

The School District of Palm Beach County

# Turning Points Academy



2020-21 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: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: F (17%) 2015-16: I (%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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# Turning Points Academy

1950 BENOIST FARMS RD, West Palm Beach, FL 33411

<https://tpa.palmbeachschools.org>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p><b>2019-20 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

## School Grades History

<b>Year</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2012-13</b>
<b>Grade</b>	F	I	I*	

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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, position title, and job duties/responsibilities 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. Ensures all teachers, staff, students, and families maintain focus on continuous improvement to support students' future success towards college and career readiness. Oversees professional development of all faculty and staff to ensure equitable and accessible growth for both teachers & students.
Hart, Terence	Assistant Principal	In charge of monitoring implementation and progress toward school improvement goals. Oversees master board and ensuring students are appropriately placed in their core classes towards meeting goals for college and career readiness.
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.

### Demographic Information

**Principal start date**

Saturday 7/1/2017, Kevin Gatlin

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

**Total number of teacher positions allocated to the school**

16

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: F (17%) 2015-16: I (%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I

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## 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	7	9	24	10	21	11	4	86
Attendance below 90 percent	0	0	0	0	0	0	5	8	23	8	20	11	8	83
One or more suspensions	0	0	0	0	0	0	6	7	23	6	19	9	9	79
Course failure in ELA	0	0	0	0	0	0	3	3	12	0	0	0	0	18
Course failure in Math	0	0	0	0	0	0	2	2	13	0	0	0	0	17
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	3	5	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	1	3	1	5
FY 20 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	2	3	16	4	10	0	0	35
FY 20 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	4	2	18	0	0	0	0	24

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	6	7	24	6	20	10	8	81

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	7	0	0	0	4	11
Students retained two or more times	0	0	0	0	0	0	1	1	2	3	0	3	2	12

Date this data was collected or last updated

Wednesday 7/8/2020

### 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	
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

**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	
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

**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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.**

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%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
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%				

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

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	17%	69%	-52%	67%	-50%
2018	15%	67%	-52%	65%	-50%
Compare		2%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	12%	72%	-60%	71%	-59%
2018	24%	72%	-48%	71%	-47%
Compare		-12%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	20%	69%	-49%	70%	-50%
2018	0%	68%	-68%	68%	-68%
Compare		20%			

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	64%	-64%	61%	-61%
2018	21%	62%	-41%	62%	-41%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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
BLK	6	40		10	28			31		14	
FRL	6	32		10	29			33		15	
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

<b>Students With Disabilities</b>	
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%	0
<b>English Language Learners</b>	
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%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
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%	2
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
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%	0

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%	0
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%	2

## 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 of 4 math teachers for the SY19 school year. Also, attendance and OSS contributed.

Midyear data results show 6th grade Math below threshold overall. In 1 out of 38 standards we were above threshold, 4 at threshold, 7 below threshold, and 26 standards that students did not respond to. In 7th grade Math, we were below threshold overall. In 5 out of 27 standards we were above threshold, 4 standards at threshold, and 18 below threshold. In 8th grade Math, we were below threshold overall. In 2 out of 28 standards we were at threshold and 26 below threshold. In Algebra I, we scored below threshold overall. In 29 out of 29 standards we were below threshold. In Middle School, the District was below threshold in all 3 grade levels, as was TPA; however, we outperformed the District by 13 percentage points in 7th grade. In Algebra I, the District was at threshold while we were below threshold.

Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

#### 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 of 4 math teachers for the SY19 school year. Also, attendance and OSS contributed.

Midyear data results show in 6th grade Math, we were below threshold overall. In 1 out of 38 standards we were above threshold, 4 at threshold, 7 below threshold, and 26 standards that students did not respond to. In 7th grade Math, we were below threshold overall. In 5 out of 27 standards we were above threshold, 4 standards at threshold, and 18 below threshold. In 8th grade

Math, we were below threshold overall. In 2 out of 28 standards we were at threshold and 26 below threshold. In Algebra I, we scored below threshold overall. In 29 out of 29 standards we were below threshold. In Middle School, the District was below threshold in all 3 grade levels, as was TPA; however, we outperformed the District by 13 percentage points in 7th grade. In Algebra I, the District was at threshold while we were below threshold.

**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. During FY21 we plan to maintain a strategic focus to support teachers and instruction towards supporting all learners to ensure a "Commendable" rating.

**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.

Midyear District Diagnostics scores indicate that in 6th grade ELA, we were below threshold overall. In 5 out of 23 standards we were above threshold, 8 at threshold, and 10 below threshold. In 7th grade ELA, we were below threshold overall. In 1 out of 20 standards we were above threshold, 7 standards at threshold, and 12 below threshold. In 8th grade ELA, we were below threshold overall. In 3 out of 20 standards we were at threshold and 17 below threshold. In 9th grade ELA, we were below threshold overall. In 2 out of 21 standards we were above threshold, 2 at threshold, and 17 below threshold. In 10th grade ELA, we were below threshold overall. In 2 out of 20 standards we were above threshold, 1 at threshold, and 17 below threshold. The District was at threshold in 3 out of 5 grade levels overall, while TPA was below threshold in all 5 grade levels.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

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. Improving attendance rate and reducing suspensions are important because students are more likely to succeed in academics when they attend school consistently. ... In addition to falling behind in academics, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities, thus interfering with their future success.

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

- 1, Improving attendance rate and
2. Reducing suspensions

Are a major focus at TPA because students are more likely to succeed in academics when they attend school consistently, increasing attendance is a reduction of suspension. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities, thus interfering with their future success.

Data shows:

Attendance continues to improve. Currently, our attendance rate is 71.2% based on EDW report

RDSOA0630.

OSS has been identified as a key hindrance to reaching our academic goals. Currently, the OSS rate for Middle School is 22% and High School is 17% as compared to last year's end-of-year rate of 13% in Middle School with 34 out of 255 students attending TPA receiving at least one OSS and 11% of High School with 54 out of 476 students attending TPA. The constant influx of students weekly creates an unstable environment with the different discipline issues students have. Specifically, multiple gang affiliations and group robberies play out in the communities leading to student misbehavior. These hinderances will be targeted for reduction by intensifying the use of our systematic leveled system of rewards that has been in place since August 2019. We believe this mid-year OSS rate is inflated when compared to last year's end-of-year data due to historical trends.

3. Improvement in learning gains & achievement for all students specifically our ESSA identified subgroups.

- If we focus on a positive impact on learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement for all.
- This ensures personalized instruction and learning for all our students to perform on grade level which will positively develop their self esteem, self-worth, and aspirations towards college and career readiness success.

## Part III: Planning for Improvement

### Areas of Focus:



**#1. Culture & Environment specifically relating to Social Emotional Learning**

Ensure effective and relevant instruction to increase students graduation rate & college and career readiness by improving their ELA, Math and social emotional learning successfully in alignment to LTO 2 and LTO 3.

If we have highly qualified teachers in Math, ELA and Reading courses we will have more effective instruction for all our students. We found that our Math learning gains showed the lowest performance falling from 48% in SY18 to 19% in SY19.

If we can increase student time in class on task, then students will perform better on state assessments.

**Area of Focus Description and Rationale:**

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, 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. Currently, the OSS rate for Middle School is 22% and High School is 17% as compared to last year's end-of-year rate of 13% in Middle School with 34 out of 255 students attending TPA receiving at least one OSS and 11% of High School with 54 out of 476 students attending TPA. The constant influx of students weekly creates an unstable environment with the different discipline issues students have. Specifically, multiple gang affiliations and group robberies play out in the communities leading to student misbehavior. These hinderances will be targeted for reduction by intensifying the use of our systematic leveled system of rewards that has been in place since August 2019. We believe this mid-year OSS rate is inflated when compared to last year's end-of-year data due to historical trends.

**Measurable Outcome:**

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%.

On the SY20 Math FSA we will improve our learning gains from 19% to 50%.

Attendance goal is to increase by 10%, a total of 81%.

OSS goal is to reduce Middle School (FY20-22%) suspensions by 10% and High School (FY20 17%) suspensions by 7%.

Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

**Person responsible for monitoring outcome:**

Kevin Gatlin (kevin.gatlin@palmbeachschools.org)

**Evidence-based Strategy:**

1. Ensure Professional Learning Communities are focused on standards-based differentiated instruction.
2. The school will continue the 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.
3. Support out of school suspensions through an in-school suspension program. 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-**

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

**based  
Strategy:**

weeks. if we utilize PLCs to ensure teachers are focused on effective and relevant standards-based instruction we will positively affect student learning. The mentoring program strategy supports keeping students in school to receiving counseling and therapy targeting the behaviors that are impeding academic progress and supports social emotional learning and development. Students will begin to feel better about themselves and will learn how to handle day-to-day issues that impeded their academic and social growth. The in-school suspension strategy supports keeping students in school to ensure students do not have lapse in instruction and missing their core content and social development opportunities. Students who spend less time in the classroom generally tend to have lower-than-average student achievement rates. While in-school suspension keeps students out of their regular classrooms, the program also provides: ... Behavioral resources to keep students engaged.

**Action Steps to Implement**

Professional Learning Communities will be implemented with fidelity.

1. Ensure we higher Highly Qualified teachers are teaching the core content areas.
2. Teachers will collaborate and plan for Reading and Writing across all content areas.
3. Teachers will ensure Formative Assessments are used to inform instruction and will adapt instruction as needed to ensure all students can learn.
4. Provide relevant PD for teachers focusing on differentiation.
5. Identify and acknowledge high student performance regularly to motivate & incentivize students.
6. Monitoring will occur through administration participation in PLCs, classroom fidelity walks, lesson plan reviews & student data analysis. (Colleen Sullivan)

**Person Responsible** Kevin Gatlin (kevin.gatlin@palmbeachschools.org)

**Mentoring Program**

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. Implement incentives for attendance.
4. Include parents in attendance plan at the beginning of school year.
5. Make students aware of the importance of attending school.
6. Follow-up on Mental Health services provided to students.
7. Staff continue to make phone calls home when students are absent.
8. Provide group counseling focused on the importance of attendance.
9. Behavior Coach and Guidance Counselor review biweekly data pertaining to attendance & target students with frequent absences for possible truancy follow-up.
10. Review and monitor Leveled System where necessary to ensure success. (Terence Hart)

**Person Responsible** Kevin Gatlin (kevin.gatlin@palmbeachschools.org)

**In-School Suspension Process**

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
6. Follow-up on Mental Health services provided to students.
7. Provide group counseling focused on social/emotional learning strategies.
8. Use Suite360 curriculum and interventions to target social-emotional behaviors leading to OSS.
9. Review and monitor Leveled System where necessary to ensure success. (Terence Hart)

**Person Responsible** Kevin Gatlin (kevin.gatlin@palmbeachschools.org)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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.**

**For the SY2020-21 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.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

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.

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.

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 Rtl/Inclusion Facilitator will provide professional development for the SAC members on the Rtl 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.

#### **Parent Family and Engagement Plan (PFEP) Link**

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

### Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$81.00
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Palm Beach - 0842 - Turning Points Academy - 2020-21 SIP

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0842 - Turning Points Academy	School Improvement Funds	73.0	\$81.00
					<b>Total:</b>	<b>\$81.00</b>