

The School District of Palm Beach County

Turning Points Academy



2021-22 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

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: F (17%)
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	
* 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

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

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

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SIP Authority

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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	Position 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 the gradual release model of instructional, master board and ensures students are appropriately placed in their core classes and working towards meeting goals for college and career readiness.
Sullivan, Colleen	Other	Immediate support for assistant principal and monitoring and tracking of School Improvement Plan implementation. Specifically, focusing on the Title 1 Funding source for identified SIP Goals. Also, 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.*

3

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

34

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	0	2	11	10	5	11	12	51	
Attendance below 90 percent	0	0	0	0	0	0	0	2	8	7	5	5	10	37	
One or more suspensions	0	0	0	0	0	0	0	2	6	4	5	5	3	25	
Course failure in ELA	0	0	0	0	0	0	0	1	5	7	4	7	11	35	
Course failure in Math	0	0	0	0	0	0	0	1	6	8	5	6	10	36	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	1	7	8	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	3	5	8	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	3	1	5	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	5	4	10	6	2	0	0	27	
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	3	2	5	0	0	0	0	10	

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	2	7	8	5	8	12	42

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	2	0	0	0	2	4	
Students retained two or more times	0	0	0	0	0	0	0	0	2	2	0	0	0	4	

Date this data was collected or last updated

Wednesday 7/28/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	56%		57%	56%
ELA Learning Gains					51%	51%		53%	53%
ELA Lowest 25th Percentile					43%	42%		46%	44%
Math Achievement					54%	51%		54%	51%
Math Learning Gains					45%	48%		47%	48%
Math Lowest 25th Percentile					43%	45%		43%	45%
Science Achievement					73%	68%		72%	67%
Social Studies Achievement					74%	73%		73%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	6%	53%	-47%	52%	-46%
Cohort Comparison		0%				
08	2021					
	2019	4%	58%	-54%	56%	-52%
Cohort Comparison		-6%				
09	2021					
	2019	8%	56%	-48%	55%	-47%
Cohort Comparison		-4%				
10	2021					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	35%	-35%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	64%	-64%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	17%	69%	-52%	67%	-50%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	12%	72%	-60%	71%	-59%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	20%	69%	-49%	70%	-50%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	60%	-60%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

EDW Rpt 0197 was used for progress monitoring for grades 6-12 to compile the data below.

Also in,

6th, 7th, 8th, 9th and 10th grade: For ELA, district common assessments (Formative Standards Quizzes & Unit Standard Assessments) are given according to district pacing calendar. Also, in the Fall and Spring we used Reading Plus to monitor students. Reading Plus provides an integrated reading solution for all learners. The program includes an adaptive assessment, personalized instruction and practice, and easily accessible resources that enable teachers to meet the needs of every student. For Math, district common assessments (Formative Standards Quizzes & Unit Standard Assessments) given according to district pacing calendar.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			0
	Economically Disadvantaged			
	Students With Disabilities			0
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			1/2
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			1/4
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			1/6
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			1/5
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			1/5
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			0
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			0
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			1/7
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			0
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			0
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			0
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			0
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			0
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			0
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
BLK										33	
FRL	10									40	

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	16
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	49
Total Components for the Federal Index	3
Percent Tested	73%
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
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
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	17
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In SY20 state testing was cancelled. SY21 State Testing had low participation due to (COVID19) as a result, we will continue with our FY20 goals for FY22. When looking at our two ESSA identified subgroups Black and Economically disadvantaged math performance had 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. The high number of substitute teachers throughout the SY19 school year. Also, attendance and OSS contributed. Other core content SY21 State Assessment data included: Biology 19% proficiency, Civics 13% proficiency, In ELA, 7th grade proficiency rose by 8.3% over the prior year, 8th grade decreased by 8.3%, 9th grade decreased by 18.3% and 10th grade increased by 37.3%.

SY20 and SY21 diagnostic: 7th grade ELA students, were only brick and mortar and their ELA proficiency levels were stagnant. Among 8th-grade distance learners, we experienced a 100% decrease in proficiency, while brick and mortar student's proficiency increased by 33.3%. 9th-grade distance learners, had a 20% decrease in proficiency, while brick and mortar were stagnant. Among 10th graders our distance learners' proficiency rates increased from 0% to 50%, there were no brick and mortar students tested. 7th-grade math students, there were only brick and mortar students and math proficiency levels were stagnant. 8th-grade math distance learners' proficiency levels decreased by 100%, while brick and mortar increased by 50%. We believe the data supports continued focus on improving learning gains.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In SY20 state testing was cancelled. SY21 State Testing had low participation due to (COVID19) as a result, we will continue with our FY20 goals for FY22. 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. FY21 Spring Diagnostic Results reveal that 6th grade Math was 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. However, on the SY21 FSA 7th math there was a 31.7% increase over the prior year. 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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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 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. During our FY22 planning our goal will be to maintain a strategic focus to support teachers in their instruction and support of all learners to ensure a "Commendable" rating.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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. SY21 Midyear District Diagnostics scores indicated 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. According to SY21 ELA FSA data pulled from the districts reports, 7th grade proficiency rose by 8.3% over the prior year, 8th grade decreased by 8.3%, 9th grade decreased by 18.3% and 10th grade increased by 37.3%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

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.

What strategies will need to be implemented in order to accelerate learning?

- 1, Improving attendance rate and
2. Reducing suspensions: During FY20, the OSS rate for middle school was 22% and high school was 17% as compared to the previous year's end-of-year rate of 13% in middle school for students attending TPA. The constant influx of students weekly creates an unstable environment with the different discipline issues of students. Specifically, multiple gang affiliations and group robberies play out in the communities leading to student misbehavior in school. These hindrances will be targeted for reduction by intensifying the use of our systematic leveled system of rewards that have 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. Increase learning gains & achievement for all students with emphasis on our ESSA identified subgroups.
 - If we focus on improved learning gains by ensuring standards-based instruction and effective 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.
 - Personalized instruction and learning for all students will help students perform on grade level, which will positively develop their self-esteem, self-worth, and aspirations towards college and career readiness success.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

To support strategy 3 of increased learning gains & achievement, we will provide professional development on professional learning community practices. Also, training on how to improve classroom management to address the suspension goal, as well as, training on positive school climate to address the attendance goal.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue with our leveled system of reward to motivate students to improve in targeted areas such as attendance, self-management, and academics. We will continue our aggressive monitoring and tracking of attendance and the acknowledging of students via morning announcements that improve.

In addition:

- 1, Improving attendance rate by
2. Reducing suspensions: Specifically, multiple gang affiliations and group robberies play out in the communities leading to student misbehavior in school. These hindrances will be targeted for reduction by intensifying the use of our systematic leveled system of rewards that have been in place since August 2019.
3. Increase learning gains & achievement for all students with emphasis on our ESSA identified subgroups.
 - If we focus on improved learning gains by ensuring standards-based instruction and effective 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.
 - Personalized instruction and learning for all students will help students perform on grade level, which will positively develop their self-esteem, self-worth, and aspirations towards college and career readiness success.
4. To support student achievement, we have scheduled Bi-weekly focused PLCs to ensure all teachers collaborate towards research-based strategies to support the learning of the rigorous standards-based content to support the needs of all students through differentiation & small group rotations. Teachers & Leadership team will analyze data from FSQs & USAs to make decisions on learning.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	<p>Ensure effective and relevant instruction to increase students' graduation rate & college and career readiness by improving their ELA, Math, and social-emotional learning. If we have highly qualified teachers in Math, ELA, and Reading courses we will have more effective instruction for students. Our three-year trend data in Math learning gains showed the lowest performance in math. Learning gains decreased, falling from 48% in SY18 to 19% in SY19. Due to Covid 19, state testing in SY20 was canceled, thus we do not have data from that school year. However, we extrapolate data from our school district's SY20 Spring diagnostic, SY21 Fall diagnostic, and SY21 state testing to drive our decision for identifying our area of focus.</p> <p>Diagnostic data were divided by grade level and whether students were classified as distance learners or brick and mortar learners. Our SY20 and SY21 diagnostic are as follows: Among 7th grade ELA students, there were only brick and mortar students and their ELA proficiency levels were stagnant. Among 8th-grade distance learners, we experienced a 100% decrease in proficiency, while brick and mortar student's proficiency increased by 33.3%. Among our 9th-grade distance learners, there was a 20% decrease in proficiency, while brick and mortar were stagnant. Among 10th graders our distance learners' proficiency rates increased from 0% to 50%, there were no brick and mortar students tested. Among 7th-grade math students, there were only brick and mortar students and their math proficiency levels were stagnant. However, in 8th-grade math distance learners' proficiency levels decreased by 100%, while brick and mortar increased by 50%. We believe the data supports continued focus on improving learning gains.</p>
Measurable Outcome:	<p>On the SY22 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%.</p> <p>Our attendance goal is to increase by 10%, to a total of 81%.</p> <p>Our OSS goal is to reduce Middle School suspension rate from SY20 (22%) by 10% and High School SY20 (17%) by 7%.</p>
Monitoring:	<p>The leadership will monitor this area of focus by implementing PLC's to help improve our targeted instruction. We will continue the monitoring of academic strengths and weaknesses on a bi-weekly basis. Attendance and suspension will be monitored bi-weekly through the principal's dashboard and EDW Rpt 0630. Also, suspensions will be tracked by our Data Processor on a weekly basis.</p>
Person responsible for monitoring outcome:	<p>Kevin Gatlin (kevin.gatlin@palmbeachschools.org)</p>
Evidence-based Strategy:	<ol style="list-style-type: none"> 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 alongside 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 second in-school- suspension class will be continued to further reduce OSS. Also, the instructional plan will be monitored to ensure fidelity of implementation.
Rationale for Evidence-	<p>Our students are behind multiple grade levels. Our school is highly transient and on we only have student for 18 weeks to 1 year. If we utilize PLCs to ensure teachers are focused on effective and relevant standards-based instruction we will positively affect student learning.</p>

based Strategy: 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. If successful, 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 a lapse in instruction and missing their core content and social development opportunities. While in-school suspension keeps students out of their regular classrooms, the program also provides behavioral resources to keep them 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 & Kristal LaCue)

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

In-School Suspension Process

1. Secure second ISS teacher
2. Review resources for teacher to use with students while in ISS
3. Monitor Critical Thinking course targeting Social Emotional Learning (Edgenuity course)
4. Ongoing review of leveled system of reward to encourage positive behavior
5. Track and monitor OSS EDW rpt weekly 0630
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)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	African American and Economically Disadvantaged students were identified as our ESSA groups underachieving in reading over the last 3 years.
Measurable Outcome:	Based on the 2022 Florida State Assessments, Turning Points Academy will increase the African-American and Economically Disadvantaged student learning gains in Reading from 41% in 2019 to 50% in 2022.
Monitoring:	The progress in reading throughout the year will be monitored by tracking our district common assessments in reading bi-weekly during our professional learning team meetings. The administration will implement a tracking system to ensure assessments are given in a timely fashion and data analysis is used to inform instruction.
Person responsible for monitoring outcome:	Kevin Gatlin (kevin.gatlin@palmbeachschools.org)
Evidence-based Strategy:	Title 1 funding will be used to hire teachers for pullout tutoring in reading several days a week targeting african american and economically challenged students.
Rationale for Evidence-based Strategy:	The administration believes that by targeting these two ESSA groups(African American and Economically Disadvantaged) for small group and one on one tutoring we will be able to help students improve in reading. Title 1 funding has been set aside to fund tutors and the district has provided the evidence-based "Reading Plus" program for our intensive reading classes and "Just Words" reading intervention program to serve as the curriculum for our targeted groups.

Action Steps to Implement

The following steps will be taken to ensure we increase African American and Economically Disadvantaged reading gains as determined by the 2022 Florida State Assessments.

Step 1: Ensure that targeted students are enrolled in Intensive Reading for at least 1 period.

Step 2: Assign students to reading tutorial pullouts 2 to 3 days per. week beginning in September.

Step 3: Track students progress in reading using the district common assessments.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In 2020, we added an extra ISS option for discipline to further reduce OSS. The OSS rate for Middle School decrease from 22% to 11% and High School decreased from 17% to 13% as compared to the previous year. The constant influx of students weekly, creates an unstable environment due to the different discipline issues they exhibit. Specifically, multiple gang affiliations and group robberies play out in the school by poor attendance due to incarcerations. These hindrances will be targeted for reduction by intensifying the use of our systematic leveled system of rewards that has been in place since August 2019 and our SEL Edgenuity program.

For the SY2021-22 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.

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 will be invited several 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. We will collaborate 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. 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. Students are encouraged to report all incidents of bullying. The anonymous telephone number is posted in all of the classrooms. Refer to Board Policy 5.003 Prohibiting Bullying and Harassment. Adult Education Students who

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.

At Turning Points Academy we plan to send home a bi-monthly newsletters 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 RtI/ Inclusion Facilitator will provide professional development for the SAC members on the RtI process. A representative from safe schools will be in attendance. To address Violence Prevention 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 incidents of bullying. The anonymous telephone number is posted in all of the classrooms. Refer to Board Policy 5.002 Prohibiting Bullying and Harassment. Students who express an interest in Adult Education are counseled and provided additional options and educational resources. Job Training is important to Turning Points Academy, we will continue to host an annual Career Day, with guest speakers in attendance, and offer On the Job Training (OJT) to include community service to students that qualify.

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the

Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our school highlights multicultural diversity. Our students participate in activities and studies including, but not limited to:

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.

Turning Points Academy integrates Single School Culture by partnering with outside agencies to provide incentives for positive behaviors and academic achievement to ensure students strive to reach their highest potential, socially and academically. Our school highlights multicultural diversity within the arts. Our students participate in activities and studies including: utilizing several methods to build relationships between cultures. The school also invites guest speakers with personal experiences involving intolerance to speak to the student body. Professional development is offered to teachers to help them build strong relationships

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Ms. Jennifer Jones (School Guidance Counselor) oversees the Schoolwide Positive Behavior Support initiative. We meet monthly to discuss and plan strategies to help improve school climate.

Ms. Cynthia Andrews (Family Counselor) ensures that teachers, staff and administrators are provided ongoing training to help them learn new approaches to building positive relationships with students and colleagues.

Dr. St. Amour, our Behavior Mental Health Coach ensures that students participate in positive initiatives throughout the year, such as, stomp out bullying, caught doing good, and ongoing counseling both group and individual.

Mr. Terence Hart, assistant principal, establishes recognition activities for students, staff and faculty each month.

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:

1003.42

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the

contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

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				\$988.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	120-Classroom Teachers	0842 - Turning Points Academy	School Improvement Funds	41.0	\$988.00
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$0.00
Total:						\$988.00