Turning Points Academy

2014-15 School Improvement Plan

Turning Points Academy

1950 BENOIST FARMS RD, West Palm Beach, FL 33411

www.edline.net/pages/turning_points_academy

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	%

Alternative/ESE Center	Charter School	Minority
No	No	%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - ◦ Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - ◦ Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - ◦ Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - ◦ Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Turning Points Academy is to provide educational opportunities for all students that lead to academic progress for at-risk students with behavioral challenges, while simultaneously helping students develop productive social skills that empower them to make better behavioral choices so that they may successfully transition back to a comprehensive school campus.

Provide the school's vision statement

Turning Points Academy envisions a school environment that provides a nurturing and safe climate that promotes self-discipline and respect for learning. All stakeholders collaboratively share the responsibility of maximizing instructional time in an environment that is conducive to learning. The vision fosters the aquisition of life-long learning skills.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Turning Points Academy will instruct all teachers to infuse the stories and events surrounding the Holocaust.This will take place through reading and writing activities evaluating students comprehension, analytical thoughts,, and writing expression.Other multicultural activities implemented will be consist of Black and Latin History Month. Activities will include posters and biographies of important contributors, student/ class presentations, multicultural food presentations, and guess speakers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

All students, upon arrival, are screened through a metal detector. All items not listed in the student handbook, are confiscated and placed in a plastic bag with the students name. At the end of the school day, students can retrieve their personal items. To ensure safety at all times, administrative staff along with BIA`s, school police, and the school police aid are monitoring the hallways and school grounds during and after school hours.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A rewards system for students includes the "Schools Dollar Store". This system rewards students "school dollars" for positive behavior; wearing proper dress code;no referrals;and exceptional academic performance. These school dollars are redeemed each week at the school store, in which the students can buy items of their choice. Students identified having difficulty in the classroom or on school grounds due to constant disruptive behavior or low academic performance after a nine week period, are referred to the school base team. In this process, parents are asked to attend a conference to establish an effective plan to which will ensure student success. The conference can result in a student behavior contract, attendance contract agreement or a referral to additional district and community resources.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

On-site behavioral counselor/ mentor (Mr. Graves) attends to all students requesting anger management therapy; Crisis Intervention; and drug counseling and intervention. The Jerome Golden Group responds to severe emotional acts committed to include crisis intervention. On-site license psychologist employed by the Jerome Golden Group in partnership with the Palm Beach County School District determines appropriate level of intervention to include one-on-one therapy; referrals for additional long term counseling; and Baker Acting a student when a threat has been determine whether a student will hurt his or herself of others. In addition, teachers and administrators voluntarily assign themselves to a minimum of 2 students in regards to being a mentor.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

1. In the examples described above, the school identifies of low attendance by means of teacher attendance rolls and daily review by administration. When attendance is 90 percent and below, the administrators provide a list of missing students to BIA`s and teachers of record. These persons are instructed to contacted the parents or guardians of record. The process is verified by administrators through accurate phone logs to include date and time of contact.
2. When one or more suspensions occur, the assistant principals notify the parents and /or schedule a conference with parents to identify and find appropriate resources to decrease classroom behavior.
3.When a student has failed a course, the guidance counselors schedule an in person meeting with parents and assistant principals to identify student weaknesses and develop a comprehensive plan (i.e. tutoring, change of teacher/course to place the student on track for graduation.
4. Administrators identify students Level 1 and below. These students are placed in intensive classes as mandated by state requirements. Students along with parents are highly encouraged to attend afterschool and Saturday tutoring sessions.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level					Total
	7	8	9	10	11	
Attendance below 90 percent	3	3	0	4	0	10
One or more suspensions	1	1	2	1	0	5
Course failure in ELA or Math	8	6	8	3	1	26
Level 1 on statewide assessment	13	8	30	12	3	66

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

1. Daily/ Weekly parent contact.
2. Administrative home visits when necessary.
3.Collaboration and partnership with the Juvenile Justice System to include direct communication with Judges and Juvenile Probation Officers.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Our goal is to increase parental involvement by adding additional activities which would encourage more parents to work with our staff to help their students succeed. All parents are required to attend a registration meeting when their child enrolls. We conduct an Open House each year. Parental involvement has improved in recent years. We plan to add a 'Parent University' where parents can learn better ways of working with their students.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school`s community liaison (Mr. Greene, Manager) solicits community and business partnerships through letters, in-person conferences, emails, and phone calls. Once partnerships have been agreed, established and implemented, the stakeholders are invited to participate in open house activities, after school activities (assist in tutoring students), SAC meetings, and bi-annual career development presentations. Turning Points has established business partnerships with Hurricanes, Popeyes, Subway, Chick-fil-a, Walmart and other local businesses.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Allen, Anthony	Principal
Williams, Michael	Assistant Principal
bailey, tracy	Assistant Principal
green, joe	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The team functions as a whole and takes on several roles as needed to ensure:
*a sound, effective academic program is in place
*a School Based Team (SBT) is implementing RtI processes and monitor subsequent needs are created
*fidelity of implementation of intervention support is documented
*adequate professional development to support RtI implementation
*effective communication with parents regarding school based RtI plans and activities occurs
*effective curriculum and instructional leaders

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I part A funds are used to provide IPADS and other instructional materials. Additionally, professional development activities and parent trainings are provided. The staff at Turning Points collaborates with the district migrant and homeless departments to meet the needs of students and families. Services for ELL students are provided through the district`s multicultural office. Title II are use to support Marzano trainings and other district initiatives.The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
The four steps of the Problem Solving Model
*Problem Identification entails identifying the problem and the desired behavior for the student
*Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem
*Intervention Design and Implementation involves selecting or developing evidence-based interventions based upon data previously collected. The interventions are then implemented.
*Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
The problem solving process is self correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process Is strongly supported by IDEA.This legislative action support all students achieving benchmarks regardless of their status in general or special education.
The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.
Title I, Part A
*Classroom Instruction-Long term substitutes salary, instructional push-ins and pull-outs, and IPads
*Family Involvement-Postage, food, and supplies
*Professional Development-Substitute teachers and benefits to provide our teachers opportunities to attend conferences and training, extra duty days for professional development
*Additional services include....Tutorials
Title I, Part D
Services are provided to assist students transitioning from adjudicated programs.
Title II
*District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase

the instructional strategies as well as enhance literacy and math skills of struggling students.
*Programs and professional development provided by Safe Schools
***Single School Culture
***Academic, Behavior, and Climate programs
***Bullying prevention
***Character Education
***Multicultural Education
Violence Prevention Programs
Turning Points Academy has an anti-bullying policy in which negative and inappropriate bullying type comments are not tolerated. Students are encouraged to report all incidences of bullying. The anonymous telephone number is posted in all of the classrooms. Refer to Board Policy 5.002 Prohibiting Bullying and Harassment.
Turning Points Academy integrates Single School Culture by sharing our universal goals of success, following a behavior matrix and teaching/modeling expected behaviors, communicating with parents and following the SWPBS. We update our action plans during LTM's and SAC meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and implementation of the SWPBS programs and protocols.
Nutrition Programs
*School Food Service provides breakfast and lunch for all students
*Part-time school nurse provides health education information
Housing Programs
N/A
Head Start
N/A
Adult Education
Students who express an interest in Adult Education are counseled and provided additional options and educational resources.
Career and Technical Education
Turning Points Academy will host its annual Career Day and Law Week.
Job Training
Turning Points Academy will continue to host its annual Career Day and offer On the Job Training (OJT) to students that qualify.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Anthony Allen	Principal
Latricia Santana	Teacher
Monique Cervius	Parent
Julene Poole	Parent
Nicole Wilder	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Beginning October 2014, all identified SAC members will be given a draft of the 2014-15 school improvement plan. Through concurrent meetings, motions will held to make any and all necessary changes to school improvement plan draft. In December 2014, the school improvement plan will be ratified and adopted by 2/3 majority voting process.

Development of this school improvement plan

The School Advisory Council is a resource for the school, its teachers, parents, and principal. Its function is to develop and oversee the implementation of the School Improvement Plan that will serve as a framework for school improvement. In addition to approving the SIP, SAC must provide input in matters concerning the disbursement of school improvement funds and other monies related to school improvement, and ensure that such expenditures are consistent with the School Improvement Plan. Lastly, SAC will consult with people or departments needed to support the School Improvement Plan.

Preparation of the school's annual budget and plan

Budget preparation is contingent upon the allocation of funds set forth and distributed through the Palm Beach County School Board. and the superintendent of Palm Beach County School District.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
	Assistant Principal
Allen, Anthony	Principal
henry, charlotte	Teacher, K-12
santana, latricia	Teacher, K-12
bailey, tracy	Assistant Principal
wilder, nichole	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To establish a reading culture throughout the entire campus. We will implement Reading Counts to fidelity this school year. Intensive reading programs to include Read 180 (Middle School)/ Edge (High school) will be implemented with fidelity. All students will be encouraged to read high interest level books this year. Students earning the most reading counts will be rewarded through individual recognition certificates and rewards given by the administrative staff.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaborative relationships will be built through professional development trainings which will be held once a month. Learning Team department collaboration meetings will be held once a week. Curriculum Department meetings will be interconnected (i.e. math & science, reading and math, etc.) once a month. Team building activities will be implemented during professional development training and Learning Team Meeting sessions.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Vacancies are posted on PeopleSoft. Administrators will attend district`s recruitment fair in an effort to hire HQ teachers. Every effort is made to encourage and assist teachers in furthering their professional goals. Regular administrative classroom walkthroughs occur throughout the year .Both positive and constructive feedback are given to improve instruction. Professional development activities (i.e Marzano, Critical Thinking, FSA, Writing Rubric and Collaboative Planning) are provided through the district and onsite.
Responsible Person(s): Administrative Staff

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new teachers will be paired with a more experienced teacher to assist in adapting to the alternative school environment. Activities will include teacher observations and feedback from mentors.Department collaboration will be vital toward new teachers receiving and implementing the FSA in the classroom. New teachers will also receive feedback from administrators through Marzano observation criteria.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers and administrators will attend throughout the year all curriculum trainings regarding Florida Standards Assessment. Teachers and administrators will receive and utilize their perspective pacing calenders through Learning Village, a resource created by the Palm Beach County School District or FLDOE curriculm standards website . Administrators will conduct weekly Learning Team Meetings to ensure teachers are implementing the standards with fidelity and rigor. Administrators will also conduct daily walkthroughs using the Marzano observation tool to monitor teachers implementation of the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Administrators collaborate with teachers to analyze data to determine the needs of each students and planned instructional lessons Team leaders work closely with administrators to paln and facilitate

Learning Team Meetings.Students will be placed in intensive Reading and Mathematics classes when scoring Level 2 and below according to their previous FCAT scores. Teachers will be mandated to differentiate classroom instruction by ; Implementation of classroom rotation model; Peer grouping (Level 3 student with Level 2 student when possible); Home work; Direct Instruction and Independent study; Student engagement and teacher feedback; Teachers will consistently circulate the entire classroom to monitor and assist all students according to Marzano Observation criteria.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year:

Students will take part in summer school core academic subject areas.

Strategy Rationale

To implement additional intensive instruction followed by student comprehension and mastery of the specific subject

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Williams, Michael, michael.williams.1@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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 review that all criteria has been accomplished. 3.Once approved, the transitioning school will meet with student and parent to discuss rules and expectations.

College and Career Readiness

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

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

Business partners to include local colleges will be invited twice a year to present opportunities to those students who meet specific criteria.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

As an alternative school, the limited curriculum does not afford us an opportunity to offer applied and integrated courses. However, all staff members in our alternative school work hard to help the students see the relevance of education to their lives.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students will be allowed to participate in credit recovery courses in an effort to increase their credits and grade point averages for graduation purposes.

Turning Points Academy is a public alternative school that services students who have severe behavioral concerns. Expulsions, felony suspensions and students with persistent behavioral concerns are staffed either by the school board or through alternative education liaisons. Also, ESE students are staffed for one semester or up to 45 days depending on their placement and then transition back to their comprehensive sites. Therefore, students are not with us very long. Most students graduate from their comprehensive schools. They generally only stay at TPA for one semester. When students arrive, guidance counselors meet with students and review their plans for success and ensure that they have the correct courses they need so they are prepared for graduation. Students are referred to Florida Virtual for foreign language or they are encouraged to take it at their comprehensive school sites. Student are made aware of the fact that they need a 2.0 grade point average to graduate and to attend a two year community college but must have a much higher GPA and specific academic courses to attend a four year university. We also conduct an annual Career Day program and invite professionals from the local community to meet with students and to provide them with information regarding their careers.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

High school students in the 10th and 11th grades are offered free of charge the PSAT. 11th grade students are offered free of charge the SAT. 11th and 12th grade students are given the Post Secondary Readiness Test (PERT) in preparation of pursuing higher levels of education. Afterschool and Saturday tutorials are offered to students in preparing for these test to include FCAT and EOC test.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase rigor and relevance of instruction during whole and small group engagement.

G2.   To reduce the number of students receiving referrals that lead to out of school suspensions.

G3.   To increase the percentage of students performing at a proficient level on the Florida Standards (FSA), Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase rigor and relevance of instruction during whole and small group engagement. `1a`

🔍 G037051

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	38.0
AMO Reading - All Students	35.0
FCAT 2.0 Science Proficiency	35.0

Resources Available to Support the Goal `2`

- HQ Teachers, Florida Standards materials, Paraprofessional, Pull-in /Pull out resource person.

Targeted Barriers to Achieving the Goal `3`

- Attendance, student engagement

- Limited variety of supplemental instructional materials

Plan to Monitor Progress Toward G1. `8`

Volunteer parent/ guardian car pool list and attendance logs will be monitored and collected on a weekly bases to ensure students are attending the tutorial sessions

Person Responsible
Michael Williams

Schedule
Weekly, from 2/9/2015 to 4/13/2015

Evidence of Completion
Tutorial attendance logs and and parent/ guardian car pool list signatures

G2. To reduce the number of students receiving referrals that lead to out of school suspensions. 1a

G036749

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	70.0
Dropout Rate	90.0
Attendance Below 90%	90.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- 1. Lack of parent involvement

- 2. Severe Behavior Issues

- 3.Transient population

Plan to Monitor Progress Toward G2. 8

Review Discipline Dashboard Report

Person Responsible
Anthony Allen

Schedule
Monthly, from 8/25/2014 to 6/1/2015

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

G3. To increase the percentage of students performing at a proficient level on the Florida Standards (FSA), Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA) 1a

🔍 G036750

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	35.0
4-Year Grad Rate (Standard Diploma)	40.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Attendance

- Lack of critical thinking and reasoning skills

- Lack of parental involvement

Plan to Monitor Progress Toward G3. 8

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

Person Responsible
Michael Williams

Schedule
Weekly, from 10/20/2014 to 6/1/2015

Evidence of Completion
Increase proficiency percentages on the FCAT 2.0, Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase rigor and relevance of instruction during whole and small group engagement. 1

🔑 G037051

G1.B1 Attendance, student engagement 2

🔑 B088924

G1.B1.S1 Provide ELO`s 4

🔑 S114678

Strategy Rationale

Students need more time to master concepts

Action Step 1 5

Provide push-in/pull-out, Saturday and afterschool tutorials

Person Responsible

Michael Williams

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Students /teacher sign-in sheets/ Lesson plans; Increase in student performance

Action Step 2 `5`

School will provide parent trainings to increase student proficiency and provide transportation via car pooling

Person Responsible

Michael Williams

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administrators will conduct walkthroughs and monitor sessions

Person Responsible

Michael Williams

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Administrators will monitor student data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Monitor afterschool/ Saturday tutorial attendance

Person Responsible

Michael Williams

Schedule

Weekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Attendance logs will show evidence of increase attendance in the afterschool/ Saturday tutorial program

G1.B1.S2 Provide parental car pooling resources 4

S114679

Strategy Rationale

Increase parental participation for after school and Saturday tutorials

Action Step 1 5

Creation of car parent car pool system to increase afterschool/ Saturday tutorial attendance

Person Responsible

Michael Williams

Schedule

Daily, from 9/19/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor and communicate the availability of parental transportation

Person Responsible

Michael Williams

Schedule

Weekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Parents will volunteer and sign-up for car pooling duties. List of volunteer parents will be provided to staff.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Car pool list/ increase attendance in afterschool/ Saturday tutorials monitored by administrative coordinator

Person Responsible

Michael Williams

Schedule

Daily, from 9/19/2014 to 5/29/2015

Evidence of Completion

Parent/ guardian car pool list with signatures

G1.B1.S3 Provide after school activity school bus transportation `4`

S114680

Strategy Rationale

To ensure students arrive and return to their home destination while increasing afte rschool ans Saturday tutorial participation

Action Step 1 `5`

Provide afterschool transportation through the Palm Beach School District bus system

Person Responsible

Michael Williams

Schedule

Weekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Administrator coordinate bus schedule (arrival/ drop off point)

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Ensure communication and implementation of afterschool bus schedule and route has been established

Person Responsible

Michael Williams

Schedule

Daily, from 9/19/2014 to 5/29/2015

Evidence of Completion

Communication via emails and phone call logs to bus perspective bus compound.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Administrator will ensure bus arrives and departs afterschool activities on time

Person Responsible

Michael Williams

Schedule

Daily, from 9/19/2014 to 5/29/2015

Evidence of Completion

Bus arrive on time which translates to increase student afterschool tutorial attendance.

G1.B2 Limited variety of supplemental instructional materials `2`

🔧 B118242

G1.B2.S1 Increase variety of instructional programs `4`

🔧 S130041

Strategy Rationale

Effective use ofl materials during instruction

Action Step 1 `5`

School will provide supplemental materials

Person Responsible

Michael Williams

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Use of students work displayed

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

    Person Responsible

    Schedule

    Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

    Person Responsible

    Schedule

    Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

    Person Responsible

    Schedule

    Evidence of Completion

G2. To reduce the number of students receiving referrals that lead to out of school suspensions. 1

G036749

G2.B1 1. Lack of parent involvement 2

B088031

G2.B1.S1 Increase use of technology to keep students actively engaged 4

S098759

Strategy Rationale

Maintain student engagement in the classroom

Action Step 1 5

Monitor student engagement through technology

Person Responsible

Michael Williams

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Usage reports; Evidence through walkthroughs;

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

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

Person Responsible

tracy bailey

Schedule

Monthly, from 8/18/2014 to 5/31/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Create assigned phone list to administrative staff and teachers

> **Person Responsible**
>
> Anthony Allen
>
> **Schedule**
>
> Weekly, from 8/25/2014 to 5/31/2015
>
> *Evidence of Completion*
>
> Phone logs should be displayed in teacher lesson plan binders. Administrative staff will review phone logs during classroom walkthroughs.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Mentoring

> **Person Responsible**
>
> Anthony Allen
>
> **Schedule**
>
> Weekly, from 9/8/2014 to 5/31/2015
>
> *Evidence of Completion*
>
> Mentoring logs to include parent contact will be collected by the school principal.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Create sign in sheets for each event

> **Person Responsible**
>
> Michael Williams
>
> **Schedule**
>
> Monthly, from 9/23/2014 to 5/26/2015
>
> *Evidence of Completion*
>
> Sign in sheets for various activities in which parents were invited

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Create mentoring activity sheet

Person Responsible

Anthony Allen

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Mentoring sheets will briefly describe conversation and conclusion in mentoring students.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Parental Phone Logs

Person Responsible

Anthony Allen

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Phone logs will be reviewed by the administrative staff to ensure consistency and fidelity has been implemented

G2.B1.S2 Increase the presence of mentoring 4

Strategy Rationale

Administrators, teachers, and staff develop positive relationships with students, with the goal of decreasing students negative behaviors

Action Step 1 5

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

Person Responsible

Anthony Allen

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Noted on mentoring form

Action Step 2 5

Mentors will maintain parent contact

Person Responsible

Anthony Allen

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Parent contact will be logged on mentoring form

Action Step 3 `5`

Parent/Mentors conference

Person Responsible

Michael Williams

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Conference notes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

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

Person Responsible

Michael Williams

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Monitor student academic and behavioral progression

Person Responsible

Michael Williams

Schedule

Weekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Daily/Weekly classroom monitoring of students. Weekly progress reports.

G2.B2 2. Severe Behavior Issues 2

🔍 B088032

G2.B2.S1 Proactive use of Corrective Behavior Form 4

🔍 S098761

Strategy Rationale

Address appropriate behavior response before out of school suspension is served to students

Action Step 1 5

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

Person Responsible

Michael Williams

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

A completed Corrective Behavior Form

Action Step 2 5

We will use parent contact information sheets to inform parents of student actions in reducing servere behaviors

Person Responsible

Michael Williams

Schedule

Daily, from 8/19/2014 to 6/4/2015

Evidence of Completion

Parent contact information to include date, time, and reason for contact will logged in administrative file.

Action Step 3 `5`

In person Administrative/ Parent conference

Person Responsible

Michael Williams

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Administrative /parents conference will be logged through conference notes, which will be signed and dated by parents and students.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

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

Person Responsible

Schedule

Evidence of Completion

Completed Corrective Behavior Form

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Provide Corrective Behavior Forms

Person Responsible

Schedule

Evidence of Completion

Completed Corrective Behavior Forms with interventions

G2.B2.S2 Mentoring 4

Strategy Rationale

S098762

Create a positive, continuous relationship between students, parents, teachers, and administration

Action Step 1 5

Students are assigned mentors

Person Responsible

Anthony Allen

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Sign up list

Action Step 2 5

Students will attend one-one conferences with mentors

Person Responsible

Tracy Bailey

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Binder will be created showing the time and date of mentors/students conferences

Action Step 3 5

Mentors will create parent phone logs to discussed students behavioral progression

Person Responsible

Michael Williams

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Phone logs will display time and date parents were contacted by mentors

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Schedule a day for mentor forms to be created and distributed

Person Responsible

Anthony Allen

Schedule

Daily, from 8/25/2014 to 6/1/2015

Evidence of Completion

Completed mentor form

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Schedule and file one-on-one mentoring conferences with students

Person Responsible

Michael Williams

Schedule

Daily, from 8/25/2014 to 6/1/2015

Evidence of Completion

Establish a positive relationship be administration, staff,and students.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Create the mentoring form

Person Responsible

Anthony Allen

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Create and implement student reward system

Person Responsible

Michael Williams

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Students have met their targeted goals and have been recognized for their efforts through the schools reward/incentive program.

G2.B3 3.Transient population `2`

🔧 B088033

G2.B3.S1 Distribute school criteria and expectations upon arrival `4`

🔧 S118358

Strategy Rationale

Students will know entry and exit criteria which will decrease out of school suspensions

Action Step 1 `5`

Home schools will receive and distribute information packet to students entering Turning Points Academy

Person Responsible

tracy bailey

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Packet has been signed by parents and students

Action Step 2 `5`

Administrative conference will be held for all incoming students about school expectations

Person Responsible

Michael Williams

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Parent/ student/administrators will sign conference notes.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Administrators or designated persons will attend all entry and exit criteria meetings

Person Responsible

Michael Williams

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign-in documentation will be collected

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Ensure all students and parents are aware of the academic and behavioral expectations at Turning Points Academt

Person Responsible

Michael Williams

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign-in sheet will be collected upon receipt of program packet

G3. To increase the percentage of students performing at a proficient level on the Florida Standards (FSA), Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA) [1]

G036750

G3.B1 Attendance [2]

B088034

G3.B1.S1 Decrease absences through parental involvement [4]

S098763

Strategy Rationale

Increase and maintain steady student attendance with the goal of increasing student achievement

Action Step 1 [5]

Parents are notified when student(s) are absent

Person Responsible

Schedule

Daily, from 8/25/2014 to 6/1/2015

Evidence of Completion

Phone Log

Action Step 2 [5]

Administrators will schedule parent/ student conferences for 5 or more days absence

Person Responsible

Michael Williams

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Parent conference forms will be used to include date, problem discussed, and conclusion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Schedule a date to check phone log updates

Person Responsible

Michael Williams

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Schedule parent/ student conference

Person Responsible

Michael Williams

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Parent conference forms will be utilized. Conference forms will indicate date, time,discussion of the problem, and conclusion.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Home visits

Person Responsible

Anthony Allen

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Home vists will be logged to include date, time, location, parent conference forms, discussion of the problem, and conclusion.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Compare absences with phone log

Person Responsible

Michael Williams

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Lesson Plan Checklist noting phone logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Create parent conference log/folder

Person Responsible

Michael Williams

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Examined and stored conference notes in administrative file.

G3.B1.S2 Provide positive incentives; Home visits; Weekly parental contact 4

S098764

Strategy Rationale

Ensure students attend school on a regular basis

Action Step 1 5

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

Person Responsible

Michael Williams

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Turning Points Master Calendar

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administrators will monitor pupil progression data by means of EDW

Person Responsible

Schedule

Weekly, from 10/30/2014 to 5/29/2015

Evidence of Completion

Students data

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Compare all Fall and Winter Diagnostic test scores to examine pupil progression

Person Responsible

tracy bailey

Schedule

Monthly, from 10/30/2014 to 3/13/2015

Evidence of Completion

Data retrieved and examined by school administrators by means of EDW

G3.B2 Lack of critical thinking and reasoning skills [2]

🔑 B088035

G3.B2.S1 Provide extended day learning opportunities to increase cross curriculum critical thinking and reasoning questions through the 'Use of Quick Flip Questions for Critical Thinking' chart and classroom libraries [4]

🔑 S098765

Strategy Rationale

Increase student achievement

Action Step 1 [5]

Provide instructional staff and substitutes with a 'Quick Flip Questions for Critical Thinking' chart and Professional Development opportunities (ASCD, Marzano, Florida Standards Assessment and Performance assessments).

Person Responsible

tracy bailey

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Professional Development logs; Faculty meeting agenda reflecting sharing of conference sessions.

Action Step 2 [5]

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

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

Person Responsible

Michael Williams

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Create cross curriculum critical thinking test questions

Person Responsible

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

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

G3.B2.S2 Increase professional development opportunities for staff and set goals through the use of Proficiency Scales 4

🔑 S098766

Strategy Rationale

Ensure all teachers are knowledgeable in their perspective subjects according to Marzano standards

Action Step 1 5

Provide instructional staff and substitutes with the Florida Assessment Standards" to Enhance Classroom Instruction & Assessment and opportunities for Professional Development training.

Person Responsible

Michael Williams

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Professional Development sign in sheet

Action Step 2 5

Implementation of Learning Team Meetings

Person Responsible

Michael Williams

Schedule

Weekly, from 8/27/2014 to 5/28/2015

Evidence of Completion

LTF will create weekly sign-in sheets,agendas, and log all LTM activites

Action Step 3 `5`

Monitor Department Meetings

Person Responsible

Michael Williams

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Review and log sign-in sheets with department agendas

Plan to Monitor Fidelity of Implementation of G3.B2.S2 `6`

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

Person Responsible

Schedule

Evidence of Completion

Proficiency Scales posted in classrooms, iObservation

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Relevant proficiency scales

Person Responsible

Schedule

Evidence of Completion

Student use of scale, iObservation

G3.B2.S3 Cross-Curricular Instruction 4

S098767

Strategy Rationale

Ensure all teachers collaborate with the goal of increasing student achievement

Action Step 1 5

Teachers will be cross-cirricular trained

Person Responsible

Anthony Allen

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Training will be displayed and monitored in the classroom as noted by administrative classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Classroom Walkthroughs

Person Responsible

Anthony Allen

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Administrators will document results in accordance with the Marzano observation tool

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 `7`

Data results

Person Responsible

Michael Williams

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Administrators will monitor data on a weekly basis through EDW/ Core K-12 for pupil progression

G3.B2.S4 CollaborativeTeaching `4`

🔍 S098768

Strategy Rationale

Ensure teachers infuse creative ideas with the goal of increasing student achievement

Action Step 1 `5`

All teachers will participate in collaborative teaching activities

Person Responsible

Anthony Allen

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Teachers will participate in LTM/PDD activites

Action Step 2 `5`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S4 6

Teachers will participate in Learning Team/ Professional Development activites

Person Responsible

tracy bailey

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G3.B2.S4 7

Administrators will conduct classroom walkthroughs to gauge effectiveness of teacher collaboration

Person Responsible

Michael Williams

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teachers will receive feedback (via Marzano Observation Tool)

G3.B3 Lack of parental involvement 2

🔍 B088036

G3.B3.S1 Create incentive program for parents 4

🔍 S118109

Strategy Rationale

To increase parent participation concerning all school events

Action Step 1 5

School will create an incentive program for parents

Person Responsible

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monitors the lines of communication in notifying parents of upcoming events

Person Responsible

Michael Williams

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Administrators will monitor Edline, emails, and letters to parents of upcoming events

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Administrators will monitor Edline to ensure all parents have been notified of school events in a timely manner

Person Responsible

Michael Williams

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Events sign-in sheet for parents

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Monitor student engagement through technology	Williams, Michael	8/18/2014	Usage reports; Evidence through walkthroughs;	5/29/2015 monthly
G2.B1.S2.A1	Student's assigned mentor will make parental/guardian contact to personally invite them to the school event/activity.	Allen, Anthony	9/8/2014	Noted on mentoring form	5/29/2015 weekly
G2.B2.S1.A1	We will use the Corrective Behavior Form to record incidents in the classroom in an effort to reduce the number of severe behaviors.	Williams, Michael	8/18/2014	A completed Corrective Behavior Form	6/4/2015 daily
G2.B2.S2.A1	Students are assigned mentors	Allen, Anthony	8/25/2014	Sign up list	6/4/2015 weekly
G3.B1.S1.A1	Parents are notified when student(s) are absent		8/25/2014	Phone Log	6/1/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A1	Create in school challenges in all areas of discipline. Examples include Perfect Attendance, Reading Counts Challenge, Gizmo usage, Essay contest, Brain Bowl, Multicultural Programs, etc.	Williams, Michael	8/25/2014	Turning Points Master Calendar	5/29/2015 monthly
G3.B2.S1.A1	Provide instructional staff and substitutes with a 'Quick Flip Questions for Critical Thinking' chart and Professional Development opportunities (ASCD, Marzano, Florida Standards Assessment and Performance assessments).	bailey, tracy	9/8/2014	Professional Development logs; Faculty meeting agenda reflecting sharing of conference sessions.	5/29/2015 weekly
G3.B2.S2.A1	Provide instructional staff and substitutes with the Florida Assessment Standards" to Enhance Classroom Instruction & Assessment and opportunities for Professional Development training.	Williams, Michael	8/18/2014	Professional Development sign in sheet	5/29/2015 weekly
G1.B1.S1.A1	Provide push-in/pull-out, Saturday and afterschool tutorials	Williams, Michael	10/6/2014	Students /teacher sign-in sheets/ Lesson plans; Increase in student performance	5/29/2015 monthly
G1.B1.S3.A1	Provide afterschool transportation through the Palm Beach School District bus system	Williams, Michael	9/19/2014	Administrator coordinate bus schedule (arrival/ drop off point)	5/29/2015 weekly
G1.B1.S2.A1	Creation of car parent car pool system to increase afterschool/ Saturday tutorial attendance	Williams, Michael	9/19/2014		5/29/2015 daily
G3.B2.S3.A1	Teachers will be cross-cirricular trained	Allen, Anthony	9/8/2014	Training will be displayed and monitored in the classroom as noted by administrative classroom walkthroughs	5/29/2015 weekly
G3.B2.S4.A1	All teachers will participate in collaborative teaching activities	Allen, Anthony	8/25/2014	Teachers will participate in LTM/PDD activites	5/29/2015 daily
G3.B3.S1.A1	School will create an incentive program for parents		9/8/2014		5/29/2015 weekly
G2.B3.S1.A1	Home schools will receive and distribute information packet to students entering Turning Points Academy	bailey, tracy	9/8/2014	Packet has been signed by parents and students	5/29/2015 weekly
G1.B2.S1.A1	School will provide supplemental materials	Williams, Michael	8/18/2014	Use of students work displayed	5/29/2015 daily
G2.B2.S2.A2	Students will attend one-one conferences with mentors	Bailey, Tracy	8/18/2014	Binder will be created showing the time and date of mentors/students conferences	6/4/2015 weekly
G3.B2.S2.A2	Implementation of Learning Team Meetings	Williams, Michael	8/27/2014	LTF will create weekly sign-in sheets,agendas, and log all LTM activites	5/28/2015 weekly
G2.B2.S1.A2	We will use parent contact information sheets to inform parents of student actions in reducing servere behaviors	Williams, Michael	8/19/2014	Parent contact information to include date, time, and reason for contact will logged in administrative file.	6/4/2015 daily
G3.B1.S1.A2	Administrators will schedule parent/ student conferences for 5 or more days absence	Williams, Michael	9/1/2014	Parent conference forms will be used to include date, problem discussed, and conclusion	6/1/2015 weekly
G1.B1.S1.A2	School will provide parent trainings to increase student proficiency and provide transportation via car pooling	Williams, Michael	10/6/2014		5/29/2015 monthly
G2.B1.S2.A2	Mentors will maintain parent contact	Allen, Anthony	9/8/2014	Parent contact will be logged on mentoring form	5/29/2015 weekly
G3.B3.S1.A2	[no content entered]			weekly	
G3.B2.S4.A2	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A2	Administrative conference will be held for all incoming students about school expectations	Williams, Michael	9/8/2014	Parent/ student/administrators will sign conference notes.	5/29/2015 weekly
G3.B2.S1.A2	[no content entered]			once	
G2.B2.S2.A3	Mentors will create parent phone logs to discussed students behavioral progression	Williams, Michael	8/18/2014	Phone logs will display time and date parents were contacted by mentors	6/4/2015 weekly
G3.B2.S2.A3	Monitor Department Meetings	Williams, Michael	8/25/2014	Review and log sign-in sheets with department agendas	5/29/2015 weekly
G2.B2.S1.A3	In person Administrative/ Parent conference	Williams, Michael	8/18/2014	Administrative /parents conference will be logged through conference notes, which will be signed and dated by parents and students.	6/4/2015 weekly
G2.B1.S2.A3	Parent/Mentors conference	Williams, Michael	9/8/2014	Conference notes	5/29/2015 weekly
G3.B3.S1.A3	[no content entered]			one-time	
G1.MA1	Volunteer parent/ guardian car pool list and attendance logs will be monitored and collected on a weekly bases to ensure students are attending the tutorial sessions	Williams, Michael	2/9/2015	Tutorial attendance logs and and parent/ guardian car pool list signatures	4/13/2015 weekly
G1.B1.S1.MA1	Monitor afterschool/ Saturday tutorial attendance	Williams, Michael	9/12/2014	Attendance logs will show evidence of increase attendance in the afterschool/ Saturday tutorial program	5/29/2015 weekly
G1.B1.S1.MA1	Administrators will conduct walkthroughs and monitor sessions	Williams, Michael	10/6/2014	Administrators will monitor student data	5/29/2015 weekly
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	Car pool list/ increase attendance in afterschool/ Saturday tutorials monitored by administrative coordinator	Williams, Michael	9/19/2014	Parent/ guardian car pool list with signatures	5/29/2015 daily
G1.B1.S2.MA1	Monitor and communicate the availability of parental transportation	Williams, Michael	9/19/2014	Parents will volunteer and sign-up for car pooling duties. List of volunteer parents will be provided to staff.	5/29/2015 weekly
G1.B1.S3.MA1	Administrator will ensure bus arrives and departs afterschool activities on time	Williams, Michael	9/19/2014	Bus arrive on time which translates to increase student afterschool tutorial attendance.	5/29/2015 daily
G1.B1.S3.MA1	Ensure communication and implementation of afterschool bus schedule and route has been established	Williams, Michael	9/19/2014	Communication via emails and phone call logs to bus perspective bus compound.	5/29/2015 daily
G2.MA1	Review Discipline Dashboard Report	Allen, Anthony	8/25/2014	Reduction in the number of out of school suspensions as is documented on the Discipline Dashboard Report	6/1/2015 monthly
G2.B1.S1.MA1	Create sign in sheets for each event	Williams, Michael	9/23/2014	Sign in sheets for various activities in which parents were invited	5/26/2015 monthly
G2.B1.S1.MA5	Create mentoring activity sheet	Allen, Anthony	9/8/2014	Mentoring sheets will briefly describe conversation and conclusion in mentoring students.	5/29/2015 weekly
G2.B1.S1.MA6	Parental Phone Logs	Allen, Anthony	9/8/2014	Phone logs will be reviewed by the administrative staff to ensure consistency and fidelity has been implemented	5/29/2015 weekly
G2.B1.S1.MA1	Schedule a time and date before each school event to make the One Voice call and create flyers for mailing	bailey, tracy	8/18/2014	List of each event with the one voice date and time and flyers inviting parent(s)/guardian(s)	5/31/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA3	Create assigned phone list to administrative staff and teachers	Allen, Anthony	8/25/2014	Phone logs should be displayed in teacher lesson plan binders. Administrative staff will review phone logs during classroom walkthroughs.	5/31/2015 weekly
G2.B1.S1.MA4	Mentoring	Allen, Anthony	9/8/2014	Mentoring logs to include parent contact will be collected by the school principal.	5/31/2015 weekly
G2.B2.S1.MA1	Provide Corrective Behavior Forms		Completed Corrective Behavior Forms with interventions	once	
G2.B2.S1.MA1	Assign a specific location for the Corrective Behavior Forms to be placed and replenished as necessary		Completed Corrective Behavior Form	once	
G2.B3.S1.MA1	Ensure all students and parents are aware of the academic and behavioral expectations at Turning Points Academt	Williams, Michael	8/18/2014	Sign-in sheet will be collected upon receipt of program packet	5/29/2015 weekly
G2.B3.S1.MA1	Administrators or designated persons will attend all entry and exit criteria meetings	Williams, Michael	8/18/2014	Sign-in documentation will be collected	5/29/2015 weekly
G2.B1.S2.MA1	Monitor student academic and behavioral progression	Williams, Michael	9/12/2014	Daily/Weekly classroom monitoring of students. Weekly progress reports.	5/29/2015 weekly
G2.B1.S2.MA1	Schedule a date to create the mentoring form outlined with the topic of discussion to include a phone call to parent(s)/guardian(s) and details of upcoming event	Williams, Michael	9/8/2014	The completed mentoring form with signature of faculty/staff member and parent response	5/29/2015 weekly
G2.B2.S2.MA1	Create the mentoring form	Allen, Anthony	8/25/2014	Completed mentor form signed by the faculty/staff member and student	6/1/2015 weekly
G2.B2.S2.MA4	Create and implement student reward system	Williams, Michael	8/25/2014	Students have met their targeted goals and have been recognized for their efforts through the schools reward/ incentive program.	6/1/2015 weekly
G2.B2.S2.MA1	Schedule a day for mentor forms to be created and distributed	Allen, Anthony	8/25/2014	Completed mentor form	6/1/2015 daily
G2.B2.S2.MA3	Schedule and file one-on-one mentoring conferences with students	Williams, Michael	8/25/2014	Establish a positive relationship be administration, staff,and students.	6/1/2015 daily
G3.MA1	Data chats of test results from diagnostics, CORE K12, READ 180, Palm Beach Writes (PBW), end of chapter/unit/semester exams, etc	Williams, Michael	10/20/2014	Increase proficiency percentages on the FCAT 2.0, Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)	6/1/2015 weekly
G3.B1.S1.MA1	Compare absences with phone log	Williams, Michael	9/1/2014	Lesson Plan Checklist noting phone logs	6/1/2015 weekly
G3.B1.S1.MA5	Create parent conference log/folder	Williams, Michael	9/1/2014	Examined and stored conference notes in administrative file.	6/1/2015 weekly
G3.B1.S1.MA1	Schedule a date to check phone log updates	Williams, Michael	9/1/2014	Phone log documenting dates, times, and days of absences discussed	6/1/2015 weekly
G3.B1.S1.MA3	Schedule parent/ student conference	Williams, Michael	9/1/2014	Parent conference forms will be utilized. Conference forms will indicate date, time,discussion of the problem, and conclusion.	6/1/2015 weekly
G3.B1.S1.MA4	Home visits	Allen, Anthony	9/1/2014	Home vists will be logged to include date, time, location, parent conference forms, discussion of the problem, and conclusion.	6/1/2015 monthly
G3.B2.S1.MA1	Create cross curriculum critical thinking test questions		9/8/2014	Assessment results (CORE K12, SRI, READ 180, Gizmos, etc.)	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	Schedule Learning Team Meetings (LTM) for departments to brainstorm cross curriculum critical thinking questions and responses	Williams, Michael	9/8/2014	Teacher assessment updates (CORE K12, SRI, READ 180, Gizmos, etc.)	5/29/2015 weekly
G3.B3.S1.MA1	Administrators will monitor Edline to ensure all parents have been notified of school events in a timely manner	Williams, Michael	9/8/2014	Events sign-in sheet for parents	5/29/2015 weekly
G3.B3.S1.MA1	Monitors the lines of communication in notifying parents of upcoming events	Williams, Michael	9/8/2014	Administrators will monitor Edline, emails, and letters to parents of upcoming events	5/29/2015 weekly
G3.B1.S2.MA1	Compare all Fall and Winter Diagnostic test scores to examine pupil progression	bailey, tracy	10/30/2014	Data retrieved and examined by school administrators by means of EDW	3/13/2015 monthly
G3.B1.S2.MA1	Administrators will monitor pupil progression data by means of EDW		10/30/2014	Students data	5/29/2015 weekly
G3.B2.S2.MA1	Relevant proficiency scales		Student use of scale, iObservation	once	
G3.B2.S2.MA1	Schedule a time during Learning Team Meetings (LTM) before each chapter/ unit/semester to update proficiency scales		Proficiency Scales posted in classrooms, iObservation	once	
G3.B2.S3.MA1	Data results	Williams, Michael	9/8/2014	Administrators will monitor data on a weekly basis through EDW/ Core K-12 for pupil progression	5/29/2015 weekly
G3.B2.S3.MA1	Classroom Walkthroughs	Allen, Anthony	9/8/2014	Administrators will document results in accordance with the Marzano observation tool	5/29/2015 daily
G3.B2.S4.MA1	Administrators will conduct classroom walkthroughs to gauge effectiveness of teacher collaboration	Williams, Michael	8/18/2014	Teachers will receive feedback (via Marzano Observation Tool)	5/29/2015 daily
G3.B2.S4.MA1	Teachers will participate in Learning Team/ Professional Development activites	bailey, tracy	8/18/2014	Sign-in sheets	5/29/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Increase rigor and relevance of instruction during whole and small group engagement.

G1.B1 Attendance, student engagement

G1.B1.S2 Provide parental car pooling resources

PD Opportunity 1

Creation of car parent car pool system to increase afterschool/ Saturday tutorial attendance

Facilitator

Michael Williams

Participants

Parents/Guardians

Schedule

Daily, from 9/19/2014 to 5/29/2015

G2. To reduce the number of students receiving referrals that lead to out of school suspensions.

G2.B2 2. Severe Behavior Issues

G2.B2.S1 Proactive use of Corrective Behavior Form

PD Opportunity 1

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

Facilitator

School Administrator, School Manager, Safe Schools

Participants

All teachers and BIA's

Schedule

Daily, from 8/18/2014 to 6/4/2015

G3. To increase the percentage of students performing at a proficient level on the Florida Standards (FSA), Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)

G3.B2 Lack of critical thinking and reasoning skills

G3.B2.S1 Provide extended day learning opportunities to increase cross curriculum critical thinking and reasoning questions through the 'Use of Quick Flip Questions for Critical Thinking' chart and classroom libraries

PD Opportunity 1

Provide instructional staff and substitutes with a 'Quick Flip Questions for Critical Thinking' chart and Professional Development opportunities (ASCD, Marzano, Florida Standards Assessment and Performance assessments).

Facilitator

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

Participants

Teachers and Administrators

Schedule

Weekly, from 9/8/2014 to 5/29/2015

G3.B2.S2 Increase professional development opportunities for staff and set goals through the use of Proficiency Scales

PD Opportunity 1

Provide instructional staff and substitutes with the Florida Assessment Standards" to Enhance Classroom Instruction & Assessment and opportunities for Professional Development training.

Facilitator

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

Participants

Teachers and Administrators

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G3.B2.S3 Cross-Curricular Instruction

PD Opportunity 1

Teachers will be cross-cirricular trained

Facilitator

Latricia Santana

Participants

Teachers

Schedule

Weekly, from 9/8/2014 to 5/29/2015

G3.B2.S4 CollaborativeTeaching

PD Opportunity 1

All teachers will participate in collaborative teaching activities

Facilitator

Latricia Santana

Participants

Teachers

Schedule

Daily, from 8/25/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase rigor and relevance of instruction during whole and small group engagement.

G1.B1 Attendance, student engagement

G1.B1.S3 Provide after school activity school bus transportation

PD Opportunity 1

Provide afterschool transportation through the Palm Beach School District bus system

Facilitator

Michael Williams

Participants

students/parents

Schedule

Weekly, from 9/19/2014 to 5/29/2015

G2. To reduce the number of students receiving referrals that lead to out of school suspensions.

G2.B1 1. Lack of parent involvement

G2.B1.S2 Increase the presence of mentoring

PD Opportunity 1

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

Facilitator

Anthony Allen

Participants

Students/parents/guardians

Schedule

Weekly, from 9/8/2014 to 5/29/2015

PD Opportunity 2

Mentors will maintain parent contact

Facilitator

Anthony Allen

Participants

Parents/guardians/students

Schedule

Weekly, from 9/8/2014 to 5/29/2015

PD Opportunity 3

Parent/Mentors conference

Facilitator

Michael Williams

Participants

Parents/guardians/students

Schedule

Weekly, from 9/8/2014 to 5/29/2015

G3. To increase the percentage of students performing at a proficient level on the Florida Standards (FSA), Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)

G3.B1 Attendance

G3.B1.S2 Provide positive incentives; Home visits; Weekly parental contact

PD Opportunity 1

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

Facilitator

Michael Williams

Participants

Teachers and Staff

Schedule

Monthly, from 8/25/2014 to 5/29/2015

G3.B3 Lack of parental involvement

G3.B3.S1 Create incentive program for parents

PD Opportunity 1

School will create an incentive program for parents

Facilitator

Michael Williams

Participants

Students and parents

Schedule

Weekly, from 9/8/2014 to 5/29/2015

PD Opportunity 2

Facilitator

Participants

Schedule

Budget Rollup

Summary	
Description	**Total**
Goal 1: Increase rigor and relevance of instruction during whole and small group engagement.	23,539
Goal 2: To reduce the number of students receiving referrals that lead to out of school suspensions.	3,348
Goal 3: To increase the percentage of students performing at a proficient level on the Florida Standards (FSA), Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)	11,317
Grand Total	**38,204**

Goal 1: Increase rigor and relevance of instruction during whole and small group engagement.		
Description	**Source**	**Total**
B1.S1.A1 - Substitute to provide push-in/ pullouts and small group instruction	Title I Part A	19,005
B1.S1.A1	General Fund	400
B1.S1.A1 - Saturday afterschool tutorials	Title I Part A	2,534
B1.S1.A2 - Paper, ink, folders, pens,and food for parent trainings.	Title I Part A	600
B1.S2.A1		0
B1.S3.A1		0
B2.S1.A1 - Manipulatives and instructional games; CD players, anchor charts, paper, pens, IPAD covers, markers.	Title I Part A	1,000
Total Goal 1		**23,539**

Goal 2: To reduce the number of students receiving referrals that lead to out of school suspensions.		
Description	**Source**	**Total**
B1.S1.A1 - IPADS for instruction	Title I Part A	3,148
B1.S2.A1		200
B2.S1.A1		0
B2.S1.A2		0
B2.S1.A3		0
B3.S1.A1		0
B3.S1.A2		0
Total Goal 2		**3,348**

Goal 3: To increase the percentage of students performing at a proficient level on the Florida Standards (FSA), Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)		
Description	**Source**	**Total**
B1.S1.A1		0

Goal 3: To increase the percentage of students performing at a proficient level on the Florida Standards (FSA), Florida Writes, End of Course (EOC), Florida Alternative Assessment(FAA), and Comprehensive English Language Learning Assessment (CELLA)		
Description	**Source**	**Total**
B1.S1.A2		0
B1.S2.A1	General Fund	150
B2.S1.A1 - Critical thinking conference; FSA Trainings	Title I Part A	5,500
B2.S1.A1 - Supplies for PD (Binders, ink, copy papers, chart paper, anchor charts, markers, highlighters, pen, pencils).	Title I Part A	1,500
B2.S1.A1 - Collaborative planning	Title I Part A	3,167
B2.S2.A1	Title I Part A	1,000
B2.S2.A2		0
B2.S2.A3		0
B2.S3.A1		0
B2.S4.A1		0
B3.S1.A1		0
B3.S1.A2		0
Total Goal 3		**11,317**