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Turning Points Academy

1950 BENOIST FARMS RD, West Palm Beach, FL 33411

<https://tpa.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Turning Points Academy is to provide a positive and supportive school climate with educational opportunities for all students that lead to academic progress for at-risk-students with behavioral, social and academic challenges, while simultaneously helping students develop positive, productive social skills that will empower them to make better choices when they 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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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	<p>In charge of monitoring and executing personnel, resources, and strategies toward school improvement.</p> <p>Ensures all teachers, staff, students and families maintain focus on continuous improvement to support students' future success towards college and career readiness.</p> <p>Oversees professional development of all faculty and staff to ensure equitable and accessible growth for both teachers & students.</p>
Sullivan, Colleen	Other	<p>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. As the ESE Coordinator she will manage the caseload of ESE students and assists teachers and staff in coordinating ESE services. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/ academic intervention determination and student progress monitoring in the Response to Intervention (Rtl) process. She will coordinate, organize, and facilitate IEP meetings to ensure necessary participants are in attendance. Collaborate with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>
Israel, Freddy	Assistant Principal	<p>In charge of monitoring the implementation identified strategies and progress toward school improvement goals.</p> <p>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. Specifically, Dr. Israel will work with instructional team to identify students for math and reading tutorials and work with PLC's to track the progress of students from PM1 through PM3. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</p>
St Amour, Abel	Other	<p>The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools. Dr. St. Amour will be responsible for identifying and providing support for students in need of mental health services. As the SBHP at Turning Points Academy he will ensure that we follow the mental health flow</p>

Name	Position Title	Job Duties and Responsibilities
		<p>chart we created to maximize counseling services for our students and minimize duplication of services. The SBHP will monitor and track referrals, assign students to appropriate services and monitor their progress through the completion of services. Finally, Dr. St. Amour will be responsible for creating awareness of available mental health resources to all stakeholders.</p>
<p>Andrews, Cynthia</p>		<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist teachers in the implementation of school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress.</p>
<p>Jones, Jennifer</p>	<p>Other</p>	<p>Ms. Jones will work with administration to oversee the SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (Rtl) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the schoolwide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors and administration. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, teachers, ESOL contact, ESE coordinator and the Administrative Team.

Our ESOL contact works in conjunction with the District’s multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A District Migrant Liaison works with our ESOL contact to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The school

has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made

aware of this in our assemblies. The "Raptor System" is used to sign in parents/visitors before they can go to school event on campus, and most recently the district acquired implement the Cengegix alert system for campus wide emergencies.

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL contact works in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction.

Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of District Diagnostics: FSQ's, USA's, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics,

Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments and Teacher made assessments. The Unit Assessments will occur at the end of each unit of

study. The FAST assessments will occur three times a year (PM1,2,3 in English Language Arts and Math 6-8). The FAST assessments will occur one to two times a year in Algebra I and Geometry as well.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in

the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Contact to assess data,

modify, and implement differentiated instruction based on the results of data. Professional Learning Communities occur bi-weekly per content area. Content area teachers meet with the academic instructional leader and administration to discuss and analyze data, modify instruction, and create standards-based learning goal

scales. Student work and best practices are shared and analyzed during Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to

provide quality instruction on the mandated curriculum.

Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,
- Data Chats,

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	12	17	29	
One or more suspensions	0	0	0	0	0	0	0	13	16	29	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	11	22	33	
Course failure in Math	0	0	0	0	0	0	0	5	23	28	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	13	16	29	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	9	15	76	
One or more suspensions	0	0	0	0	0	0	0	12	15	82	
Course failure in ELA	0	0	0	0	0	0	6	9	14	53	
Course failure in Math	0	0	0	0	0	0	4	7	17	53	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	4	6	41	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	9	8	41	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	8	10	31
Students retained two or more times	0	0	0	0	0	0	0	2	2	5

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days									9	15	24
One or more suspensions									12	15	27
Course failure in ELA								6	9	14	29
Course failure in Math								4	7	17	28
Level 1 on statewide ELA assessment									4	6	10
Level 1 on statewide Math assessment									9	8	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.											0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	11	15	26

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	8	10	18
Students retained two or more times	0	0	0	0	0	0	0	2	2	4

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	13	52	50		55	51	10		
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	3	38	38	0	42	38	0		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		68	64	0	43	40			
Social Studies Achievement*		67	66		53	48			
Middle School Acceleration					46	44			
Graduation Rate	15	90	89	0	65	61	39		
College and Career Acceleration		71	65		69	67			
ELP Progress		40	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	10
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	31
Total Components for the Federal Index	3
Percent Tested	64
Graduation Rate	15

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	0

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	3
Percent Tested	
Graduation Rate	0

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	18	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	0	Yes	3	3

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	13			3						15		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL	27										2	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students				0			0			0		
SWD												
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT												
FRL										0		

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	10			0						39		
SWD												
ELL												
AMI												
ASN												
BLK										33		
HSP												
MUL												
PAC												
WHT												
FRL	10			0						40		

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	10%	50%	-40%	50%	-40%
07	2023 - Spring	15%	48%	-33%	47%	-32%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	13%	47%	-34%	47%	-34%
09	2023 - Spring	13%	48%	-35%	48%	-35%
06	2023 - Spring	*	45%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	0%	54%	-54%	54%	-54%
07	2023 - Spring	*	36%	*	48%	*
08	2023 - Spring	13%	65%	-52%	55%	-42%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	9%	46%	-37%	44%	-35%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	50%	-50%	48%	-48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	6%	63%	-57%	63%	-57%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	65%	-35%	66%	-36%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	62%	-52%	63%	-53%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

When reviewing the SY23 state mandated test Florida Assessment of Student Thinking (FAST) results for students scoring level 3 or above in Math data showed an insignificant gain in performance. Specifically, 8th grade math students' growth was less than 7th, with less than 2% growth. Also, the trend for female students from Sy19 -SY23 in math 6-8 has shown 0% growth. This hold's true for black males over the same time frame. However, the data component showing the greatest decline from the prior year was 9th grade ELA proficiency falling from 25% in SY22 to 13% in SY23 according to the EDW 0197 2024 ELA Achievement rpt. There are several contributing factors to consider when reviewing the causal relationship. First, as an alternative education site our school is evaluated by learning gains as opposed to proficiency levels. Most of the students that are tracked into Turning Points Academy are level 1 in reading and/or math. Secondly, the transient nature of our student population does not allow for an adequate timeframe for student growth in levels. The average student only attends Turning Points Academy for 18 weeks. Thirdly, the continued lateness of students due to transportation does not allow for the maximization of academic time. The most glaring trend is the increase in our student population as we increased from an avg. of 90 students to 140 over the past year.

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

The data component showing the greatest decline from the prior year was 9th grade ELA proficiency falling from 25%SY22 to 13% in SY23 according to the EDW 0197 2024 ELA Achievement rpt. There are several contributing factors to consider when reviewing the causal relationship. First, as an alternative education site our school is evaluated by learning gains as opposed to proficiency levels. Most of the students that are tracked into Turning Points Academy are level 1 in reading and/or math. Secondly, the transient nature of our student population does not allow for an adequate timeframe for student growth in levels. The average student only attends Turning Points Academy for 18 weeks. Thirdly, the continued lateness of students due to transportation does not allow for the maximization of academic time. The most glaring trend is the increase in our student population as we increased from an avg. of 90 students to 140 over the past year.

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

When compared to the state in Math and ELA Turning Points Academy(TPA). TPA lagged behind at all levels. Specifically, in 7th grade TPA had 31% of students reach proficiency to the states 47%. In 8th grade, 12.5% to the states 47%. In 9th grade 25% to the state's 48% and 25% in 10th to the state's 50%. In math, similar results. In 7th grade 22% to the state's 48% and 8th grade 13% to the stat's 55%. Algebra and Geometry posted similar data. There are several contributing factors to consider when

reviewing the causal relationship. First, as an alternative education site our school is evaluated by learning gains as opposed to proficiency levels. Most of the students that are tracked into Turning Points Academy are level 1 in reading and/or math. Secondly, the transient nature of our student population does not allow for an adequate timeframe for student growth in levels. The average student only attends Turning Points Academy for 18 weeks. Thirdly, the continued lateness of students due to transportation does not allow for the maximization of academic time. The most glaring trend is the increase in our student population as we increased from an avg. of 90 students to 140 over the past year.

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

The components showing the most improvement were Math and ELA. According to the new state mandated test (FAST) in Math, students scoring at level 2 increased from 7% in PM1 to 25% in PM3. Students scoring level 3 increased from 0% in PM1 to 11% in PM3. Students scoring level 1 decreased from 93% in PM1 to 64% in PM3.

In terms of proficiency, from the transition in state testing from FSA (SY22) to FAST(SY23) 6-8 students improved from 9.68% in SY22 to 11.36% in SY23. Specifically, there were no 6th graders proficient in SY22 or SY23. Among 7th graders, students improved from 10% in SY22 to 22.22% in SY23. Likewise, 8th graders improved from 11.76% in SY22 to 13.04% in SY23.

Demographically, FSA era in SY19 to SY22 FAST era, proficiency rate among males in math increased from 3.4% to 12%, while among female students proficiency rate in math has remained stagnant at 0%. Among students with disabilities percentages increased from 6.6% in SY19 to 8.3% in SY22, among white students percentages increased from 20% in SY19 to 50% in SY22, but has remained stagnant among black students at 0%. Hispanic students improved from 0% to 14% over the same time frame. In Algebra, according to FSA Alg 1 the Pass rate increased from 6.25 in SY22 to 15% in SY23.

Likewise, according to FAST in ELA, students scoring level 2 increased from 11% in PM1 to 14% in PM3. Students scoring level 3 increased from 2% in PM1 to 11% in PM3. Level 1's decreased from 83% in PM1 to 73% in PM3.

In terms of proficiency, from the transition in state testing from FSA (SY22) to FAST(SY23) grades 6-8 improved from 0% in SY22 to 13.75% in SY23. Specifically, there were no proficient students in SY22, however there were 7 in SY23. Among 6th graders we increased from 0% to 20%, 7th graders increased from 0% to 15.4% and 8th graders from 0% to 12.5%.

Demographically, during the state FSA era to FAST from SY19 to SY23 proficiency rate among males in ELA increased from 5% to 10.5%, female students increased from 13.3% to 21.7%. Students with disabilities increased from 3.6% in SY19 to 11.1% in SY23, white students decreased from 37.5% in SY19 to 11.1% in SY23, but has increase among black students from 0% in SY19 to 10.0% in SY23. Hispanic students have improved from 8.3% to 23.8%.

We believe this improvement occurred as a result of increasing our attendance which in tern increased academic seat time for students. Also, teachers increased their understanding of their content area and identified strategies that improved student grasp of the standards. Teachers and administration were intentional through PLC's about how we identified what strategies were working and targeting students for remediation and/or reteach. Lastly, students were constantly reminded of their progress and took part in the tracking of their progress. There were not enough ELL students to justify data analysis in Math or ELA.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

When reflecting on the 2024 EDW 0197 rpt EWS data from Part 1, two potential areas of concern are the number of students with more than 10% of their days absent and the number of students with 2 or more indicators for dropping out. While as a school we increased our attendance rate from 61.89% in (SY22) to 70.8% (SY23), we still need to improve upon getting students in school on a more consistant basis. Transportation continued to be an issue as buses have been late or absent on a consistant basis. Students do not wait when buses are not on time due to various reasons such as the dangerous neighborhood conditions, weather and just lack of desire to attend school. Parents are not able to

transport their child when there is a problem with transportation. We believe that if we can address transportation, we can further improve attendance and increase academic time. Secondly, according to the 2024 EDW 0197 rpt approximately 85%(126) of our students have 2 or more indicators for dropping out of school. While these indicators vary the most consistent indicators are Reading deficiencies and OSS. We are an alternative educational site and most of our students enter Turning Points Academy as level 1 readers based on state testing.

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

Our highest priorities for school improvement in the upcoming school year based on our analysis of Turning Points Academy are as follows:

- Priority 1: Increase student attendance
- Priority 2: Invest in Social Emotional Learning
- Priority 3: Intensify current effective strategies (Behavior & Academic)
- Priority 4: Provide meaningful Professional Development
- Priority 5: Data Review and monitoring on a more consistent basis

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

In 2024, our area of focus will be Culture & Environment will be 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 increases on task instructional time, thus improving and accelerating students ELA, Math and Social-emotional learning. 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 outside of school 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. Finally, group therapy and conflict resolution will be intensified. We believe that if we increase student academic time on task, improve attendance and decrease OSS we can achieve our goals in 2024. Furthermore, 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. Once again we will implement this strategy.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By October 2023, we will increase the Average Daily Attendance by 5% as measured in SIS, from 70.8% to 75.8% in SY24.

By October 2023, we will reduce OSS in Middle School from 21% (SY22) to 15% in SY24 and High School 20%(SY22) to 15% in SY24. (Keeping the 2023 targets as they were not met.)

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, Google Spread sheet and EDW Rpt 0630. Also, suspensions will be tracked by our Data Processor (Ms. Gomez) to verify at the school level. Ms. Gomez will submit a monthly report to Dr. Gatlin documenting OSS by Dr. Isreal. This data will be shared out at administrative and faculty meetings.

Person responsible for monitoring outcome:

Freddy Israel (freddie.israel@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. In an effort to increase academic time on task, Professional Learning Communities will focus on standards-based differentiated instruction and data review to inform instruction. UniSiG funding will be used to hire a part-time PD Resource Teacher/Coach to support teachers in PLC and data analysis from assessments.
2. The school will continue the mentoring program to build positive relationships with students to help them feel more comfortable with attending school. Incentives, recognition and rewards to encourage better attendance. (phone calls to parents and letters sent home)

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.
4. Administration will attend the National Youth and Advocacy Conference in Savannah, GA. As well as, several identified conferences in the Title 1 Plan.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 for needed counseling and therapy targeting the behaviors that are impeding their academic progress and supports social emotional learning and development. If successful, students will begin to feel better about themselves and will learn how to handle day-to-day issues that impeded their academic and social growth.

The in-school-suspension strategy supports keeping students in school to ensure students do not have a lapse in instruction and missing their core content and social development opportunities. While in-school suspension keeps students out of their regular classrooms, the program also provides behavioral resources to keep them engaged.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will collaborate and plan for Reading and Writing across all content areas.

Teachers will ensure Formative Assessments are used to inform instruction and will adapt instruction as needed to ensure all students can learn.

Provide relevant PD for teachers focusing on differentiation.

Identify and acknowledge high student performance regularly to motivate & incentivize students.

Policy 2.09 and Required Instruction Florida State Statute 1003.42

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

1003.42

(g) History of Holocaust

(h) History of Africans and African Americans

(i) History of Asian Americans & Pacific Islanders

(o) Health Education, Life Skills & Social Media

(q) Hispanic Contributions

(r) Women’s Contributions

(t) Civic & Character Education

(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

By When: By 10/31/23 all identified strategies will be fully implemented.

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 review of the state testing data it is imperative that we implement targeted strategies to increase their reading levels. 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.

Student Learning Outcomes:

By February 2024, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring to 50%. Turning Points Academy will increase the Economically Disadvantaged student learning gains in Reading to 50% in 2024.

Teacher Practice Outcomes:

By October of 2023, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction, by

ensuring specific focus on the “you do” of the model, to ensure students can independently work on tasks to

demonstrate understanding of the standard.

By January 2024, 100% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the “you do” of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Economically Disadvantaged students were identified as our ESSA group underachieving in reading over the last 3 years. The progress in ELA and reading throughout the year will be monitored by tracking our district common assessments and Reading Plus reports. Time will be set aside for bi-weekly 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Title 1 funding will be used to hire teachers for pullout tutoring in reading several days a week targeting economically challenged students. UniSig funds will be used to hire a .5 PD Resource Teacher/Coach to work with teachers on analysis of data from assessments and identifying effective instructional strategies. Also, develop a plan for remediation or reteach.

Administration will attend the National Youth and Advocacy Conference in Savannah, GA. and several identified conferences in the Title 1 Plan.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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. Also, if teachers maximize PLC's to inform their instruction students will benefit as the teacher is more knowledgeable about their strengths and weaknesses. Continued Professional Development in the area of economically disadvantaged students will keep administration and staff abreast of the latest trends and strategies to meet our goals.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 2024 Florida Assessment of Student Thinking.

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: Freddy Israel (freddie.israel@palmbeachschools.org)

By When: Strategy will be fully implemented by 10/1/23.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in

the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on: Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan(SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$318.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	510	0842 - Turning Points Academy	UniSIG		\$120.00
			<i>Notes: Parents will receive academic updates, announcements, and invitations to ensure they informed of students' progress toward goals and school supports available to parents. Envelopes - 3 boxes x \$40 = \$120.</i>			
	6150	370	0842 - Turning Points Academy	UniSIG		\$198.00
			<i>Notes: Parents will receive academic updates, announcements, and invitations to ensure they informed of students' progress toward goals and school supports available to parents. Rolls of stamps - 3 x \$66 = \$198.</i>			
2	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged				\$47,182.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0842 - Turning Points Academy	UniSIG	0.5	\$28,900.00
			<i>Notes: 0.5 PD Resource Teacher/Coach will support teachers with Level 1 ELA and math students. They will pull data, model instruction, and analyze data with teachers to develop a plan for academic improvement. \$57,800 x 0.5 FTE = \$28,900.</i>			
	6400	200	0842 - Turning Points Academy	UniSIG		\$10,693.00
			<i>Notes: Benefits for 0.5 PD Resource Teacher/Coach. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Group Insurance - \$7,600 per FTE, Work Comp/Unemployment - 1.70%. \$28,900 x 23.85% = \$6,893 + \$3,800 = \$10,693.</i>			
	5100	510	0842 - Turning Points Academy	UniSIG		\$1,720.00
			<i>Notes: Ensure teachers and students have access to necessary instructional materials and supplies to promote strong teaching and student engagement. Paper, pens, pencils, highlighters, binder clips, binders, chart paper = \$1,720.</i>			
	5100	519	0842 - Turning Points Academy	UniSIG	0.0	\$550.00
			<i>Notes: Headphones to be used with adaptive technologies = 50 x \$11 = \$550. SDPBC Code 510.</i>			
	5100	120	0842 - Turning Points Academy	UniSIG	0.03	\$1,776.00
			<i>Notes: Certified teacher tutors will provide academic interventions during tutorials in ELA, Math, Science, and Social Studies during non-contracted time (before/after school, weekends, holidays, summer). 2 Tutors x 1 day per week x 1 hour per day for 24 weeks @ \$37 per hour = \$1,776. SDPBC Code 180.</i>			
	5100	200	0842 - Turning Points Academy	UniSIG		\$583.00
			<i>Notes: Benefits for Tutors - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Group Insurance - 9%, Work Comp/Unemployment - 1.70%. \$1,776 x 32.85% = \$583.</i>			
	6400	330	0842 - Turning Points Academy	UniSIG		\$1,101.00

			<i>Notes: Principal or AP will attend the BSI summer Institute to build capacity in School Improvement. Out of County Travel: \$180 transportation + \$777 lodging + \$144 per diem = \$1,101.</i>		
	6400	519	0842 - Turning Points Academy	UniSIG	\$270.00
			<i>Notes: Color toner for coach to print and analyze data reports - 5 x \$54 = 270. SDPBC 510.</i>		
	6400	510	0842 - Turning Points Academy	UniSIG	\$74.00
			<i>Notes: Laptop case - 1 x \$74 = \$74.</i>		
	6400	643	0842 - Turning Points Academy	UniSIG	\$1,515.00
			<i>Notes: Laptop for PD Resource Teacher/Coach - Dell Precision 3480 - \$1,515.</i>		
Total:					\$47,500.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No