Turning Points Academy

2022-23 Ungraded 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

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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 simutaneously helping students develop positive, productive social skills that will empower them to make better choices that will enable students to make better choices that will enable students to transition back to a comprehensive 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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Turning Points Academy service students of all backgrounds that are considered at risk of dropping out of school. Demographically, the student population is diversed, but primarily african american males. Our population base comes from students that have been removed from the comprehensive middle and high school setting due to behavioral concerns. Turning Points Academy various supports to address the needs of our students. These supports consist of mental and behavioral health access, individualized educational support, academic remediation and acceleration opportunities. Individual and group counselling are also used to give the students opportunities to practice identified replacement behaviors to help them address the reasons for placement. These supports and strategies work to support our overall vision and mission of preparing students for their future endeavors.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation 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. Also, assisting with 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 multilevel system of reward and implementation of new Critical Thinking course focusing on Social Emotional Learning via the use of 360 mental health program.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Saturday 7/1/2017, Kevin Gatlin

Total number of students enrolled at the school.
85

Total number of teacher positions allocated to the school.
13

Number of teachers with professional teaching certificates?
8

Number of teachers with temporary teaching certificates?
4

Number of teachers with ESE certification?
2

Identify the number of instructional staff who left the school during the 2021-22 school year.
2

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

Demographic Data

Early Warning Systems

2022-23

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	12	16	14	15	16	12	85
Attendance below 90 percent	0	0	0	0	0	0	0	9	15	13	11	16	12	76
One or more suspensions	0	0	0	0	0	0	0	12	15	14	14	16	11	82
Course failure in ELA	0	0	0	0	0	0	6	9	14	0	10	7	7	53
Course failure in Math	0	0	0	0	0	0	4	7	17	0	10	9	6	53
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	4	6	10	4	10	7	41
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	9	8	8	8	4	4	41
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	11	15	14	14	16	12	82

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	8	10	3	3	5	2	31
Students retained two or more times	0	0	0	0	0	0	0	2	2	1	0	0	0	5

Date this data was collected or last updated
Friday 8/12/2022

2021-22 - 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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		55%	51%					57%	56%
ELA Learning Gains								51%	51%
ELA Lowest 25th Percentile								43%	42%
Math Achievement		42%	38%					54%	51%
Math Learning Gains								45%	48%
Math Lowest 25th Percentile								43%	45%
Science Achievement		43%	40%					73%	68%
Social Studies Achievement		53%	48%					74%	73%

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	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	6%	53%	-47%	52%	-46%
Cohort Comparison		0%				
08	2022					
	2019	4%	58%	-54%	56%	-52%
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	0%	35%	-35%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	64%	-64%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	17%	69%	-52%	67%	-50%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	12%	72%	-60%	71%	-59%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	20%	69%	-49%	70%	-50%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	64%	-64%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
FRL											
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	

ESSA Data Review

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)	CSI

ESSA Federal Index	
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	3
Percent Tested	

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%	0
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	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	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

In 2022, our area of focus was Culture & Environment, specifically relating to Social Emotional Learning. We believed that if we addressed students' social emotional needs and ensured effective and relevant instruction that we would increase students' graduation rate & college and career readiness by improving attendance, thus improving and accelerating their ELA, Math, and social-emotional learning. Also, if we had highly qualified teachers in Math, ELA, and Reading courses we would have more effective instruction for students, thus increasing learning gains and achievement among students grades 6-10. The strategies put in place to meet our school improvement goals were as follows:
1. Improve attendance rate
2. Reduce suspension rate
3. Implement and Monitor PLC's
4. Implement mentoring program for students
5. Implement effective in-school-suspension program

6. Ensure students are receiving mental health services
Progress monitoring of the SEL program occurred through administration participation in PLCs, classroom fidelity walks, lesson plan reviews & student data analysis with the assistance of Colleen Sullivan & Kristal LaCue(Department Leaders). Bi-weekly monitoring of the mental health services provided to students was accomplished through the district's 360 mental health program and Edgenuity Blending AI software by Colleen Sullivan and Dr. St. Amour utilizing an excel tracking tool she created. Tracking and monitoring of Out of school Suspension rpt 0630 was conducted by Principal Gatlin monthly. Mentoring and attendance of students was monitored utilizing a support services provided digital tracking tool and bi-weekly logs via Ms. Andrews.

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

When reviewing data from the 2022 FSA we found the greatest improvement in Math. We attribute this improvement to having certified teachers providing instruction and targeting tutoring.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

As an alternative site our school is evaluated by learning gains. When compared to South Intensivethe the only like school in our district the greatest gap was in our ELA gains in SY22. This can be attributed to the high number of substitute teachers throughout the school year, 3 out 5 ELA & Reading teachers for the SY22 school year. Also, due transportation issues around bussing, attendance will need to be addressed and reduction in OSS will continue to be a needed focus as it impact academic on task time. During our FY23 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.
When reviewing data from the 2022 FSA we found the greatest need of improvement is in ELA, specifically writing. The data revealed the following: from 2021 to 2022 Turning Points Academy dropped 8.5% in the student category of level 3 and above on the FSA. While the 3 year trend from 2019 to 2022 only shows a 3.2% drop. When compared to the district our students scored significantly lower in all ELA categorical: Percent of points earned in Craft Structure was 24 points below the district avg., in Integration Knowledge 28 pts below, in Key Ideas Details Category 27 pts below, Lang Edit task 23 pts, and text Based Write 21pts below the district.

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

On the 2022 State Civics test, 3 out of 13 students or 23.1% scored proficient. In U.S. History the rate was 12.5%. In 8th grade Science, from 2019 to 2022 we dropped from 23.1% to 15.4% proficient with Black students scoring 14.3%, non-ESE scoring 11.1%, ELL scoring 8.3% and our ESSA group FRL scoring 4.5%. We performed significantly less in all areas of Biology when compared to South Intensive. Proficient in ELA decreased overall by 8.5% from 2021 to 2022. Specifically, from 8.3% to 0% among 7th graders, from 5.3% to 0% among 8th graders, from 18.2% to 0% among 9th graders, however among 10th graders 0% to 7.7%.When categorically compared to South Intensive a similar school, tested students as a whole scored 20% less at 60% in craft structure, 16% less at 54% in Integration Knowledge, 25% less at 54% in Key ideas & details, while out performing South Intensive in language edit task scoring 20% higher at 65% and 13% in Test based write scoring 62%. Further analysis showed the following proficiency trend data. Among students identifying as female, they out performed their male counterparts 9.1% to 4.9 on the ELA state test. Non-ELL students out performed ELL students, Non-ESE out performed ESE, however students classified in our ESSA group free and reduced lunch significantly outperformed our non-free and reduced students. When compared to south intensive a similar school we out performed them in Alg. Functions, circle measures proper equations, and functions.

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

In order to accelerate learning several strategies must be implemented.
1. Attendance must be improved
2. We must increase academic seat time for students.
3. Teachers must increase their knowledge of the standards and SEL.
4. Students must be made aware of the progress regularly.
5. Implementation of PLC Goals
i. Unpack and review standards
ii. Review and analyze assessment results
iii. Create plan for reteach when necessary

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

Professional Development will focus on learning the new BEST standards of Florida and Social Emotional Learning. Specifically, the administration will attend several mental health and behavior conferences (32nd National Dropout Prevention Conference in Atlanta , GA on Oct. 9-12, 2022 & National Youth Advocacy and Resilience Conference in Savannah, GA on March 5-8 2023) to identify and learn new strategies to meet the needs of students and teachers. This strategy supports our social emotional learning goal and our district's vision of creating an educational and working environment , where students and staff are unimpeded by bias or discrimination. Also, by providing training on our state's new BEST standards we further support our district's vision of taking ownership for students' academic mastery, emotional intelligence, and social emotional needs. Training in the growth mindset will reaffirm our committment to educate, affirm and inspire our faculty and students.

Areas of Focus:

#1. Other specifically relating to Strategic Theme C: 1a: Enhance a sense of belonging, safety, and acceptance for all students. & C: 2a : Coordinate systems to assess needs for mental health and well-being , aligning resources, and delivering the intervention/support for those needs.

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We believe that we need to increase student academic time on task, thus attendance and OSS will be targeted for school improvement in 2023. 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. Also, a robust mentoring program will be implemented to address the social emotional learning goal and overall vision of a safe supportive learning environment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Average Daily Attendance will increase by 10% as measured in SIS, from 61.89% to a total of 71.89%. Our OSS goal is to reduce Middle School suspension rate from 21% (SY22) to 15% in SY23 and High School 20%(SY22) to 15% in SY23.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Attendance and suspension will be monitored bi-weekly through the principal's dashboard and EDW Rpt 0630. Also, suspensions will by tracked by our Data Processor on a weekly basis through ISS.
Person responsible for monitoring outcome:	Terence Hart (terence.hart@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Ensure time allotted for Professional Learning Communities focusing on standards-based differentiated instruction and data review to inform 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, recognitionand 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-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	Our students are behind multiple grade levels. Our school is highly transient and 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.

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.

resources/criteria used for selecting this strategy.

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:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Economically Disadvantaged students were identified as our ESSA group underachieving in reading over the last 3 years. 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.

#2. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Economically Disadvantaged students scored below 41% proficient for several years. Thus they met Federal criteria for classification as an ESSA identified group of students in Reading that must be targeting for intensive strategies to increase overall performance in Reading. After a reveiw of the state testing data it is imperative that we implement targeted strategies to increase their reading levels.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Turning Points Academy will increase the Economically Disadvantaged student learning gains in Reading from 18% in 2022 to 50% in 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	Title 1 funding will be used to hire teachers for pullout tutoring in reading several days a week targeting economically challenged students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The administration believes that by targeting the Economically Disadvantaged for small group and one on one tutoring, this ESSA group will 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:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The following steps will be taken to ensure we increase Economically Disadvantaged students reading gains as determined by the 2023 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 days per. week beginning in September.
Step 3: Track students progress in reading using the district common assessments

Person Responsible	Terence Hart (terence.hart@palmbeachschools.org)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41%	

threshold according to the Federal
Index.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Attendence strategies have been identified in an effort to improve overall daily attendance.

Administration will meet weekly to discuss progress toward the overall objectives which includes increasing our daily average attendance. Monthly attendance rpts will be generated from SIS by Ms. Flores to track our progress. Behavior Intervention Associates will monitor daily attendance and call guardians of students missing more than 3 consecutive days. They will fill out the attendance google survey identifying the reason for absence, which generates a report for the administration to be reviewed weekly. Cynthia Andrews will implement our district's truancy protocols.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

All initiatives regarding improving attendace will be communicated via school newsletters, website, Parent link call outs and SAC. The daily attendace average will be monitored monthly to determine whether identified strategies are working. Specific initiatives include, being intentional about improving school climate so that students feel safe and valued at school. Mental Health access to students will be emphasize for the students that can benefit from it. At registration all parents and students will be offered mental health services. Students will participate in the district's identified 360 mental health platform and tracked for minimum completion. Faculty and Staff will be higly encouraged to complete the Youth Mental Health First aid program and the administration will set up training during the first nine weeks. 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

Describe how implementation will be progress monitored.

Administration meets weekly to discuss progress toward the overall objectives which includes increasing our daily average attendance. Monthly attendance rpts will be generated from SIS by Ms. Flores to track our progress. Behavior Intervention Associates will monitor daily attendance and call guardians of students missing more than 3 consecutive days. They will fill out the attendance google survey identifying the reason for absence, which generates a report for the administration to be reviewed weekly. Cynthia Andrews will implement our district's truancy protocols. The resulting data will be used to help families address the problem of truancy.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Ms. Jennifer Jones (School Guidance Counselor) oversees the Schoolwide Positive Behavior Support initiative. We will meet monthly to discuss and plan strategies to help improve school climate. Ms. Cynthia Andrews (Family Counselor) will ensure 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 will ensure 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, will establish recognition activities for students, staff and faculty each month targeting attendance initiative. Dr. Kevin L. Gatlin will monitor attendance daily to ensure initiatives and attendance policies are being followed and bi-weekly to track our progress toward the attendance goal of 70%.	Gatlin, Kevin, kevin.gatlin@palmbeachschools.org