Completion

Phone log documenting dates, times, and days of absences discussed

Plan to Monitor Effectiveness of G2.B1.S1

Compare absences with phone log

Person or Persons Responsible

Teachers, BIA's, School Manager, Administrators

Target Dates or Schedule

Two week intervals

Evidence of Completion

Lesson Plan Checklist noting phone logs

G2.B1.S2 Provide positive incentives

Action Step 1

Create in school challenges in all areas of discipline. Examples include Perfect Attendance, Reading Counts Challenge, Gizmo usage, Essay contest, Brain Bowl, Multicultural Programs, etc.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Turning Points Master Calendar

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

Schedule date(s) and rules of challenge to include 'must be present' to participate

Person or Persons Responsible

Department Chairs and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Flyer of event

Plan to Monitor Effectiveness of G2.B1.S2

Compare average number of absences to the day of a challenge

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheet for each challenge

G2.B2 Lack of critical thinking and reasoning skills

G2.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

Action Step 1

Provide instructional staff and substitutes with a 'Quick Flip Questions for Critical Thinking' chart and Professional Development opportunities (ASCD, NCTM, and Common Core)

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

September for chart distribution and ongoing PD throughout the year

Evidence of Completion

Professional Development and tutorial sign in sheets

Facilitator:

Turning Points Academy's Professional Development Team and/or Discipline Specific District Trainers

Participants:

Teachers and Administrators

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

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

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Two week intervals

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B2.S1

Create cross curriculum critical thinking test questions

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Two week intervals

Evidence of Completion

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

G2.B2.S2 Increase professional development opportunities for staff and set goals through the use of Proficiency Scales

Action Step 1

Provide instructional staff and substitutes with the "Using Common Core Standards To Enhance Classroom Instruction & Assessment" and Professional Development trainings

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

September for book distribution and ongoing PD throughout the year

Evidence of Completion

Professional Development sign in sheet

Facilitator:

Turning Points Academy's Professional Development Team and/or District Personnel

Participants:

Teachers and Administrators

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

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

Person or Persons Responsible

Teachers and Assistant Principal

Target Dates or Schedule

Two week intervals

Evidence of Completion

Proficiency Scales posted in classrooms, iObservation

Plan to Monitor Effectiveness of G2.B2.S2

Relevant proficiency scales

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student use of scale, iObservation

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
*Classroom Instruction-Long term substitutes salary, instructional push-ins and pull-outs, and IPads
*Family Involvement-Postage, food, 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 C Migrant
*Work with district to identify migrant student and available services to meet their needs.
Title I, Part D
N/A
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
***Bullying prevention
***Character Education
***Multicultural Education
Title III
N/A
Title X, Homeless
N/A
Supplemental Academic Instruction (SAI)
N/A
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 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 SWPBS. We update our action plans during LTM's and SAC 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 on their options.
Career and Technical Education

Turning Points Academy will continue to host its annual Career Day and Law Week.
Job Training
Turning Points Academy will continue to host its annual Career Day and offer On the Job Training (OJT) to students that qualify.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To reduce the number of students receiving referrals that lead to out of school suspensions.

G1.B2 2. Severe Behavior Issues

G1.B2.S1 Proactive use of Corrective Behavior Form

PD Opportunity 1

We will use the Corrective Behavior Form to record incidents in the classroom in an effort to reduce the number of severe behaviors.

Facilitator

School Administrator, School Manager, Safe Schools

Participants

All teachers and BIA's

Target Dates or Schedule

September and ongoing

Evidence of Completion

A completed Corrective Behavior Form

G2. To increase the percentage of students performing at a proficient level on the FCAT 2.0, Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)

G2.B2 Lack of critical thinking and reasoning skills

G2.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

PD Opportunity 1

Provide instructional staff and substitutes with a 'Quick Flip Questions for Critical Thinking' chart and Professional Development opportunities (ASCD, NCTM, and Common Core)

Facilitator

Turning Points Academy's Professional Development Team and/or Discipline Specific District Trainers

Participants

Teachers and Administrators

Target Dates or Schedule

September for chart distribution and ongoing PD throughout the year

Evidence of Completion

Professional Development and tutorial sign in sheets

G2.B2.S2 Increase professional development opportunities for staff and set goals through the use of Proficiency Scales

PD Opportunity 1

Provide instructional staff and substitutes with the "Using Common Core Standards To Enhance Classroom Instruction & Assessment" and Professional Development trainings

Facilitator

Turning Points Academy's Professional Development Team and/or District Personnel

Participants

Teachers and Administrators

Target Dates or Schedule

September for book distribution and ongoing PD throughout the year

Evidence of Completion

Professional Development sign in sheet

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To reduce the number of students receiving referrals that lead to out of school suspensions.	$609
G2.	To increase the percentage of students performing at a proficient level on the FCAT 2.0, Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)	$31,555
	Total	$32,164

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Materials	Professional Development	Total
Title 1	$609	$28,615	$2,940	$32,164
Total	$609	$28,615	$2,940	$32,164

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To reduce the number of students receiving referrals that lead to out of school suspensions.

G1.B1 1. Lack of parent involvement

G1.B1.S1 Increase method of communication to reach all parents

Action Step 1

Mail pertinent information out to parents

Resource Type

Other

Resource

Paper, envelopes, pens, highlighters, postage, ink cartridges, refreshment for trainings

Funding Source

Title 1

Amount Needed

$609

G2. To increase the percentage of students performing at a proficient level on the FCAT 2.0, Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)

G2.B2 Lack of critical thinking and reasoning skills

G2.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

Action Step 1

Provide instructional staff and substitutes with a 'Quick Flip Questions for Critical Thinking' chart and Professional Development opportunities (ASCD, NCTM, and Common Core)

Resource Type

Evidence-Based Materials

Resource

Classroom libraries, anchor charts, paper & ink cartridges ($2,500); Tutorial ($19,959); ASCD, NCTM, Reading/Writers Workshop ($6,156)

Funding Source

Title 1

Amount Needed

$28,615

G2.B2.S2 Increase professional development opportunities for staff and set goals through the use of Proficiency Scales

Action Step 1

Provide instructional staff and substitutes with the "Using Common Core Standards To Enhance Classroom Instruction & Assessment" and Professional Development trainings

Resource Type

Professional Development

Resource

Trainers, books, charts, markers, paper, cartridges ($2,700); Common Core Summer Institute ($240)

Funding Source

Title 1

Amount Needed

$2,940