

The School District of Palm Beach County

Turning Points Academy



2019-20 Schoolwide Improvement Plan

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Turning Points Academy

1950 BENOIST FARMS RD, West Palm Beach, FL 33411

<https://tpa.palmbeachschools.org>

Demographics

Principal: Kevin Gatlin

Start Date for this Principal: 8/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: F (17%) 2015-16: I (%) 2014-15: I (%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2018-19 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">%</p>

School Grades History

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

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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. 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	Job Duties and Responsibilities
Gatlin, Kevin	Principal	In charge of monitoring and executing all personnel, resources, and strategies toward school improvement.
Hart, Terence	Assistant Principal	In charge of monitoring implementation and progress toward school improvement goals.
Sullivan, Colleen	Teacher, ESE	In charge of monitoring the implementation of new multi-level system of reward and implementation of new Critical Thinking course focusing on Social Emotional Learning via the use of Edgenuity program.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	2	2	19	7	18	12	6	66
Attendance below 90 percent	0	0	0	0	0	0	0	16	22	16	22	11	8	95
One or more suspensions	0	0	0	0	0	0	1	19	25	18	22	12	6	103
Course failure in ELA or Math	0	0	0	0	0	0	0	18	18	19	21	11	7	94
Level 1 on statewide assessment	0	0	0	0	0	0	0	17	21	12	19	8	8	85

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	19	24	20	24	13	9	109

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	1	1	7	2	4	4	2	21
Students retained two or more times	0	0	0	0	0	0	0	0	3	0	0	2	0	5

FTE units allocated to school (total number of teacher units)

16

Date this data was collected or last updated

Thursday 8/22/2019

Prior Year - 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	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	0
Course failure in ELA or Math	0	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	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - 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	18	19	14	21	11	10	101
One or more suspensions	0	0	0	0	0	0	11	18	23	14	20	8	10	104
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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	19	24	20	24	13	9	109

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	57%	56%	5%	55%	53%
ELA Learning Gains	0%	51%	51%	35%	50%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	9%	48%	49%
Math Learning Gains	0%	45%	48%	26%	44%	44%
Math Lowest 25th Percentile	0%	43%	45%	0%	38%	39%
Science Achievement	0%	73%	68%	0%	71%	65%
Social Studies Achievement	0%	74%	73%	31%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	2 (0)	2 (0)	19 (0)	7 (0)	18 (0)	12 (0)	6 (0)	66 (0)
Attendance below 90 percent	0 (0)	16 (0)	22 (0)	16 (0)	22 (0)	11 (0)	8 (0)	95 (0)
One or more suspensions	1 (0)	19 (0)	25 (0)	18 (0)	22 (0)	12 (0)	6 (0)	103 (0)
Course failure in ELA or Math	0 (0)	18 (0)	18 (0)	19 (0)	21 (0)	11 (0)	7 (0)	94 (0)
Level 1 on statewide assessment	0 (0)	17 (0)	21 (0)	12 (0)	19 (0)	8 (0)	8 (0)	85 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018	0%	53%	-53%	52%	-52%
Cohort Comparison						
07	2019	6%	53%	-47%	52%	-46%
	2018	0%	54%	-54%	51%	-51%
Same Grade Comparison		6%				
Cohort Comparison		6%				
08	2019	4%	58%	-54%	56%	-52%
	2018	17%	60%	-43%	58%	-41%
Same Grade Comparison		-13%				
Cohort Comparison		4%				
09	2019	8%	56%	-48%	55%	-47%
	2018	0%	56%	-56%	53%	-53%
Same Grade Comparison		8%				
Cohort Comparison		-9%				
10	2019	0%	54%	-54%	53%	-53%
	2018	17%	55%	-38%	53%	-36%
Same Grade Comparison		-17%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018	0%	56%	-56%	52%	-52%
Cohort Comparison						
07	2019	0%	35%	-35%	54%	-54%
	2018	13%	39%	-26%	54%	-41%
Same Grade Comparison		-13%				
Cohort Comparison		0%				
08	2019	0%	64%	-64%	46%	-46%
	2018	14%	65%	-51%	45%	-31%
Same Grade Comparison		-14%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	51%	-51%	48%	-48%
	2018	21%	54%	-33%	50%	-29%
Same Grade Comparison		-21%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	17%	69%	-52%	67%	-50%
2018	15%	67%	-52%	65%	-50%
Compare		2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	12%	72%	-60%	71%	-59%
2018	24%	72%	-48%	71%	-47%
Compare		-12%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	20%	69%	-49%	70%	-50%
2018	0%	68%	-68%	68%	-68%
Compare		20%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	64%	-64%	61%	-61%
2018	21%	62%	-41%	62%	-41%
Compare		-21%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	60%	-60%	57%	-57%
2018	0%	57%	-57%	56%	-56%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
BLK										17	
FRL	5	31					10			21	
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	

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	12
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	59
Total Components for the Federal Index	5
Percent Tested	86%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	9
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	13
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When looking at our two identified subgroups Black and Economically disadvantaged it is clear that math performance has the lowest performance by subject and comparison to like schools. Math learning gains showed the lowest performance falling from 48% in SY18 to 19% in SY19. This can be attributed to the high number of substitute teachers throughout the school year. 3 out 4 math teachers for the SY19 school year. Also, attendance and OSS contributed.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math learning gains showed the lowest performance falling from 48% in SY18 to 19% in SY19. This can be attributed to the high number of substitute teachers throughout the school year. 3 out 4 math teachers for the SY19 school year. Also, attendance and OSS contributed.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

As an alternative site our school is evaluated by learning gains. When compared to South Intensive the only like school in our district the greatest gap was in our math gains. This can be attributed to the high number of substitute teachers throughout the school year. 3 out 4 math teachers for the SY19 school year. Also, attendance and OSS contributed.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA learning gains increased from 31% in SY18 to 41% in SY19. This increase has been attributed to the addition of more effective teachers working together collaboratively throughout the school year targeted traditionally weak areas for our student population.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance and Suspension rate are two areas of concern based on the EWS data in Part 1. The number of students with less than 90% attendance and the number of students with more than two suspension incidents minimizes the opportunity for instruction.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Reduction in OSS
2. Improvement in Attendance
3. Improvement in Standards base instructional practice
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reduction of OSS in alignment with LTO 2, increase High school Readiness and LTO 3, Post graduate success.
Rationale	If we can increase the seat time of students in front of teachers receiving effective instruction we will increase student performance and learning gains. In 2017 there were 250 incidents of OSS, during 2019 we reduced OSS to 227 incidents. In 2020, we added an extra ISS option for discipline to further reduce OSS. We believe by reducing suspension incidents we will increase student seat time.

State the measurable outcome the school plans to achieve	On the SY20 Math FSA we will improve our learning gains from 19% to 50%.
Person responsible for monitoring outcome	Terence Hart (terence.hart@palmbeachschools.org)
Evidence-based Strategy	The school will add a second in-school- suspension class to reduce OSS. Also, an instructional plan will be developed for students assigned to ISS.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy was the idea of keeping students in school to receiving counseling and therapy targeting the behaviors that are impeding academic progress. Based on edw data reports we recognized that high levels of students were receiving OSS for behavior events.

Action Step	
Description	<ol style="list-style-type: none"> 1. Add second ISS teacher 2. Identify resources for teacher to use with students while in ISS 3. Add Critical Thinking course targeting Social Emotional Learning (Edgenuity course) 4. Implement a leveled system of reward to encourage positive behavior 5. Track and monitor OSS EDW rpt weekly
Person Responsible	Terence Hart (terence.hart@palmbeachschools.org)

#2	
Title	Improve Attendance in alignment with LTO 2 and LTO3
Rationale	If we can increase student time in class on task, then students will perform better on state assessments. Attendance Data rate from the 0630 EDW rpt demonstrates that as of June 6, 2019 our Daily Attendance rate was 74.20%. If we improve our daily attendance rate we can increase student seat time for instruction.
State the measurable outcome the school plans to achieve	On the SY20 Math FSA we will improve our learning gains from 19% to 50%.
Person responsible for monitoring outcome	Terence Hart (terence.hart@palmbeachschools.org)
Evidence-based Strategy	The school will implement a mentoring program to build positive relationships with students to help them feel more comfortable with attending school. Incentives, recognition and rewards will be used along side of relationship building to encourage better attendance. Traditional strategies of phone calls to parents, and letters home will also be used.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy was the idea of keeping students in school to receiving counseling and therapy targeting the behaviors that are impeding academic progress. Based on edw data reports we recognized that high levels of students were being absent for school.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify all students with less than 90% attendance rate 2. Assign mentor to each student to build positive relationship 3. Include attendance in the multi-tiered system of reward. 4. Include parents in attendance plan at the beginning of school. 5. Make students aware of the importance of attending school.
Person Responsible	Terence Hart (terence.hart@palmbeachschools.org)

#3	
Title	Ensure effective and relevant instruction by assuring a certified teacher in each Math and ELA/Reading course to ensure student success in alignment to LTO 2 and LTO 3.
Rationale	If we have highly qualified teachers in each math, ELA and Reading course we will have more effective instruction for our students. We found that our Math learning gains showed the lowest performance falling from 48% in SY18 to 19% in SY19.
State the measurable outcome the school plans to achieve	On the SY20 FSA and EOC we will improve our learning gains in math from 19% in SY19 to 50% and in ELA from 41% in SY19 to 50%.
Person responsible for monitoring outcome	Kevin Gatlin (kevin.gatlin@palmbeachschools.org)
Evidence-based Strategy	Standards based instruction will be the focus of our instructional practice . Professional Learning Communities process will be implemented with fidelity. Reading and Writing across content will be implemented in SY20.
Rationale for Evidence-based Strategy	We believe that it because our students are behind multiple grade levels, it will take a team effort across content to improve students growth during the short period of time that we have them. Our school is highly transient and on average we only have student for 18 weeks.
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure we higher Highly Qualified teachers for SY20 school year. 2. Implement Professional Learning Communities with fidelity. 3. Ensure that the Formative Assessments are used to inform instruction 4. Provide relevant PD for teachers. 5. Identify and Acknowledge high student performance regularly
Person Responsible	Kevin Gatlin (kevin.gatlin@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

At Turning Points Academy Pillars of Effective Instruction are a focus: 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 reading and writing across all content areas. At Turning Points Academy we highlight multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of:

- The History of the Holocaust
- The History of Black and African Americans
- The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

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 Schoolwide Improvement Plan 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.

At Turning Points Academy we plan to send home a monthly newsletter highlighting the positive things going on at our school. Parents and the community will be invited to our monthly SAC meetings where we will share valuable information pertaining to education and our school in particular. Each student group identified by ESSA as under performing will have access to the resources provided for students.

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.

For the SY2019-20, 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 make sure that all criteria has been accomplished. 3. Once approved, the transitioning school will meet with the student and parent to discuss rules and expectations. Support Services will follow up with students transitioning back to their home schools.

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

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. 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 RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process. A representative from safe schools will be in attendance.

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.

Adult Education

Students who express an interest in Adult Education are counseled and provided additional options and educational resources.

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 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.

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.

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

Students will meet with counselors to develop a plan of action for advance college and career awareness. They will be tracked and followed during the time they are in attendance at Turning Points Academy. Upon leaving each student will be given their plan of action to take with them to their home school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Reduction of OSS in alignment with LTO 2, increase High school Readiness and LTO 3, Post graduate success.	\$0.00
2	III.A.	Areas of Focus: Improve Attendance in alignment with LTO 2 and LTO3	\$0.00
3	III.A.	Areas of Focus: Ensure effective and relevant instruction by assuring a certified teacher in each Math and ELA/Reading course to ensure student success in alignment to LTO 2 and LTO 3.	\$0.00
Total:			\$228.00