
Title I Comprehensive Schoolwide Plan
TURNING POINTS ACADEMY (0842)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

1. Data shows deficiency in grade level skills requiring remediation of basic skills. Diagnostic data showed only 7 out of 18 (39%) of our accountable students are proficient in reading. 2. Student attendance data demonstrates area of concern 3. SEL Strategies to assist with proper approach to testing

2. List the root causes for the needs assessment statements you prioritized.

1. Standards-based instruction provided bell-to-bell. More engagement strategies while students are in class. 2. Remediation plan carried out with fidelity 3. Students come to TPA with a lack of fundamental skills in order to meet criteria on state assessments

3. Share possible solutions that address the root causes.

Turning Points Academy teachers have been trained on how to identify the scores that need improvement, the levels, and subcategories. Teachers have used data from USAs, FSQs, and diagnostics to target students, while re-teaching failed standards in small group settings. Pullout and push-in tutoring will also play a major role in limiting/decreasing the root causes for not meeting our goals. Additionally: 1. Professional development opportunities: Gradual Release, Effective Monitoring, Standards-Based Instruction & Available Resources 2. Test-prep resources to address deficient standards 3. More opportunities for remediation through small group instruction

4. How will school strengthen the PFEP to support ELA?

Parents will be contacted regularly in an effort to keep them abreast of grades and vital testing information via ParentLink and staff phone calls. Staff will document all communication in SIS.

- **Parent Training**

Parent training on how to help students at home with ELA strategies are offered at Title 1 meetings throughout the year. Review Compact at all new registrations.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

In an effort to promote parent involvement, teachers and administrators will meet regularly to review ways other than phone calls and emails that keep parents in the loop with what's going on at TPA.

- **Students**

Student input is vital. In lieu of the typical academic T.O.T.D., ELA and Reading Teachers have begun creating a temper check survey that gauge what students would like to see happen at school. Questions include but not limited to: sense of belonging and needs in order to be successful in ELA/Reading.

- **Parents**

As a homework assignment students utilize the survey T.O.T.D. to quiz their parents/guardians.

- **Staff Training**

During PDD days and PLCs staff members are trained on how to properly involve and communicate with parents.

- **Accessibility**

Parent training on how to help students with disabilities at home with ELA strategies are offered at Title 1 meetings throughout the year. Review Compact at all new registrations.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

1. Data shows deficiency in grade level skills requiring remediation of basic skills. Only 3 out of 18 (17%) of our accountable students are proficient in Math. 2. Student attendance data demonstrates area of concern 3. SCL Strategies to assist with proper approach to testing

2. List the root causes for the needs assessment statements you prioritized.

1. Standards-based instruction provided bell-to-bell. More engagement strategies while students are in class. 2. Remediation plan carried out with fidelity 3. Students come to TPA with a lack of fundamental skills

3. Share possible solutions that address the root causes.

Turning Points Academy teachers have been trained on how to identify the scores that need improvement, the levels, and subcategories. Teachers have used data from USAs, FSQs, and diagnostics to target students, while re-teaching failed standards in small group settings. Pullout and push-in tutoring will also play a major role in limiting/decreasing the root causes for not meeting our goals. Additionally: 1. Professional development opportunities: Gradual Release, Effective Monitoring, Standards-Based Instruction & Available Resources 2. Provide incentives for taking standardized assessments with seriousness of purpose 3. Increase student attendance 4. Test-prep resources to address deficient standards 5. More opportunities for remediation through small group instruction

4. How will school strengthen the PFEP to support Math?

• Communication

Parents will be contacted regularly in an effort to keep them abreast of grades and vital testing information via ParentLink and staff phone calls. Staff will document all communication in SIS.

- **Parent Training**

Parent training on how to help students at home with Math strategies are offered at Title 1 meetings throughout the year. Review Compact at all new registrations.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

In an effort to promote parent involvement, teachers and administrators will meet regularly to review ways other than phone calls and emails that keep parents in the loop with what's going on at TPA.

- **Students**

Student input is vital. In lieu of the typical academic T.O.T.D., Math Teachers have begun creating a temper check survey that gauge what students would like to see happen at school. Questions include but not limited to: sense of belonging and needs in order to be successful in Math.

- **Parents**

As a homework assignment students utilize the survey T.O.T.D. to quiz their parents/guardians.

- **Staff Training**

During PDD days and PLCs staff members are trained on how to properly involve and communicate with parents.

- **Accessibility**

Parent training on how to help students with disabilities at home with Math strategies are offered at Title 1 meetings throughout the year. Review Compact at all new registrations.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

1. Data shows deficiency in grade level skills requiring remediation of basic skills. None of our current 8th graders showed proficiency on the Science Diagnostics. 2. Student attendance data demonstrates area of concern 3. SEL Strategies to assist with proper approach to testing

2. List the root causes for the needs assessment statements you prioritized.

1. Standards-based instruction provided bell-to-bell. More engagement strategies while students are in class. 2. Remediation plan carried out with fidelity 3. Students come to TPA with a lack of fundamental skills

3. Share possible solutions that address the root causes.

Turning Points Academy teachers have been trained on how to identify the scores that need improvement, the levels, and subcategories. Teachers have used data from USAs, FSQs, and diagnostics to target students, while re-teaching failed standards in small group settings. Pullout and push-in tutoring will also play a major role in limiting/decreasing the root causes for not meeting our goals. Additionally: 1. Professional development opportunities: Gradual Release, Effective Monitoring, Standards-Based Instruction & Available Resources 2. Increase student attendance 3. Test-prep resources to address deficient standards 4. More opportunities for remediation through small group instruction

4. How will school strengthen the PFEP to support Science?

• Communication

Parents will be contacted regularly in an effort to keep them abreast of grades and vital testing information via ParentLink and staff phone calls. Staff will document all communication in SIS.

• Parent Training

Parent training on how to help students at home with Science strategies are offered at Title 1 meetings throughout the year. Review Compact at all new registrations

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

In an effort to promote parent involvement, teachers and administrators will meet regularly to review ways other than phone calls and emails that keep parents in the loop with what's going on at TPA.

- Students

Student input is vital. In lieu of the typical academic T.O.T.D., Science Teachers have begun creating a temper check survey that gauge what students would like to see happen at school. Questions include but not limited to: sense of belonging and needs in order to be successful in Science.

- Parents

As a homework assignment students utilize the survey T.O.T.D. to quiz their parents/guardians.

- Staff Training

During PDD days and PLCs staff members are trained on how to properly involve and communicate with parents.

- Accessibility

Parent training on how to help students disabilities at home with Science strategies are offered at Title 1 meetings throughout the year. Review Compact at all new registrations.

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

1. Data shows deficiency in grade level skills requiring remediation of basic skills. Diagnostic data showed only 7 out of 18 (39%) of our accountable students are proficient in reading. 2. Student attendance data demonstrates area of concern 3. SEL Strategies to assist with proper approach to testing

2. List the root causes for the needs assessment statements you prioritized.

1. Standards-based instruction provided bell-to-bell. More engagement strategies while students are in class. 2. Remediation plan carried out with fidelity 3. Students come to TPA with a lack of fundamental skills

3. Share possible solutions that address the root causes.

Turning Points Academy teachers have been trained on how to identify the scores that need improvement, the levels, and subcategories. Teachers have used data from USAs, FSQs, and diagnostics to target students, while re-teaching failed standards in small group settings. Pullout and push-in tutoring will also play a major role in limiting/decreasing the root causes for not meeting our goals. Additionally: 1. Professional development opportunities: Gradual Release, Effective Monitoring, Standards-Based Instruction & Available Resources 2. Increase student attendance 3. Test-prep resources to address deficient standards 4. More opportunities for remediation through small group instruction

4. How will school strengthen the PFEP to support Social Studies?

• Communication

Parents will be contacted regularly in an effort to keep them abreast of grades and vital testing information via ParentLink and staff phone calls. Staff will document all communication in SIS.

• Parent Training

Parent training on how to help students at home with ELA strategies that will assist their child in Social Studies are offered at Title 1 meetings throughout the year. Review Compact at all new registrations.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- **School**

Parent training on how to help students with disabilities at home with ELA strategies are offered at Title 1 meetings throughout the year. Review Compact at all new registrations.

- **Students**

Student input is vital. In lieu of the typical academic T.O.T.D., Social Studies Teachers have begun creating a temper check survey that gauge what students would like to see happen at school. Questions include but not limited to: sense of belonging and needs in order to be successful in ELA/Reading.

- **Parents**

As a homework assignment students utilize the survey T.O.T.D. to quiz their parents/guardians.

- **Staff Training**

During PDD days and PLCs staff members are trained on how to properly involve and communicate with parents.

- **Accessibility**

Parent training on how to help students with disabilities at home with ELA/Social Studies strategies are offered at Title 1 meetings throughout the year. Review Compact at all new registrations.

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

N/A

2. List the root causes for the needs assessment statements you prioritized.

N/A

3. Share possible solutions that address the root causes.

N/A

4. How will school strengthen the PFEP to support Acceleration Success?

• Communication

N/A

• Parent Training

N/A

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

• School

N/A

• Students

N/A

• Parents

N/A

- Staff Training

N/A

- Accessibility

N/A

Graduation Rate

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

1. Data shows deficiency in grade level skills requiring remediation of basic skills. Diagnostic data showed only 7 out of 18 (39%) of our accountable students are proficient in reading and only 3 out of 18 (17%) of our accountable students are proficient in Math. 2. Student attendance data demonstrates area of concern 3. SEL Strategies to assist with proper approach to testing

2. List the root causes for the needs assessment statements you prioritized.

1. Standards-based instruction provided bell-to-bell. More engagement strategies while students are in class. 2. Remediation plan carried out with fidelity 3. Students come to TPA with a lack of fundamental skills to meet graduation criteria on state assessments

3. Share possible solutions that address the root causes.

Turning Points Academy teachers have been trained on how to identify the scores that need improvement, the levels, and subcategories. Teachers have used data from USAs, FSQs, and diagnostics to target students, while re-teaching failed standards in small group settings. Pullout and push-in tutoring will also play a major role in limiting/decreasing the root causes for not meeting our goals. Additionally: 1. Professional development opportunities: Gradual Release, Effective Monitoring, Standards-Based Instruction & Available Resources 2. Increase student attendance 3. Test-prep resources to address deficient standards 4. More opportunities for remediation through small group instruction 5. Providing additional SAT/ACT Testing dates

4. How will school strengthen the PFEP to support Graduation Rate?

- **Communication**

Parents will be contacted regularly in an effort to keep them abreast of grades, attendance, credits, and vital testing information via ParentLink and staff phone calls. Staff will document all communication in SIS.

- **Parent Training**

N/A

5. How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

- **School**

In an effort to promote parent involvement, teachers and administrators will meet regularly to review ways other than phone calls and emails that keep parents in the loop with what's going on at TPA.

- **Students**

Students will constantly meet with Guidance Counselor to stay abreast of graduation status.

- **Parents**

Parents will be contacted several times throughout the year on their child's graduation status.

- **Staff Training**

During PDD days and PLCs staff members are trained on how to properly involve and communicate with parents.

- Accessibility

N/A

Action Step: Classroom Instruction

Provide extend learning opportunities during the day through a tutor to support students on an individual basis and/or small group remediation in a push-in / pull-out setting, and through an after school tutorial program.

Budget Total: \$28,523.97

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Extended Summer Tutorial Reading/Math Grades 6-12 - June 3rd- June 12th	2	\$37.00	4	5	2	Certified	Original	\$2,960.00
	Lead Teacher to plan and oversee tutorial program	1	\$37.00	1	5	1	Certified	Original	\$185.00
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	File Folders	13	\$6.00	General Supplies		Original	\$78.00		
	Copy Paper	36	\$40.00	General Supplies		Original	\$1,440.00		
	Palm Tran Passes	300	\$3.50	General Supplies		Original	\$1,050.00		
	Dry Erase Markers	13	\$19.00	General Supplies		Original	\$247.00		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Headphones	50	\$11.00	Technology	Original	\$550.00
	Binders	200	\$2.00	General Supplies	Original	\$400.00
	Composition Notebooks	101	\$1.25	General Supplies	Original	\$126.25
	Pens	13	\$5.00	General Supplies	Original	\$65.00
	Clasp Envelopes (student data)	1	\$24.50	General Supplies	Original	\$24.50
	Pencil Packs	10	\$28.00	General Supplies	Original	\$280.00
	Ink Cartridges	18	\$100.00	Technology	Original	\$1,800.00
	Shipping	1	\$0.22	General Supplies	Original	\$0.22
Extra Periods	Intermittent Extra Periods: (4 teachers x 3 periods per week x 1 period per day x 31 weeks) September 2023-May 2024					

Action Step: Parent Engagement

Increase communication with parents and provide training and resources around mental health and academics.

Budget Total: \$1,841.75

Acct Description	Description					
Postage	Item	Quantity	Rate	Type	Total	
	Postage for 10 mailings to 100 families for parent newsletters, invitations to parent trainings and SAC meetings	10	\$63.00	Original	\$630.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Pens (12 per box) black and blue	5	\$5.00	General Supplies	Original	\$25.00
	File folders	10	\$6.00	General Supplies	Original	\$60.00
	Mailing Envelopes	3	\$40.00	General Supplies	Original	\$120.00
	Highlighters	5	\$11.75	General Supplies	Original	\$58.75
	Copy Paper Colored (ream)	12	\$16.00	General Supplies	Original	\$192.00
	Ink	2	\$100.00	Technology	Original	\$200.00
	Pencils Packs (72 per box)	2	\$28.00	General Supplies	Original	\$56.00
Printing	Item	Quantity	Rate	Type	Total	
	Printing for parent newsletters	4	\$125.00	Original	\$500.00	

Action Step: Professional Development

Provide professional development opportunities to build teacher capacity to implement rigorous 6-12 standards-based instruction, disaggregate data, and plan for instructional needs.

Budget Total: \$12,757.78

Acct Description	Description									
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="451 297 1470 391">Item</th> <th data-bbox="1470 297 1617 391">Quantity</th> <th data-bbox="1617 297 1774 391">Rate</th> <th data-bbox="1774 297 1906 391">Type</th> <th data-bbox="1906 297 2026 391">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
	<p>The National Alternative Education Association (NAEA) provides a nationally unified voice of advocacy for students in alternative/non-traditional schools and programs to promote understanding and support from state departments and agencies, school districts, charters, and policy makers. Provides international, national, state, and regional opportunities for alternative education professionals and their partners to network, collaborate, and participate in professional learning specific to research and best practices in alternative/non-traditional education. / October 16-18, 2023 /Tampa, FL (Registration - \$495, Transportation - \$401.18, Lodging - \$717.50, Per Diem - \$108)</p>	1	\$1,800.96	Original	\$1,800.96					
<p>Making Schools Work Conference offers hundreds of sessions on topics from CTE, math and literacy to addressing the effects of poverty and trauma and ensuring equitable access to quality instruction. Take home actionable strategies to advance your K-12 school improvement efforts and raise student achievement. - July 18-21, 2023 - Orlando, FL (Registration - \$500, Transportation - \$463.96, Lodging - \$657, Per Diem - \$180)</p>	1	\$1,721.68	Original	\$1,721.68						
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="451 1122 1470 1216">Item</th> <th data-bbox="1470 1122 1617 1216">Quantity</th> <th data-bbox="1617 1122 1774 1216">Rate</th> <th data-bbox="1774 1122 1906 1216">Type</th> <th data-bbox="1906 1122 2026 1216">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
<p>The Wired Differently/Trauma-Informed Schools Conference explores critical insights and best practices for reaching and teaching students with a variety of emotional and behavioral challenges – especially trauma, adverse childhood experiences (ACEs) and PTSD. Administrators, general ed teachers, special ed teachers, resource teachers, interventionists and paraprofessionals will benefit from tools, recommendations and strategies for working with these high-potential students. November 1- 4, 2023</p>	1	\$3,354.18	Original	\$3,354.18						

Acct Description	Description									
	<table border="1"> <thead> <tr> <th data-bbox="462 162 1470 227">Item</th> <th data-bbox="1470 162 1617 227">Quantity</th> <th data-bbox="1617 162 1774 227">Rate</th> <th data-bbox="1774 162 1900 227">Type</th> <th data-bbox="1900 162 2022 227">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
Item	Quantity	Rate	Type	Total						
	Chicago, IL (Registration - \$545, Transportation - \$1,401.96, Lodging - \$1,263.22, Per Diem - \$144)									
	The Comprehensive Literacy and Reading Recovery Conference is designed to provide professional development and networking opportunities for K-8 classroom teachers, intervention (Reading Recovery, Special Education, EL) teachers, instructional coaches, program specialists, and administrators. January 17-19, 2024, Chicago, IL (Registration - \$650, Transportation - \$1,241.96, Lodging - \$882, Per Diem - \$108)	1	\$2,881.96	Original	\$2,881.96					
Consultants	<table border="1"> <thead> <tr> <th data-bbox="462 633 1470 706">Item</th> <th data-bbox="1470 633 1617 706">Quantity</th> <th data-bbox="1617 633 1774 706">Rate</th> <th data-bbox="1774 633 1900 706">Type</th> <th data-bbox="1900 633 2022 706">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
Item	Quantity	Rate	Type	Total						
	Life's What You Make It, V2 (book) will be used to support our SEL initiative during the FY24 school year. Teachers and Staff will be trained by the author of the book to ensure we maximize its tenets while building positive relationships with students. We will conduct a schoolwide reading of the book via our ELA , Reading classes and Critical Thinking electives during the first semester. (August 2023)	100	\$29.99	Original	\$2,999.00					

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Our Parental Involvement mission at Turning Points Academy for the 2023-2024 school year is to ensure that all parents have equal access to pertinent information regarding the performance of their students and the school. It is our desire that all parents have access to resources and programs designed for parental use to empower them to more effectively assist their children to become successful and proficient at school. We strive to ensure that parents are involved in key decisions regarding how Title I funds are spent and jointly develop and revise plans for increased partnerships between parents, the school, and local businesses for the purpose of increasing student achievement and parent involvement.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Dr. Freddy A. Israel	Assistant Principal
Dr. Kevin L. Gatlin	Principal
Doris Zabel	Confidential
Colleen Sullivan	ESE Contact
Cynthia Andrews	Family Counselor
Jennifer Jones	Guidance Counselor
Judith Vlad	Math Teacher
	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Due to our transient population and short term intentions of our Behavior Program, we do not have enough volunteers that would require an election. In house members of the Schoolwide Plan team are also members of the leadership team as they bring a wide array of expertise. Parents and students are encouraged to volunteer by way of sending out an electronic survey. Community partners/stakeholders are encouraged to participate as well.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

We meet virtually to collaborate to complete the CNA and its contents at our February 2023 SAC meeting which was held on February 21, 2023 at 10 am. Meeting was recorded and posted on our website. Invitations were sent out via ParentLink, email, and regular mail.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

During the CNA process for FY24, it was determined that funds will be used to print quarterly newsletters, buy supplies for parent trainings/events and postage for mailings/invitations.

Name	Title
Dr. Kevin L. Gatlin	Principal
Dr. Freddy A. Israel	Assistant Principal

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

The Annual Meeting will be held at the first SAC meeting of SY24, set for September 12, 2023. Meeting will be held at 10:00 am virtually and/or in person in the Media Center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parentlink, letters sent home, phone calls from BIAs, emails, and school website.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

PFEP and School/Parent Compact, Laptops, projector, PowerPoint, agenda, ink, and audio enhancement.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Sharing The Responsibility: School and Home Working Together

- What specific strategy, skill or program will staff learn to implement with families?

How to navigate SIS to assist parents with understanding academic progress. Identify acceptable methods of communicating with parents and logging the contents of the communication (Comments log and letter logging)

- What is the expected impact of this training on family engagement?

Greater communication between parents and school/staff leading to improved academic and behavioral performance of students. Develop impactful relationships between parents, students, and school staff. Improved parent participation and engagement.

- What will teachers submit as evidence of implementation?

Parent conference notes, emails, and comment logs from SIS

- Month of Training

Early September 2023

- Responsible Person(s)

Dr. Freddy A. Israel

2. Reflection/Evaluation of Training #1

- Name and Brief Description

n/a

- Number of Participants

n/a

- What were teachers able to do as a result of the training?

n/a

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

n/a

- What went well with the training

n/a

- What improvements would be made and what steps will you implement to make the training more effective

n/a

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Trauma and it's impact on Family Dynamics

- What specific strategy, skill or program will staff learn to implement with families?

Understanding the impacts of trauma on students and families and, as school staff, how to better relate, communicate, and empathize with families who have been impacted by trauma. Provide resources to staff about the family dynamics and different behaviors that students may display as a result of being impacted by trauma.

- What is the expected impact of this training on family engagement?

This training will improve the relationships between families and school staff by increasing empathy and communication in times of trauma or when we have been made aware of a specific traumatic situation. The training will open the doors to better relationships and communications between families and school staff.

- What will teachers submit as evidence of implementation?

Teachers will complete any of the following: Conference notes, emails, comments log, and/or completion of a follow-up survey about application of learned strategies

- Month of Training

December 2023

- Responsible Person(s)

Dr. Freddy A. Israel

4. Reflection/Evaluation of Training #2

- Name and Brief Description

n/a

- Number of Participants

n/a

- What were teachers able to do as a result of the training?

n/a

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

n/a

- What went well with the training

n/a

- What improvements would be made and what steps will you implement to make the training more effective

n/a

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

The Impact of Behavior on Academics and How To Support Your Child

- What specific strategy, skill or program will parents learn to implement with their children at home?

Social Emotional Skills from the SEL Department; Strategies to use when students are in crisis; various online programs that can be used for academic and behavioral support (Khan Academy, Caring First, Suite360, Paper, etc.)

- Describe the interactive hands-on component of the training.

Role playing; think-pair-share; four corners; resource videos

- What is the expected impact of this training on student achievement?

Improved parental support for behavior in school and at home leading to improved academic performance.

- Date of Training

Early October 2023

- Responsible Person(s)

Dr. Freddie Israel

- Resources and Materials

Video Resources, Role-play scenarios, think-pair-share questions, four corners topics/chart paper and markers.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

2. Reflection/Evaluation of Training #1

• Name of Training

n/a

• Number of Participants

n/a

• What were parents able to do as a result of the training?

n/a

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

n/a

• What went well with the training?

n/a

• What improvements would be made and what steps will you implement to make the training more effective?

n/a

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Parent Training: SIS and Paper

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents/ Guardians will be introduced to SIS and Paper programs that will provide them with timely access to check academic and behavioral progress; as well as be able to better assist their students with learning specific course skills and tutoring available for both parents and students. Experts are available online to assist students and parents one-on-one in all subject areas and more than four languages.

- **Describe the interactive hands-on component of the training.**

Download the SIS mobile app and help parents log on using their PIN from the school Demonstrate use of the applications available Role play scenarios of when the applications are best used

- **What is the expected impact of this training on student achievement?**

Parents will learn how to check current student information such as their child's grades, missing assignments, attendance, graduation requirements, discipline, etc. Parents will learn ways of better assisting and teaching their students academic concepts and skills.

- **Date of Training**

January 2024

- **Responsible Person(s)**

Dr. Freddy A. Israel

- **Resources and Materials**

SIS Program, Paper Program, Smartboard, cell phones, Paper PIN's, and Role Play scenarios

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

4. Reflection/Evaluation of Training #2

- Name of Training

n/a

- Number of Participants

n/a

- What were parents able to do as a result of the training?

n/a

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

n/a

- What went well with the training?

n/a

- What improvements would be made and what steps will you implement to make the training more effective?

n/a

5. Parent and Family Capacity Building Training #3

- Name of Training

Understanding the 24/7 Tutoring Access for Students (Paper)

- What specific strategy, skill or program will parents learn to implement with their children at home?

- Describe the interactive hands-on component of the training.

- What is the expected impact of this training on student achievement?

Find out how paper can support your students before, during, and after school hours.

- Date of Training

December 2023

- Responsible Person(s)

Dr. Freddy A. Israel

- Resources and Materials

n/a

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

n/a

6. Reflection/Evaluation of Training #3

- Name of Training

n/a

- Number of Participants

n/a

- What were parents able to do as a result of the training?

n/a

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

n/a

- What went well with the training?

n/a

- What improvements would be made and what steps will you implement to make the training more effective?

n/a

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney Vento

- Describe how agency/organization supports families.

McKinney Vento provides clothing and community resources to families who are homeless or sharing housing.

- Based on the description list the documentation you will provide to showcase this partnership.

McKinney Vento list and Student Housing Questionnaires.

- Frequency

On-going

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

DATA

- Describe how agency/organization supports families.

DATA provides counseling in school to students who are struggling with substance abuse. They coordinate services with parents through the Behavior Health Professional.

- Based on the description list the documentation you will provide to showcase this partnership.

Registration/Consent forms, Counseling logs, and/or emails between DATA and parents.

- Frequency

Weekly

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Young Men of Distinction

- Describe how agency/organization supports families.

Jacoby White funded a mentoring program for our male students and their families at TPA/Palm Beach County. This is a year-long mentoring program in which students met once a month with mentors. The organization meets with parents throughout the program to keep them abreast of their child's progress.

- Based on the description list the documentation you will provide to showcase this partnership.

Student's application Letter sent home to parents Monthly student meetings Thank you letters

- Frequency

Monthly

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

We provide information to parents and families about Title I through SAC Meetings, Title I Annual Parent Nights, Parent Conferences, Parent Trainings, and/or Newsletters.

- **List evidence that you will upload based on your description.**

Agendas, conference notes, newsletters

- **Description**

We provide information to parents and families about curriculum and proficiency levels through SAC Meetings, Parent nights, open house/curriculum nights, parent conferences before and after school, and the TPA website.

- **List evidence that you will upload based on your description.**

Images, conference notes, newsletters, and/or sign-in sheets

- **Description**

We provide information to parents and families about academic assessments through Progress Reports, Data Chats at parent nights, open house, Parent Conferences, Report Cards, and/or SIS.

- **List evidence that you will upload based on your description.**

Report cards, academic reports, data chat forms, and/or conference notes

- **Description**

We provide information to parents and families about decision-making opportunities through ESE Parent Participation Forms, Parent Conferences, Newsletters, and SAC Meetings.

- List evidence that you will upload based on your description.

SAC minutes, SIS comments log, letters, and emails.

- Description

Meetings will be scheduled at a variety of times, virtually and/in person. Parent Conferences are available at dates and times when are convenient for parents. IEP meetings accommodate parent schedules to encourage in person participation.

- List evidence that you will upload based on your description.

Agendas, invitations, sign-in sheets, screenshots, appropriate PPF's for IEP meetings.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- **Description**

Turning Points Academy will provide full opportunities for participation in parental involvement activities by ensuring when possible that all correspondence from the school regarding Title 1 Programs is translated into the native language of each household, and translators will be provided as needed for parents when they are on campus or call. Language line will also be utilized when needed.

- **List evidence that you will upload based on your description.**

Sign-in sheets from meeting and invites in different languages, correspondences in native languages

- **Description**

Turning Points Academy will ensure parents with disabilities feel welcome at our school. The school is ADA compliant and will work with parents with other disabilities to ensure that they feel welcome to participate in their child's education. Wheelchair accessible entrances and seating will be offered as requested. School will also provide hearing impairment audio equipment and any other support upon request. If necessary, school will contact the district office for support. We have handicapped parking for those that need it.

- **List evidence that you will upload based on your description.**

Photos of handicapped parking and other ADA adaptations on campus.

- **Description**

Turning Points Academy will provide full opportunities for participation in parental involvement activities by ensuring, when possible, that all correspondence from the school regarding Title I Programs are translated in their native language of each household. We also provide bus passes for parents that need assistance. Flexible times for meetings are available. We will coordinate with the district's Migrant Dept. Translators are also available for meetings.

- **List evidence that you will upload based on your description.**

Invitations in different languages and Referrals to migrant dept.

- **Description**

Turning Points Academy will ensure homeless families feel welcome to participate in their child's education. TPA has a member from safe schools that works with all of our homeless students/families. TPA will seek to provide resources available to help homeless families with their child's education and any other support as needed. The TPA family will also supply bus passes for those with limited transportation to ensure they participate in their child's education. Our school personnel will assist families in setting them up with the McKinney-Vento program if needed.

- **List evidence that you will upload based on your description.**

Bus Pass distribution list and Student Housing Questionnaires.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- **Name of Activity**

n/a

- **Brief Description**

n/a

2. Activity #2

- **Name of Activity**

n/a

• Brief Description

n/a

3. Activity #3

• Name of Activity

n/a

• Brief Description

n/a

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

To build students' skills outside of academics, we have established partnerships with several counseling service organizations. They provide individual and group counseling addressing social, behavioral, and mental needs. We also have several volunteer mentors that meet with students on a weekly basis. Each staff member has been assigned at least three students to mentor. Mentors meet with their students bi-weekly. The following services are provided to all students at Turning Points Academy: Urban League of PB County, D.A.T.A., and Young Men of Distinction. Sheriff Youth Empowerment, Community Partners, Multi-lingual Pathology, and Children's Home Society.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

All students who enter Turning Points Academy are automatically placed on the School Base Team (SBT) for review. Meetings are held weekly. All staff members are involved in the SBT process (teachers, BIAs, mentors, school psychologists, administrators, and counselors). The process involves identifying strategies at core, supplemental, and intensive levels of support to assist each student in reaching their social, behavioral, and academic goals. Core interventions are provided to all students on campus. Upon enrollment at TPA, all students are provided with Supplemental levels of support, including daily point sheets, mentoring, transitional coaching, rewards for reaching their individual academic and behavioral goals, and incentives for exceeding expectations. TPA students are also assigned courses and modules in EdgenuityBL to address the reason for placement in Alternative Education. This emphasis on Skills for Learning and Life assists students in building resiliency and strategies to bring back to their comprehensive campus so that there are limited repeat enrollees on our campus. Certain students may be recommended for Intensive academic and/or behavioral support, including the development of a Functional Behavior Assessment and Behavior Intervention Plan. The end result is to help our students transition from alternative education back to a comprehensive school setting with support and to experience academic and behavioral success.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Through professional development, we are able to build teacher capacity, ensuring that our teachers are updated on all new district initiatives in order to improve student achievement. We are currently on six 52-minute class rotations, so teachers are able to instruct students daily. This allows student learning to be reinforced. We have a push-in/pull-out tutor that supports instruction during the school day. We also provide students with tutorial opportunities after school. For students who fall behind or want to get ahead academically, we provide Edgenuity, which is a credit recovery program adopted by the district. We also provide enrichment programs such as IXL and Reading Plus, which allow students to work at their own pace and on their own level. Finally, we have created opportunities for students to participate in clubs such as the Student Council, Girls to Women, and Basketball After Tutoring Program. We have scheduled several "Career Days" so that our neighboring business partners are able to come out and share their profession and their stories with our students. We also have our mentoring programs.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

At Turning Points Academy, we provide a rigorous academic and behaviorally motivated curriculum that will allow our students to be successful throughout their time at Turning Points Academy and when they return to a comprehensive campus. We provide opportunities for students to explore career options through online and in-person interactions and assessments, including, but not limited to, the ASVABs and Florida Shines. Students are provided with multiple opportunities to take the SATs, ACT's, ASVAB's, and other assessments to help them determine the best course for their future. We also offer other programs that will allow students to become successful. We have opportunities to refer and assist students in a variety of programs to benefit them, including JobCorp, the military, and the Florida Youth Challenge Academy, to name a few. Some of these programs provide students with the opportunity to graduate in six months with a direct pathway to the military. Finally, we provide students the opportunity to be a part of the Nulites. This program allows students the opportunity to earn their community service hours, take college tours, earn scholarships, etc.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher

- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Not Applicable

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Our Parental Involvement mission at Turning Points Academy for the 2023-2024 school year is to ensure that all parents have equal access to pertinent information regarding the performance of their students and the school. It is our desire that all parents have access to resources and programs designed for parental use to empower them to more effectively assist their children to become successful and proficient at school. We strive to ensure that parents are involved in key decisions regarding how Title I funds are spent and jointly develop and revise plans for increased partnerships between parents, the school, and local businesses for the purpose of increasing student achievement and parent involvement.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Recruitment: The leadership team will attend all job fairs in the area to look for new teachers who are willing to teach in an alternative setting. The team will work with the human resources office to ensure applicants are highly qualified for each position. We will recruit from our substitute base and academic tutors in an effort to build a qualified pool of applicants. Finally, we will visit the local colleges and universities to recruit highly qualified applicants. Retention: The leadership team will offer multiple opportunities for new teachers to work with mentors and peer teachers in a collaborative way to minimize the pitfalls of first-year teachers. The process will start with bringing new teachers in prior to preschool to help orientate them to the culture, climate, and protocols of working in the alternative setting. Through collaborative planning, new teachers will work side by side with veteran teachers to guide them in lesson planning and address student conduct issues. Through professional development, new teachers will have access to the latest trends and instructional practices to help them adjust to the rigors of the alternative classroom setting. The administration has an open-door policy, which is augmented by training in building positive relationships throughout the structures of the school. Finally, access to part-time pay will give new teachers the opportunity to increase their income, making Turning Point Academy a more viable option than the comprehensive school.