
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.

Across all grade levels, students underperform in poetry & prose and reading informational texts. Data reveals a need for reteaching Informational Text & Prose & Poetry. When comparing PM1 to PM2, the overall average scores stayed about the same or increased. Reading Across Genres and Vocabulary increased overall. 79% of students performed at a Level 1 on PM2 and 80% of students performed at a level 1 on PM1. 10% of students performed at a level 2 on PM2 and 11% scored at a level 2 on PM1.

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

Being a Behavior Intervention Site, many students have spent a great deal of time out of the classroom for behavioral issues and; therefore, leading to a lack of exposure to grade-level material, a lack of fundamental knowledge of figurative language, and a lack of basic grammatical skills. Students demonstrate fear and resistance to academic rigor as well as low motivation & high frustration levels, limited stamina, and poor overall reading skills upon enrollment. Teachers need support with learning strategies to plan, develop, and present engaging, motivating, and differentiated Reading and Writing lessons. Parents need support with learning strategies to assist their children with reading and writing at home as well as support understanding their value in the educational process.

3. Share possible solutions that address the root causes.

Weekly poetry readings, after-school/during school tutoring options, and incorporating an SLL course to help students discuss coping mechanisms. Additionally, the team recommended utilizing an Interventionist/Full-time Tutor to aid students in building foundational skills, working with students on developing and practicing good time management skills, and setting both long-term and short-term study goals. Students would also benefit from increased Reteaching, Reviewing, and Practice and encouragement to take care of their mental health, take rests, and sleep better. One or two collegial planning days per semester. Experiment with different methods of gathering and soliciting parent participation and input.

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

- Communication

Parents will be contacted regularly via emails and staff phone calls. All communication will be documented in SIS.

- Parent Training

We will offer Parent Training to support parents/families as they work with their students at home.

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

- School

The school will engage parents with community outreach opportunities.

- Students

Students will focus on developing academic stamina through tutoring and interventions.

- Parents

Parents will aid students in developing coping mechanisms and good study habits, including daily reading activities at home.

- Staff Training

We will offer staff Training to assist teachers in understanding how to engage better and support parents/families as they work with their students at home.

- Accessibility

Wil will offer parent/ staff training to help students with disabilities at home.

Math

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

1. List prioritized needs statements.

Data reveals that achievement results remain consistent from level 1 to level 2, which could be related to student attendance. The percentage of students earning Level 1 on assessments remains relatively high, with some decreasing to Level 2. 64% of students scored a level 1 on the BEST Algebra I EOC. 29% scored a level 2 on the BEST Algebra I EOC. For Middle School Math, 87% of students scored a level 1 on PM1 and 83% of students scored a level 1 on PM2. 9% of students scored a level 2 on PM1 and 11% of students scored a level 2 on PM2.

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

Prerequisite skills have not been mastered; therefore, students struggle with grade-level content. Most students are easily frustrated and do not have the skills to think and work through multi-step problems. There are a large number of students who enroll with learning gaps which require small group and differentiated instruction due to high frustration and low motivation skills. Teachers need support with learning strategies to plan, develop, and present engaging, motivating, real-world, and differentiated math lessons. Parents need support with learning strategies to assist their children with practicing basic math problems at home as well as support understanding their value in the educational process.

3. Share possible solutions that address the root causes.

After-school/during school tutoring options, and incorporating an SLL course to help students discuss coping mechanisms when tackling difficult, multi-step math problems. Utilizing an Interventionist/Full-time Tutor to aid students in building foundational skills, working with students on developing and practicing good time management skills, and setting both long-term and short-term study goals. One or two collegial planning days per semester. Experiment with different methods of gathering and soliciting parent participation and input.

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

- **Communication**

We will contact Parents regularly via emails and staff phone calls. All communication will be documented in SIS.

- **Parent Training**

We will offer Parent Training to support parents/families as they work with their students at home.

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

- School

School will continue to create an environment where students have a sense of belonging while engaging in rigorous academic experiences.

- Students

Students will be well-rounded, independent, and prepared to exit Turning Points Academy successfully.

- Parents

Parents will continue giving input and approval through our School Advisory Council. Parents will be encouraged to participate in professional development throughout the year that focuses on developing academic success across grade levels.

- Staff Training

We will offer staff Training to assist teachers in understanding how to engage better and support parents/families as they work with their students at home.

- Accessibility

Wil will offer parent/ staff training to help students with disabilities at home.

Science

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

1. List prioritized needs statements.

In High School, most students' scores have increased as they spend more time at TPA. The number of Level 1's has decreased with every assessment. In Middle School - 67% didn't reach level 2 or higher in Physical Science 92% didn't reach level 2 or higher in Earth/Space Science 92% didn't reach level 2 or higher in Natural Science 100% didn't reach level 2 or higher in Life Science

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

Students enroll with challenges in decoding and comprehension skills which impacts their ability to pass grade level assessments. Teachers need support with planning and using time effectively to develop and present engaging, motivating, and differentiated, multi-grade Science lessons. Parents need support with learning strategies to assist their children with reading at home on a regular basis as well as support understanding their value in the educational process.

3. Share possible solutions that address the root causes.

After-school/during school tutoring options and incorporating an SLL course to help students discuss coping mechanisms when faced with frustration related to learning gaps upon enrollment. Utilizing an Interventionist/Full-time Tutor to aid students in building foundational skills, working with students on developing and practicing good time management skills, and setting both long-term and short-term study goals. One or two collegial planning days per semester. Experiment with different methods of gathering and soliciting parent participation and input. Use of notebooks or agendas for students to plan and stay prepared for assessments.

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

- Communication

Parents will be contacted regularly via emails and staff phone calls. All communication will be documented in SIS.

- Parent Training

We will offer Parent Training to support parents/families as they work with their students at home.

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

- **School**

School will offer parent trainings and tips to give parents/guardians the tools and strategies they need to assist their child's academic needs better.

- **Students**

Students will concentrate on vocabulary-building skills and reading strategies by using recommended websites and logging the time spent on those sites.

- **Parents**

Parents will ensure their child spends at least 50 minutes each week practicing the recommended science vocabulary terms and reading at home.

- **Staff Training**

We will offer staff Training to assist teachers in understanding how to engage better and support parents/families as they work with their students at home.

- **Accessibility**

Wil will offer parent/ staff training to help students with disabilities at home.

Social Studies

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

1. List prioritized needs statements.

Data reveals that most students score at level 1 on their Social Studies assessments. Students would benefit from working on assignments in groups so each student can learn from each other. Students should be rewarded more often for good behavior, attendance, and classwork completion. There is a great need for student engagement, parental involvement, and more resources for ELL students. For FY23, 70% of students scored a level 1 on the US History EOC, 20% scored a level 2 on the US History EOC. 70% of students scored a level 1 on the Civics EOC and no students scored a level 2 on the Civics EOC. Classroom observations support these findings for FY24.

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

Students enroll with challenges in decoding and comprehension skills which impacts their ability to pass grade level assessments. Teachers need support with planning and using time effectively to develop and present engaging, motivating, and differentiated, multi-grade Social Studies lessons. Parents need support with learning strategies to assist their children with reading at home on a regular basis as well as support understanding their value in the educational process.

3. Share possible solutions that address the root causes.

After-school/during school tutoring options and incorporating an SLL course to help students discuss coping mechanisms when faced with frustration related to learning gaps upon enrollment. Utilizing an Interventionist/Full-time Tutor to aid students in building foundational skills, working with students on developing and practicing good time management skills, and setting both long-term and short-term study goals. One or two collegial planning days per semester. Experiment with different methods of gathering and soliciting parent participation and input. Use of notebooks or agendas for students to plan and stay prepared for assessments. Hold Data Chats with students and parents to discuss how students can best make learning gains on their assessments.

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

• Communication

Parents will be contacted regularly via emails and staff phone calls. All communication will be documented in SIS.

• Parent Training

We will offer Parent Training to support parents/families as they work with their students at home.

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

- **School**

The school will provide relevant resources to students & parents, arrange teacher/parent meet-n-greets regularly, foster better relationships with students and parents, and provide snacks for good behavior.

- **Students**

Students will be engaged, show interest, attend school regularly, and be notified/rewarded more for good behavior.

- **Parents**

Parents will be involved with the school by responding positively to teachers' outreach (phone calls or any communication) and participating with the teachers in meetings.

- **Staff Training**

We will offer staff Training to assist teachers in understanding how to engage better and support parents/families as they work with their students at home.

- **Accessibility**

Wil will offer parent/ staff training to help students with disabilities at home.

Acceleration Success

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

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

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

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

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

How will school strengthen the PFEP to support Acceleration Success?

- How will school strengthen the PFEP to support Acceleration Success?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

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

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

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Graduation Rate

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

1. List prioritized needs statements.

TPA increased the graduation rate from 15.4% (FY22) to 43.8% (FY23).

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

Students enroll lacking required grade level credits for graduation and missing or not meeting proficiency on assessments required for graduation. Students enroll with "Incompletes" in courses required for graduation based on performance at the comprehensive campus and enroll with below a 2.0 GPA.

3. Share possible solutions that address the root causes.

Students need credit recovery for previously failed classes or classes that are negatively impacting their GPA. Students are provided opportunities to recoup credits and pass assessments as well as be offered opportunities to earn concordant scores on alternatives to assessments previously taken and failed (ie. SAT, ACT, etc.) Teachers need support with helping students plan ahead towards graduation as early as in middle school and 9th grade. Parents need support with learning strategies to assist their children with attending school regularly, participating in all possible assessments, working from home on Credit Recovery (when possible) and support understanding their value in the educational process.

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

• **Communication**

Parents will be contacted regularly via emails and staff phone calls. All communication will be documented in SIS.

• **Parent Training**

We will offer Parent Training to support parents/families as they work with their students at home.

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

• **School**

The school will continue to create an environment where students have a sense of belonging while engaging in rigorous academic experiences.

- Students

Students will be well-rounded, independent, and prepared to exit Turning Points Academy successfully.

- Parents

Parents will continue giving input and approval through our School Advisory Council. Parents will be encouraged to participate in professional development throughout the year that focuses on developing fluency across grade levels.

- Staff Training

We will offer staff Training to assist teachers in understanding how to engage and support parents/families as they work with their students at home.

- Accessibility

Will offer parent/ staff training to help students with disabilities at home.

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: \$36,886.50

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teacher will provide Level 1 & Level 2 students with intensive small	1	\$37.00	2	1	30	Certified	Original	\$2,220.00

Acct Description	Description										
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		
	group instruction in ELA & Math afterschool to remediate classroom concepts. Will begin September 2024.										
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total		
	Non-Certified Out-of-System Tutor will provide small group support to at-risk students in ELA grades 6-12. Will begin in September.										
Supplies	Item	Quantity	Rate	Supply Type	Type	Total					
	Chart Paper			19	\$25.87	General Supplies	Original	\$491.53			
	Composition Notebooks			139	\$1.25	General Supplies	Original	\$173.75			
	Pens (12 per box)			9	\$5.00	General Supplies	Original	\$45.00			
	Copy Paper Colored (ream)			14	\$16.00	General Supplies	Original	\$224.00			
	Permanent Markers			19	\$4.68	General Supplies	Original	\$88.92			
	Binders			201	\$2.00	General Supplies	Original	\$402.00			

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Dry Erase Markers	20	\$19.00	General Supplies	Original	\$380.00
	Pencils Packs (72 per box)	14	\$28.00	General Supplies	Original	\$392.00
	Ink/Toner	9	\$100.00	Technology	Original	\$900.00
	Notebook paper	15	\$2.37	General Supplies	Original	\$35.55
	File Folders	15	\$6.00	General Supplies	Original	\$90.00
	Clasp Envelopes (Student data)	1	\$25.45	General Supplies	Original	\$25.45
	Highlighters	14	\$11.75	General Supplies	Original	\$164.50
	Scissors (non pointed)	15	\$2.22	General Supplies	Original	\$33.30
	Ink Cartridges	18	\$100.00	Technology	Original	\$1,800.00
	Allocation differential per survey 3 data adding pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes	1	\$1,154.50	General Supplies	Original	\$1,154.50

Acct Description	Description				
Computer HW; non-cap	Item	Quantity	Rate	Type	Total
	Printer (Lexmark)	1	\$405.00	Original	\$405.00
Tutorial Transportation - Other	Item	Quantity	Rate	Type	Total
	Palm Tran Passes for students	600	\$3.50	Original	\$2,100.00

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: \$10,960.50

Acct Description	Description				
Travel out-of- state	Item	Quantity	Rate	Type	Total
	The National Youth Advocacy & Resiliency Conference provides unique strategies for addressing students classified at-risk. It is an opportunity to collaborate with other professionals in the educational field from around the country. The individual will comeback and provide professional development to teachers that and staff that work with students in grades 6-12. The areas of focus are Social Emotional, Reading, Writing, Science and Mathmatics. Mar. 2025 - Savannah, GA 1(Registration - \$500, Travel - \$400, Lodging - \$717.50, Per Diem - \$108)	1	\$1,725.50	Original	\$1,725.5

Acct Description	Description										
	Item					Quantity	Rate	Type	Total		
	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 7-9, 2024 - Tucson, AZ 1(Registration - \$525, Transportation - \$1,450, Lodging - \$1,000, Per Diem - \$108)					1	\$3,083.00	Original	\$3,083.00		
Supplies	Item	Quantity	Rate	Supply Type		Type	Total				
	Ink	9	\$100.00	Technology		Original	\$900.00				
Teacher Collaboration	Item			Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Math and Literacy teams will review, analyze and identify school-wide strategies for addressing weaknesses of student data in Reading & Math.			6	\$25.00	1	2	4	Certified	Original	\$1,200.00
	Lead teachers will review, analyze & prepare data report of FAST testing results during the month of July in preparation for the FY25 school year.			2	\$25.00	4	3	4	Certified	Original	\$2,400.00

Acct Description	Description				
Computer HW; non-cap	Item	Quantity	Rate	Type	Total
	Printer	1	\$405.00	Original	\$405.00

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$642.00

Acct Description	Description					
Postage	Item	Quantity	Rate	Type	Total	
	Postage for 4 mailings to 100 families for parent newsletters, and invitations to parent trainings.	400	\$0.68	Original	\$272.00	
Printing	Item	Quantity	Rate	Type	Total	
	Printing for parent newsletters - 100 families	2	\$125.00	Original	\$250.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Envelopes	3	\$40.00	General Supplies	Original	\$120.00

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 2024-2025 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
Tynese Watson	Confidential Secretary
Colleen Sullivan	ESE Contact
Jessica Fike	Family Counselor
Jennifer Jones	Guidance Counselor
Vincent Fernandez	Teacher
Franklin Wilhelmina	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 met virtually to collaborate on completing the CNA and its contents at our February 2024 SAC meeting, which was held on February 13, 2024, at 10 a.m. The meeting was recorded and posted on our website. Invitations were sent out via ParentLink, email, and regular mail. Feedback from stakeholders was captured in the Recording Templates.

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 SY 25, set for October 8, 2024. The meeting will be held at 10:00 am virtually and 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

Helping Staff Communicate With Families

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

Teach staff members (BIA/Teachers) the importance of solid communication skills. Model good communication strategies with staff members and families. Observe and provide feedback on staff members' communication with families.

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

Good communication helps to inform, reassure, and engage families. Positive communication and relationships with families help to build trust. A strong partnership between staff and families is built on positive communication.

- What will teachers submit as evidence of implementation?

Parent conference notes, emails, and comment logs from SIS.

- Month of Training

September 2024

- Responsible Person(s)

Dr. Freddy A. Israel

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Use technology (SIS) to check your child's academic and behavioral progress

- 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, emailing, and letter logging)

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

Navigate SIS to: Find grades history Find Test Scores Find Report Card Find Absences Find community Service hours, graduation status, and GPA

- What will teachers submit as evidence of implementation?

Parent conference notes, emails, and comment logs from SIS

- Month of Training

January 2025

- Responsible Person(s)

Dr. Freddy A. Israel

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

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**

How parents can support their child's learning at home.

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

How to Create a Learning-Friendly Home Environment How to Incorporate Real-Life Learning. Parents will learn to stay in touch with teachers, engage in Homework Support, and celebrate achievement.

• **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?**

This training will help provide parental support for home learning and improve academic performance.

• **Date of Training**

October 2024

• **Responsible Person(s)**

Dr. Freddy Israel

- **Resources and Materials**

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

- **Amount (e.g. \$10.00)**

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 and 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 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**

December 2024

- **Responsible Person(s)**

Dr. Freddy A. Israel

- **Resources and Materials**

SIS Program, Paper Program, Smartboard, cell phones, Paper PINs, and Role Play scenarios

- **Amount (e.g. \$10.00)**

n/a

5. Parent and Family Capacity Building Training #3

- **Name of Training**

n/a

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

n/a

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

n/a

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

n/a

- Date of Training

n/a

- Responsible Person(s)

n/a

- Resources and Materials

n/a

- Amount (e.g. \$10.00)

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, emails, flyers, 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 coordinate services with parents through the Behavior Health Professional and provide counseling in school to students who are struggling with substance abuse.

- 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

Living Skills in Schools

- Describe how agency/organization supports families.

The program will provide resources to staff about family dynamics and different behaviors that students may display as a result of being impacted by substance abuse. The program also brings accredited, age-appropriate and pedagogically proven substance abuse prevention programming to students in K-12 classrooms. Through their programs, they are working towards a world in which resilient, informed and empowered students shape and maintain communities free of substance abuse.

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

Letters sent home to parents in three languages List of student participants/Attendance rosters Monthly Agendas End of year survey

- 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, the TPA website, 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, invitations, 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 with links, 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, translated Compact and PFEP summary

- **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, emails, 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, Referrals to migrant dept, brochure of services, log/photo of resources provided.

- 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, emails, flyer of services provided, 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. All students placed at Turning Points Academy must be discussed with the school-based Team. Each student is reviewed, and supports are provided along a continuum of educational needs as follows: Tier 1 Core (Universal): Since this is a behavior placement site, all students receive a point sheet to monitor their behavior through a leveled system. Tier 2 Supplemental Support (Select Students) - Students not responding to the core level receive additional support, including evidenced-based interventions that target specific behavior or academic needs. The decision to move to Tier 2 is made via an SBT meeting, during which the student is discussed, and data is reviewed. The SBT will review the Tier 2 student at a future date to determine if the Tier 2 interventions are working. At review, the SBT could move the student back to Tier 1, keep the student on Tier 2 with the same/revised interventions, or move the student to Tier 3. Tier 3 Intensive Support (Select Students): These students need to respond to the supplemental level. They have the greatest needs and need the greatest support. Students receive more intense evidence-based interventions, which may include a Functional Behavior Assessment, one-on-one support, or a request for an evaluation.

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
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- 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

Teachers, tutors, and instructional coaches have several opportunities to improve instruction delivery and enhance the use of opportunities through professional development workshops catered to what the teachers need, based on a needs/interest form filled out by the teachers at the end of SY 2023-2024. Due to Turning Points Academy being a behavior site, our teachers are requesting Professional Development on "Behavior Management," "School-Wide Positive Behavior Support," and Youth and Child Mental Health. Based on this information provided by our teachers, we will set up professional development around the above requests. Teachers will continue to utilize PLCs weekly for subject-specific collaboration to share best practices, discuss challenges, and analyze student data collectively. In addition to the teacher-requested professional development, teachers are receiving ongoing professional development on the Gradual Release Model and Khan Academy/Khanmigo implementation in the classroom. Teachers, tutors, and instructional coaches will also continue specific ESOL training to accommodate the increase in ESOL and ESE students as the year progresses. At Turning Points Academy, professional development is a collaborative effort. Administration will continue to perform classroom walk-throughs and collaborate with teachers, tutors and instructional coaches to improve the delivery of instruction. This collaborative approach ensures that everyone's voice is heard and that the professional development plan is tailored to the needs of our educators and students.

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.