
Title I Comprehensive Schoolwide Plan
TURNING POINTS ACADEMY (0842)

ELA

1. List prioritized needs statements.

Students across all grade levels are underperforming in reading across various genres, including informational texts, prose, and poetry. Progress monitoring assessment data highlights a troubling trend. In the first progress monitoring period (PM1), 67% of students performed at Level 1, 30% at Level 2, 3% at Level 3, and no students reached Level 4 or Level 5. In the subsequent progress monitoring period (PM2), the number of students at Level 1 increased to 82%, with 13% performing at Level 2, 3% at Level 3, and 1% achieving Level 4.

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

The root causes for the worsening reading performance across all grades suggest that current instructional methods are likely ineffective, failing to meet diverse student needs. Lack of student motivation and engagement in reading activities could be a significant contributing factor. A persistent deficiency in foundational reading skills, such as phonics and phonemic awareness, is evident. The escalating number of students at the lowest performance level implies that existing interventions are not providing adequate support. Finally, socioeconomic disparities may also be playing a role in the observed decline in reading proficiency. Additionally: 1. Consistent, standards-aligned instruction implemented throughout the entire class period—increased use of engagement strategies and resources to maximize student participation. 2. Remediation plans executed with fidelity. 3. Students enter TPA with deficiencies in fundamental skills, hindering their ability to meet state assessment criteria due to the lack of tutorial services received. 4. Lack of resources and technology to support students in ELA 5. Lack of PD for TPA staff in ELA 6. Lack of parental support at home 7. Need for additional staff to support students

3. Share possible solutions that address the root causes.

Addressing underperformance in reading across genres necessitates a comprehensive strategy that strengthens foundational literacy skills, expands vocabulary and background knowledge, develops active comprehension strategies, provides genre-specific instruction, and cultivates a supportive and engaging learning environment. This involves targeted interventions for phonics and fluency, rich reading experiences, explicit vocabulary lessons, instruction in comprehension strategies, collaborative learning, and differentiated instruction, all aimed at fostering a positive and motivating reading experience and ensuring students can effectively navigate diverse texts. Additionally: 1. Professional development opportunities focusing on Gradual Release, Effective Monitoring, Standards-Based Instruction, and Available Resources. 2. Test preparation resources to address areas of standards deficiency. 3. An online subscription for enhancing instruction through a more engaging learning environment. 4. Tutorial support to address students' specific learning deficiencies. 5. Additional staff support to facilitate push-in and pull-out instruction. 6. Resources for students to improve comprehension. 7. Provide parents training on how to assist their children with their work at home.

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 on ELA 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**

School will offer parent training 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 ELA 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**

1. We will offer parent/staff training to help students with disabilities at home. 2. We will offer parents training, assistance, and support for our migrant and homeless populations. 3. We will translate all communications into their native languages to facilitate better understanding.

Math

1. List prioritized needs statements.

Student performance across all grade levels indicates significant underachievement in algebraic reasoning, data analysis, and linear relations. Progress monitoring assessments highlight a troubling pattern. In the first period (PM1), 71% of students scored at Level 1, 21% at Level 2, and 8% at Level 3. No students achieved Level 4 or 5. The trend worsened in the second period (PM2), with 76% of students at Level 1 and 24% at Level 2. Again, no students reached Level 3, 4, or 5.

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

Potential root causes for the observed student underachievement in algebraic reasoning, data analysis, and linear relations, as shown by the progress monitoring assessments, stem from ineffective instructional strategies failing to engage students or address diverse learning needs, a lack of sufficient teacher content knowledge or pedagogical training in these specific mathematical areas, a lack of student engagement or motivation potentially due to perceived relevance or prior negative experiences with mathematics, and gaps in foundational mathematical skills that are prerequisites for the assessed concepts. Additionally: 1. Consistent, standards-aligned instruction implemented throughout the entire class period—increased use of engagement strategies to maximize student participation. 2. Remediation plans executed with fidelity. 3. Students enter TPA with deficiencies in fundamental skills, hindering their ability to meet state assessment criteria. 4. Lack of resources and technology to support students in ELA 5. Lack of PD for TPA staff in ELA 6. Lack of parental support at home 7. Need for additional staff to support students

3. Share possible solutions that address the root causes.

A comprehensive strategy to combat student underachievement in algebraic reasoning, data analysis, and linear relations requires a focus on teacher development, student engagement, and foundational skills. This strategy necessitates rigorous teacher professional development that emphasizes differentiated instruction and technology integration. Additionally: 1. Professional development opportunities focusing on Gradual Release, Effective Monitoring, Standards-Based Instruction, and Available Resources. 2. Test preparation resources to address areas of standards deficiency. 3. An online subscription for enhancing instruction through a more engaging learning environment. 4. Tutorial support to address students' specific learning deficiencies. 5. Additional staff support to facilitate push-in and pull-out instruction. 6. Resources for students to improve comprehension. 7. Support for parents

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 offer parent training 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 Math 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**

1. We will offer parent/staff training to help students with disabilities at home. 2. We will offer parents training, assistance, and support for our migrant and homeless populations. 3. We will translate all communications into their native languages to facilitate better understanding.

Science

1. List prioritized needs statements.

Student performance in Biology indicates significant underachievement in benchmarks FL.SC.912.L.15.1 Mendel's laws of segregation and independent assortment to analyze patterns of inheritance, and benchmarks. FL.Sc.912.L.16.2 Evaluate the impact of biotechnology on the individual, society, and the environment, including medical and ethical issues. Progress monitoring assessments highlight a troubling pattern. In the BIO_USA05_FY25 unit standard assessment (USA) in benchmarks FL.SC.912.L.15.1, 84.62 % of students scored at Level 1, 15% at Level 2, and 7.69% at Level 3. No students achieved Level 4 or 5. The trend worsened in the unit standard assessment (USA) in benchmark FL.SC.912.L.16.2, with 88% of students at Level 1 and 13% at Level 2. Again, no students reached Level 3, 4, or 5.

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

The student underachievement in science benchmarks is likely due to ineffective teaching methods for complex topics and a lack of student engagement with the curriculum. Students may lack foundational knowledge and opportunities to apply learning through critical thinking. Ineffective differentiation and misalignment between curriculum, instruction, and assessment could contribute to the problem. Limited access to resources and deficits in scientific literacy, including understanding ethical implications of biotechnology, also play a role. Finally, insufficient time allocated to these concepts within the curriculum is a likely factor. Additionally: 1. Consistent, standards-aligned instruction implemented throughout the entire class period—increased use of engagement strategies to maximize student participation. 2. Remediation plans executed with fidelity. 3. Students enter TPA with deficiencies in fundamental skills, hindering their ability to meet state assessment criteria. 4. Lack of resources and technology to support students in ELA 5. Lack of PD for TPA staff in ELA 6. Lack of parental support at home 7. Need for additional staff to support students

3. Share possible solutions that address the root causes.

A comprehensive strategy is needed to combat student underachievement in science benchmarks by tackling underlying issues. Teachers require professional development focused on engaging pedagogy, including inquiry and technology-driven learning. Differentiated instruction will address diverse learning needs through targeted support and enrichment. Additionally: 1. Professional development opportunities focusing on Gradual Release, Effective Monitoring, Standards-Based Instruction, and Available Resources. 2. Test preparation resources to address areas of standards deficiency. 3. An online subscription for enhancing instruction through a more engaging learning environment. 4. Tutorial support to address students' specific learning deficiencies. 5. Additional staff support to facilitate push-in and pull-out instruction. 6. Resources for students to improve comprehension. 7. Support for parents

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 training 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

4d. Accessibility 1. We will offer parent/staff training to help students with disabilities at home. 2. We will offer parents training, assistance, and support for our migrant and homeless populations. 3. We will translate all communications into their native languages to facilitate better understanding.

Social Studies

1. List prioritized needs statements.

Student performance in U.S. History indicates significant underachievement in benchmarks FL.SC.912.A.5.6 Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s, and benchmarks FL.Sc.912.A.5.5 Describe efforts by the United States and other world powers to avoid future wars. Progress monitoring assessments highlight a troubling pattern. In the USH_USA04_FY25 unit standard assessment (USA) in benchmark FL.SC.912.A.5.6, 60 % of students scored at Level 1 and 20% at Level 2. No students achieved levels 3, 4, or 5. The trend worsened in the unit standard assessment (USA) in benchmarks FL.SC.912.A.5..5, with 88% of students at Level 1 and 13% at Level 2. Again, no students reached Level 3, 4, or 5.

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

The root causes for underachievement in U.S. History benchmarks likely stem from inadequate instructional strategies and a lack of student engagement with complex historical concepts. Deficient curriculum delivery may fail to address the specific nuances of the 1920s societal changes and international war avoidance efforts. Insufficient resources or teacher training could contribute to the inability to effectively teach these challenging historical periods. A lack of student background knowledge or contextual understanding likely impedes their ability to grasp the significance of these events. Assessment data reveals a consistent failure to achieve higher-level comprehension, suggesting a need for more rigorous teaching and learning approaches. The prevalence of low-level scores indicates systemic issues in the instructional process or a disconnect between teaching methods and student learning styles. Additionally: 1. Consistent, standards-aligned instruction implemented throughout the entire class period—increased use of engagement strategies to maximize student participation. 2. Remediation plans executed with fidelity. 3. Students enter TPA with deficiencies in fundamental skills, hindering their ability to meet state assessment criteria. 4. Lack of resources and technology to support students in ELA 5. Lack of PD for TPA staff in ELA 6. Lack of parental support at home 7. Need for additional staff to support students

3. Share possible solutions that address the root causes.

To improve U.S. History benchmark scores, teachers should implement engaging, student-centered instructional strategies that actively involve learners with complex historical concepts. Curriculum delivery needs to be enhanced with targeted resources and professional development to ensure teachers can effectively address nuanced topics like the 1920s and international relations. Building student background knowledge and providing historical context is crucial for deeper comprehension. More rigorous assessment practices, coupled with data-driven feedback, can guide instructional adjustments and identify areas for improvement. Addressing the disconnect between teaching methodologies and diverse student learning styles is essential for fostering a more inclusive and effective learning environment. Additionally: 1. Professional development opportunities focusing on Gradual Release, Effective Monitoring, Standards-Based Instruction, and Available Resources. 2. Test preparation resources to address areas of standards deficiency. 3. An online subscription for enhancing instruction through a more engaging learning environment. 4. Tutorial support to address students' specific learning deficiencies. 5. Additional staff support to facilitate push-in and pull-out instruction. 6. Resources for students to improve comprehension. 7. Support for parents

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**

1. We will offer parent/staff training to help students with disabilities at home. 2. We will offer parents training, assistance, and support for our migrant and homeless populations. 3. We will translate all communications into their native languages to facilitate better understanding.

Acceleration Success

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?

• 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?

• 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

1. List prioritized needs statements.

Turning Points Assessments increased the graduation rate from 15.4% (FY22) to 43.8% (FY23) and 33%(FY24).

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

Turning Point's graduation rate changes are influenced by Florida's overall education trends, including statewide initiatives and policy shifts. Internal school strategies, like targeted support programs, also directly impact student outcomes. Year-to-year fluctuations are normal and don't guarantee continued high rates. External factors, such as economic conditions, further shape student success. Additionally: 1. Consistent, standards-aligned instruction implemented throughout the entire class period—increased use of engagement strategies to maximize student participation. 2. Remediation plans executed with fidelity. 3. Students enter TPA with deficiencies in fundamental skills, hindering their ability to meet state assessment criteria. 4. Lack of resources and technology to support students in ELA 5. Lack of PD for TPA staff in ELA 6. Lack of parental support at home 7. Need for additional staff to support students

3. Share possible solutions that address the root causes.

To address external economic influences, Turning Point could implement partnerships with local businesses for student internships and job placement, creating direct pathways to employment. To mitigate the impact of statewide policy shifts, the school should develop flexible, adaptable curriculum models that can quickly adjust to changing requirements. To stabilize internal strategies, they should establish consistent, data-driven intervention programs and regular staff professional development. To combat yearly fluctuations, implement long-term tracking of student progress and early intervention programs. To enhance community support, Turning Point could organize regular community events and increase parent engagement initiatives. Additionally: 1. Professional development opportunities focusing on Gradual Release, Effective Monitoring, Standards-Based Instruction, and Available Resources. 2. Test preparation resources to address areas of standards deficiency. 3. An online subscription for enhancing instruction through a more engaging learning environment. 4. Tutorial support to address students' specific learning deficiencies. 5. Additional staff support to facilitate push-in and pull-out instruction. 6. Resources for students to improve comprehension.

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**

Wil 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: \$6,136.00

Acct Description	Description																																	
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Ink/toner - for student use</td> <td>1</td> <td>\$100.00</td> <td>Technology</td> <td>Original</td> <td>\$100.00</td> </tr> <tr> <td>pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes, composition books</td> <td>1</td> <td>\$190.00</td> <td>General Supplies</td> <td>Original</td> <td>\$190.00</td> </tr> <tr> <td>Adjustment - benefits credit and final allocation.</td> <td>1</td> <td>\$1,829.00</td> <td>General Supplies</td> <td>Other</td> <td>\$1,829.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Supply Type	Type	Total	Ink/toner - for student use	1	\$100.00	Technology	Original	\$100.00	pencils, paper, chart pads, folders, markers, cardstock, binders, dividers, pencil pouches, student whiteboards, erasers, post-it notes, composition books	1	\$190.00	General Supplies	Original	\$190.00	Adjustment - benefits credit and final allocation.	1	\$1,829.00	General Supplies	Other	\$1,829.00
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Action Step: Professional Learning

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

Budget Total: **\$43,016.00**

Acct Description	Description
LTF	The Learning Team Facilitator will work with teachers in grades 6-12, in ELA and Math, to create PLCs, content standard review, lesson planning, review common assessment by analyzing data to strengthen instruction, and they will keep administration abreast of identified trends in student performance.

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: **\$642.50**

Acct Description	Description				
Postage	Item	Quantity	Rate	Type	Total
	Postage for 2 mailings to 120 families for parent newsletters, and invitations to parent trainings.	3	\$73.00	Original	\$219.00

Acct Description	Description					
Printing	Item	Quantity	Rate	Type	Total	
	Printing for parent newsletters - 120 families	2	\$125.00	Original	\$250.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Envelopes, paper, pens, pencils, markers, chart paper	1	\$120.00	General Supplies	Original	\$120.00
	Adjustment - benefits credit and final allocation.	1	\$53.50	General Supplies	Other	\$53.50

Mission Statement

1. Mission Statement

Our Parental Involvement mission at Turning Points Academy for the 2025-2026 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

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.

Parents, teachers, students, and support employees will be elected by their respective groups through an election in which all parties have an opportunity to participate. There shall be at least one representative member for each group. Turning Points Academy's SAC voting members consist of the Principal, two students, one teacher, one Educational Support Employee, a Parent (non-district), and a Business Community Partner (non-district). Teachers shall elect teachers. Education support employees shall elect their representatives. Students, when appropriate, shall be elected by their peers once they express an interest in serving on SAC. Parent members shall be elected by parents in general, with all parents having an opportunity to participate in voting for any parent on the ballot.

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 2025 SAC meeting, which was held on February 13, 2025, 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. Stakeholders, including parents, community members, teachers, principals, and other school leaders, were actively involved in the joint development of the Schoolwide Plan (CNA/SWP/PFEP). Their involvement was organized, ongoing, and timely throughout the planning, review, and improvement processes. This ensures the plan reflects the needs and values of the entire school community and incorporates diverse perspectives.

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

Stakeholders, including parents, actively contribute to decisions regarding Title I funding for parent and family engagement through various channels, such as SAC and annual meetings. Their input helps shape how funds are allocated for resources, workshops, and communication strategies. This collaborative process ensures Title I dollars effectively support family engagement efforts, ultimately aiming to enhance student academic achievement. During the CNA process for FY25, 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

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

The Annual Meeting will be held on Wednesday, October 08, 2025. It will be held at 10:00 a.m., both 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 the 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, sign-ins, evaluations, and invitations.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Providing intervention before writing a student referral

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

Conflict Resolution Skills Building Trust and Rapport Developing Family Support Plans Restorative Practices with Families Check-In/Check-Out Systems Involving Families

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

The expectation is to shift the paradigm from a reactive, referral-based system to a proactive, partnership-oriented approach. At Turning Points Academy, by equipping staff with the skills to engage families as key partners in supporting students, the school can cultivate a more connected, collaborative, and ultimately more effective educational environment.

- What will teachers submit as evidence of implementation?

Sign-in Sheets, Training agenda, and Comment Logs from SIS.

- **Month of Training**

October 2025

- **Responsible Person(s)**

Dr. Freddy A. Israel

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Helping staff understand the student referral process

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

Staff will be trained on "understanding the student referral process." The training will equip staff with the skills to partner with families throughout the referral process, ensuring that families are informed, involved, and supported in addressing their student's needs.

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

This training has the potential to be a cornerstone in building strong family engagement at TPA. It will equip staff with the knowledge and skills to navigate the referral process collaboratively and respectfully with families.

- **What will teachers submit as evidence of implementation?**

Sign-in Sheets, training agenda, and completed referral forms.

- **Month of Training**

September 2025

- Responsible Person(s)

Dr. Freddy A. Israel

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Understanding State Standards and Curriculum

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

The training aims to empower parents to move beyond simply helping with homework to becoming informed partners in their child's education, actively supporting the specific learning goals defined by the state standards and curriculum.

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

Parents will be provided with a Chromebook and then guided through Khanmigo's website for an interactive, hands-on component of the training.

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

This training could be a valuable tool for empowering parents to become more effective partners in their children's education. Furthermore, this training can contribute to improved parental involvement and, consequently, positively influence student achievement.

- Date of Training

October 2025

- **Responsible Person(s)**

Dr. Freddy A. Israel

- **Resources and Materials**

Sign-in Sheets, Parent Feedback/Surveys, and training agenda.

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

n/a

3. Parent and Family Capacity Building Training #2

- **Name of Training**

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

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

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)

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

Parents will be provided with a Chromebook and then guided through the following: Downloading the SIS Mobile App: Assistance will be given on how to download the Student Information System (SIS) mobile app and log in using the unique PIN provided by the school. Demonstrating Application Use: A comprehensive demonstration of the available features and functionalities within the SIS mobile app will be provided. Role-Playing Scenarios: Interactive role-playing exercises will be conducted to illustrate practical scenarios where the applications can be best utilized by parents to monitor student progress, communicate with the school, and access important information.

- 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 to assist better and teach their students' academic concepts and skills.

- Date of Training

December 2025

- Responsible Person(s)

Freddy A. Israel

- Resources and Materials

Sign-in Sheets, Parent Feedback/Surveys, and training agenda.

- Amount (e.g. \$10.00)

n/a

5. Parent and Family Capacity Building Training #3

- Name of Training

Creating a Supportive Learning Environment at Home

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

Establishing a Consistent Homework Routine Using Positive Reinforcement and Encouragement Creating a "Learning-Rich" Home The training would equip parents with a toolkit of practical strategies and skills they can integrate into their daily routines to create a home environment that supports their child's learning and academic growth.

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

Role-Playing Scenarios: Interactive role-playing videos will be projected to illustrate practical strategies and skills they can integrate into their daily routines to create a home environment that supports their child's learning and academic growth.

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

We expect that this training will help create a supportive learning environment at home and significantly contribute to positive student achievement.

- Date of Training

January 2026

- Responsible Person(s)

Freddy A. Israel

- Resources and Materials

Sign-in Sheets, Parent Feedback/Surveys, and training agenda.

- Amount (e.g. \$10.00)

n/a

Coordination and Integration

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

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, parent conferences before and after school, and the TPA website.

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

Images, newsletters, and conference notes.

- 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

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

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

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

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

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

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

1. Transition to Elementary School

Not Applicable.

Professional Development

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 2024-2025. 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 the 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

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.