*Turning Point Academy 2011-12*

# CMS SCHOOL IMPROVEMENT PLAN REPORT

**School:** Turning Point Academy

**Principal:** Valoria Burch

**Title I Specialist:** Don Silleman

**Address:** 2300 W. Sugar Creek Road
Charlotte, North Carolina 28262

**Courier Number:** 439

**Phone:** 980-343-5231

**Learning Zone:** Central Secondary

**Zone Superintendent:** Charity Bell

# CMS School Improvement Plan 2010-12
## *Turning Point Academy 2011-12*

**MISSION STATEMENT**

District: ***Maximize academic achievement by every student in every school.***

School: The mission of Turning Point Academy is to prepare our students to succeed in a global society by redirection of student behavior through positive programs that provide rigor, relevance and lead to the development of self-esteem, responsibility, leadership, community and academics.

**BELIEFS**

- Academic growth of all students is the priority of the school
- Students learn best in an environment that promotes student active engagement using a variety of strategies that accommodate diverse learning styles and intellectual levels
- Healthy, safe, orderly and caring environments promote student learning
- Parent, community, and school collaboration are vital to the success of school's mission
- Students will develop a respect and responsibility for community through active participation in service oriented opportunities
- Opportunities and exposure to experiences beyond the school will influence students towards setting positive goals for future
- On-going and meaningful staff development is crucial to teacher growth and ability to provide quality instruction

**VISION**

District: ***CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.***

School: The staff, community and parents at Turning Point Academy will provide an educational environment with therapeutic, behavior and academic intervention and prevention programs that will redirect students to lead a productive life.

**SMART GOALS**

*Based upon analysis of data and Self Evaluation, our focus will be upon the following outcomes:*

- Achieve High Growth in Reading Grades 6,7, 8, and English I as measured by EOC/EOG scores
- *Decrease the number of out of school suspensions by 5% as measured by school disciplinary report*
- *Increase parent and community involvement by 10%* as measured by number of community partners, parent volunteers, parent participation hours, and parent/community activities

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**ASSESSMENT DATA SNAPSHOT**

***(Import desired data report in MS Word from Principal Portal: http://mfp.cms.k12.nc.us and paste here)***

| | | Turning Point Academy - 600439 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2008-2009 School Year | | | | 2009-2010 School Year | | | | 2010-2011 School Year | | | |
| Subject | Demographic Subgroup | % Prof. | % Met Exp. Growth | Avg. Growth | High Growth Ratio | % Prof. | % Met Exp. Growth | Avg. Growth | High Growth Ratio | % Prof. | % Met Exp. Growth | Avg. Growth | High Growth Ratio |
| Algebra I | Total | 19.5 | 17.2 | -0.357 | 0.2 | 26.3 | 29.4 | -0.416 | 0.4 | 12.4 | 18.4 | -0.630 | 0.2 |
| Algebra II | Total | 9.1 | | -1.774 | | 22.2 | | -0.123 | | 4.5 | | | |
| Biology | Total | 24.4 | 5.3 | -0.826 | 0.1 | 31.6 | 33.3 | -0.741 | 0.5 | 28.2 | 23.1 | -0.644 | 0.3 |
| Civics/Economics | Total | 21.1 | 14.3 | -0.570 | 0.2 | 30.0 | 50.0 | -0.106 | 1.0 | 39.7 | 20.8 | -0.605 | 0.3 |
| English I | Total | 31.8 | 45.5 | -0.053 | 0.8 | 35.6 | 32.0 | -0.384 | 0.5 | 22.0 | 25.7 | -0.335 | 0.3 |
| Geometry | Total | 12.5 | 37.5 | -0.310 | 0.6 | 33.3 | 14.3 | -0.721 | 0.2 | | | | |
| Physical Science | Total | 5.0 | | -0.917 | | 16.3 | 18.8 | -0.542 | 0.2 | 18.9 | | | |
| US History | Total | 20.0 | 50.0 | -0.258 | 1.0 | 37.5 | | -0.843 | | 31.8 | 10.0 | -0.683 | 0.1 |
| Grade 03 Reading | Grade Total | | | | | | | | | 100.0 | | | |
| Grade 03 Math | Grade Total | | | | | | | | | 100.0 | | | |
| Grade 03 Total | Grade Total | | | | | | | | | 100.0 | | | |
| Grade 05 Math | Grade Total | 100.0 | | | | 50.0 | | | | | | | |
| Grade 05 Science | Grade Total | | | | | 100.0 | | | | | | | |
| Grade 05 Total | Grade Total | 33.3 | | | | 40.0 | | | | | | | |
| Grade 06 Reading | Grade Total | 10.0 | | | | 50.0 | | -0.111 | | 23.1 | | | |
| Grade 06 Math | Grade Total | 10.0 | | | | 18.8 | | -0.363 | | 23.1 | | | |
| Grade 06 Total | Grade Total | 10.0 | | | | 34.4 | | -0.237 | | 23.1 | | | |
| Grade 07 Reading | Grade Total | 14.9 | | -0.347 | | 13.5 | 33.3 | -0.252 | 0.5 | 35.3 | 100.0 | 0.217 | |
| Grade 07 Math | Grade Total | 14.9 | | -0.422 | | 17.0 | | -0.299 | | 29.4 | 75.0 | -0.091 | 3.0 |
| Grade 07 Total | Grade Total | 14.9 | | -0.385 | | 15.2 | 16.7 | -0.275 | 0.2 | 32.4 | 87.5 | 0.063 | 7.0 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade 08 Reading | Grade Total | 25.6 | 37.5 | -0.113 | 0.6 | 25.4 | | -0.632 | | 35.7 | 40.0 | -0.020 | 0.7 |
| Grade 08 Math | Grade Total | 36.9 | 62.5 | 0.156 | 1.7 | 35.2 | 33.3 | -0.239 | 0.5 | 36.4 | 60.0 | -0.004 | 1.5 |
| Grade 08 Science | Grade Total | 19.8 | | | | 22.1 | | | | 24.5 | | | |
| Grade 08 Total | Grade Total | 27.5 | 50.0 | 0.021 | 1.0 | 27.6 | 16.7 | -0.435 | 0.2 | 32.5 | 50.0 | -0.012 | 1.0 |
| Reading Total | Total | 19.5 | 33.3 | -0.139 | 0.5 | 23.4 | 14.3 | -0.394 | 0.2 | 34.6 | 66.7 | 0.085 | 2.0 |
| Math Total | Total | 25.9 | 55.6 | 0.092 | 1.3 | 26.8 | 14.3 | -0.282 | 0.2 | 33.0 | 66.7 | -0.043 | 2.0 |
| Science Total | Total | 19.5 | | | | 23.2 | | | | 24.5 | | | |
| Writing | Total | 40.0 | | | | 44.1 | | | | 59.5 | | | |
| EOG Total | Total | 22.1 | 44.4 | -0.024 | 0.8 | 24.7 | 14.3 | -0.338 | 0.2 | 32.0 | 66.7 | 0.021 | 2.0 |
| EOC Total | Total | 21.9 | 23.5 | -0.442 | 0.3 | 29.7 | 26.7 | -0.485 | 0.4 | 22.7 | 19.9 | -0.561 | 0.2 |
| School Composite | Total | 22.8 | 27.7 | -0.328 | 0.4 | 28.6 | 28.3 | -0.425 | 0.4 | 27.9 | 25.2 | -0.495 | 0.3 |

| | Turning Point Academy - 600439 | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | School Composite | | | | | | | | | | | | | | | | | | | |
| | 2008-2009 School Year | | | | | 2009-2010 School Year | | | | | 2010-2011 School Year | | | | | 2011-2012 School Year (Target) | | | | |
| Subgroup | Perf. Composite | Avg. Growth | AYP Reading | AYP Math | Grad. Rate | Perf. Composite | Avg. Growth | AYP Reading | AYP Math | Grad. Rate | Perf. Composite | Avg. Growth | AYP Reading | AYP Math | Grad. Rate | Perf. Composite | Avg. Growth | AYP Reading | AYP Math | Grad. Rate |
| African-American | 20.2 | -0.36 | Insuf Data | Insuf Data | 0.0 | 26.2 | -0.44 | Insuf Data | Insuf Data | 0.0 | 25.3 | -0.52 | Insuf Data | Insuf Data | 0.0 | | | | | |
| Asian | 0.0 | 0.116 | Insuf Data | Insuf Data | 0.0 | 46.7 | -0.45 | Insuf Data | Insuf Data | ~ | 42.9 | ~ | Insuf Data | Insuf Data | ~ | | | | | |
| Hispanic | 21.2 | -0.09 | Insuf Data | Insuf Data | 0.0 | 25.3 | -0.19 | Insuf Data | Insuf Data | 0.0 | 27.0 | -0.32 | No Data | Insuf Data | 0.0 | | | | | |
| Multi-Racial | 31.6 | ~ | No Data | No Data | 0.0 | 61.5 | -0.07 | Insuf Data | Insuf Data | 0.0 | 37.5 | 0.096 | No Data | No Data | ~ | | | | | |
| Native American | 100.0 | ~ | No Data | No Data | ~ | 0.0 | ~ | No Data | No Data | ~ | 0.0 | ~ | No Data | No Data | ~ | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| White | 56.3 | -0.15 | Insuf Data | Insuf Data | 0.0 | 47.1 | -1.87 | No Data | No Data | 0.0 | 57.7 | -0.32 | No Data | No Data | 0.0 | | | | | |
| LEP | 13.5 | 0.243 | Insuf Data | Insuf Data | 0.0 | 19.0 | -0.24 | Insuf Data | Insuf Data | 0.0 | 16.7 | -0.20 | No Data | Insuf Data | 0.0 | | | | | |
| SWD | 13.0 | -0.59 | Insuf Data | Insuf Data | 0.0 | 20.6 | -0.45 | Insuf Data | Insuf Data | 0.0 | 22.4 | -0.39 | Insuf Data | Insuf Data | 0.0 | | | | | |
| ED | 21.2 | -0.29 | Insuf Data | Insuf Data | 0.0 | 26.2 | -0.39 | Insuf Data | Insuf Data | 0.0 | 25.7 | -0.54 | Insuf Data | Insuf Data | 0.0 | | | | | |
| EOG Total | 22.1 | -0.02 | Met | Met | 0.0 | 24.7 | -0.33 | Met | Not Met | 0.0 | 32.0 | 0.021 | Not Met | Not Met | 0.0 | | | | | |
| EOC Total | 21.9 | -0.44 | Met | Met | 0.0 | 29.7 | -0.48 | Met | Not Met | 0.0 | 22.7 | -0.56 | Not Met | Not Met | 0.0 | | | | | |
| School Composite | 22.8 | -0.32 | Met | Met | 0.0 | 28.6 | -0.42 | Met | Not Met | 0.0 | 27.9 | -0.49 | Not Met | Not Met | 0.0 | | | | | |

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Turning Point Academy

Turning Point Academy

| Certified And Administrative Staff | |
|---|---|
| Position Title | Count |
| Total | 38 |
| Principal, Specialty School | 1 |
| Assistant Principal, Sr High 1 | 1 |
| Dean Of Students | 1 |
| Facilitator, High School Acade | 1 |
| * Missing in Lawson | 6 |
| Substitute, Certified Teacher | 6 |
| Teacher, 4-6 | 1 |
| Teacher, Physical Education | 1 |
| Teacher, 9-12 Math | 3 |
| EC Teacher, Resource (Gc) | 1 |
| Teacher, Middle Grades Social | 1 |
| Teacher, Social Studies | 2 |
| Teacher, EC Resource | 3 |
| Teacher, 9-12 English | 2 |
| COOR, CTE HS INSTR | 1 |
| Coordinator, Right Choices Pro | 1 |
| Teacher, CTE Business Educatio | 1 |
| Teacher, EC General Curriculum | 2 |
| Teacher, Middle Grades Languag | 1 |
| Teacher, 9-12 Science | 1 |
| Teacher, Middle Grades Math | 1 |

Number of Years Experience for Teachers (in CMS only)

| 0-3 | | 3-5 | | 5-7 | | 7-10 | | 10-15 | | 15-20 | | 20+ | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 8 | 30.8 | 6 | 23.1 | 1 | 3.8 | 2 | 7.7 | 3 | 11.5 | 1 | 3.8 | 5 | 19.2 |

Degrees Held By Teachers

| Bachelor's | | Advanced | |
|---|---|---|---|
| N | % | N | % |
| 14 | 53.8 | 12 | 46.2 |

Highly Qualified Teachers

| Highly Qualified | | Not Highly Qualified | |
|---|---|---|---|
| N | % | N | % |
| 20 | 76.9 | 6 | 23.1 |

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**SCHOOL PROFILE**

***This narrative should include a description of student and staff demographics, recent achievement, and staff qualifications.***

Turning Point Academy is an alternative school located in northeast section of Charlotte, North Carolina. Currently in its fourth year of restructuring, the school is designed to continue educational services to approximately 247 students across the Charlotte Mecklenburg School District in grades K-12, who have long-term suspension as a result of Level IV and V Student Code of Conduct violations. The school serves a large number of students who are returning to the District from a structured environment such as training school, jail, mental health facilities and students who have felony or violent misdemeanor offenses. The majority of students served are over-aged African American males. Our student demographics are as follows: 78.1% African American, 9.3% White, .08% Asian, 9.7% Hispanic, 2% Other; approximately 17% of the hold Exceptional Children status and 6.9% are Limited English Proficient; 79.9% of students are known to be economically disadvantaged, which qualifies Turning Point to be a Title I School for the third year. (Title One Component One)

The middle school composite for student proficiency on the North Carolina End of Grade test was 29.2% for the 2009-2010 and increased to 31.8% in the 2010-2011. The high school NC End of Course composite dropped from 29.4% in 2009- 2010 to 22.7% in 2010-2011. None of the eight targets was met for AYP with only 3 sub-groups having at least 40 students – African American, Economically Disadvantaged, and All Students. Student achievement is improving as evidenced by the school meeting high growth expectations. Data indicates strong deficiencies in student achievement in all subject areas across all demographic characteristics. (Title One Component One)

Out of school suspensions decreased from 38.8% in 2009-2010 to 35.7% in 2010-2011 (Title One Component One**)**

The faculty and support staff of Turning Point Academy is committed to improving student achievement as evidenced by their own professional growth: 86.3% are fully certified; 86.3% of teachers and teacher assistance are highly qualified; and 50% hold advanced degrees. Teacher recruitment is vital to the success of our schools. As positions become vacant they are advertised through the district's Human Resources Department. Applicant's years of experience, expertise in content, as well as experience with at-risk students are considered to be top areas of focus when considering candidates. The team interview concept is used that includes administrative staff and teachers. The turnover rate increased from 19% in 2009-2010 to 36% in 2010-2011. Year-end absence rate for teachers was **9.35%.** (Title One Component One)

Professional Learning Communities, Faculty and Staff Recognition Wednesdays, new teacher mentors, leadership opportunities, and various staff incentives are implemented to recruit and retain quality staff. Turning Point has a 18:1 student teacher ratio, 100:1 high school counselor: student ratio and 50:1 middle school counselor: student ratio. The school setup includes one teacher per subject area for middle school, two teachers per subject area for high school, and small class sizes which allows for teachers to differentiate often and address student needs consistently. Teachers who are dual certified provide flexibility in creating the master schedule. (Title One Component Five)

Based on the School Quality Review the school does well in the following: school is orderly and calm, with a positive ethos; transition times are well-managed, and effective systems ensure that less-structured times, such as lunch time, morning check-in and dismissal, are carefully supervised; a strong administrative team, committed to improving student outcomes, has effectively share its newly-developed vision across the school; students are polite and willing to help visitors in their school; bright displays are used effectively to reinforce key messages regarding positive character development, goal setting and decision making; student support services staff provide on-going guidance and direction for learners at the school and on their return to their home-school; the school environment is clean and well-maintained, with an attractive garden at the front developed as a school community project; a wide variety of speakers and volunteers are engaged in supporting the career and college program; and, the staff actively pursues partnerships within the local community. Turning Point Academy is proficient in the SQR criterion for Curriculum, Leadership and Management, Learning Environment, and Involvement of Parents and the Community.

Based on the SQR review, areas needing improvement are: improve the level of students' achievement by raising expectations and by extending the use of data so that teachers can be held accountable for the progress of their students; ensure that individual target goals are set for each student so that s/he can monitor her/his own progress; improve instruction so that lesson time is fully utilized to provide students with engaging, differentiated, varied and challenging learning opportunities; ensure that sufficient opportunities are provided for collaborative planning so that best practices can be shared to take account of students' varying needs; utilize all existing resources, including staff and technology, to improve student outcomes; and, ensure that the student behavior management process is applied consistently across the school. Turning Point Academy is undeveloped in the SQR Achievement and Learning/Teaching criterion.

The restructuring initiative continues with the focus of the school moving from a punitive setting to a therapeutic intervention and prevention environment that affords students opportunities to grow positively in the areas of behavior and academics. Many of the areas needing improvement are addressed in the restructuring plan, such as improved focused instruction based on data analysis and school-wide common practices, a school-wide behavior plan, use of multiple assessments to monitor student achievement, team planning, professional development on researched-based strategies – Differentiating Instruction, Data Wise, and Teacher Expectation for Student Achievement.(Title One Component Two) Data Wise training is provided to ensure teachers use previous test scores and formative assessments to drive

instruction, acceleration, and enrichment. The Data Wise process is also used to examine student work and find deficiencies in efforts to maximize student achievement. Other research-based strategies include: computer-based instruction, diagnostic testing and flexible scheduling. The school has been provided, through the RFP (Request for Proposal) process, a wraparound service provider to assist with meeting non-instructional needs of students to include needs assessments and group and individual counseling. Character Education, Advisor/Advisee, Service Learning, Leadership and Empowerment and Mentoring are additional research-based strategies integrated into the school curriculum to meet the non-instructional needs of the students. This year, enhancing literacy teaching and learning strategies is part of each teacher's Professional Development Plan. Evidences of implementation of professional development are included in lesson plan development. Classroom observations, learning walks, and three minute walk-throughs are also used as tools to determine implementation of professional development strategies and goals. The train-the-trainer model is used where appropriate to assist with meeting professional development training needs as well as faculty meetings, PLCs, and team planning. Furthermore, the Professional Development Plan will impact student learning indirectly and enhance the goals of the school. (Title One Component One & Two)

The hiring of a full time Parent and Family Advocate will assist with increasing family and community engagement. The development of the PAC (Parent and Community Organization ) is another strategy implemented through the restructuring of the school in order to increase parent and community involvement. Monthly parent/guardian sessions are offered during the school day and in the evening to keep parents/guardians informed of and involved in their students' success. Our Parent Involvement Policy, which includes parent workshops, will provide parents with tools to assist with improving their child's achievement. The school's learning compact will also clarify the role of the students, parents, teacher, and administration in relation to learning expectations. Both the Parent Involvement Policy and the Parent/School Compact are reviewed and signed by a parent/guardian at the initial intake session. (Title One Component Six) LEP and disabled parents are actively included in school activities. Bilingual staff is available when a translator is needed for conferences and workshops. Exceptional Children's Staff conduct parent conferencing and participate in parent workshops. Facilities are accessible for the physically handicapped students and parents. Turning Point actively seeks and addresses parent/guardian feedback through the School Leadership Team and PAC for which parents/guardians actively serve. Feedback is also received and addressed in parent meetings and workshops. Parent feedback is solicited daily through parent/guardian phone, email, and face-to-face contact; surveys administered through parent workshops/meetings; and the transition in and out process. Furthermore, requests and suggestions are received by all staff members and addressed by the School Leadership Team, counseling staff, administrative team, and intervention team as appropriate. Community and faith-based organizations are reaching out to the school to assist with new initiatives. Additionally, district level contacts in the areas of Family Engagement and Community Partnerships work closely with our school to increase involvement.

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The Instructional Program has been restructured to include an intensive remediation/acceleration component for over-aged 8th grade students for possible promotion. Additionally, 90 minute blocks of instructional time are allotted for all courses. With the Title I designation for the school year, the students will benefit from the expanded learning opportunities such as tutoring during the school day and SES tutoring two days per week afterschool. Any student scoring a level 1 or level 2 or has not shown growth on the end of grade or end of course test in Reading, Math, Algebra 1, or English 1 will participate in the in school tutorial program. All economically disadvantaged students who met the enrollment criteria may participate in the afterschool SES program. Student progress will be monitored using teacher-made and district formative assessments. As a result of tutoring in the specified areas, student achievement will increase. An Extend Day Credit Recovery Program for high school students will be implemented using at-risk funds. Students will be able to recover credits in previously failed courses. Technology is used to address the needs of all students. North Carolina Virtual Studies, Study Island, Castle Learning, Discovery Education, NovaNet, and Parent Assist are tools used to supplement classroom instruction and keep parents involved in the education process. The technology assists with differentiated instruction, multiple intelligences, and varied learning styles. Students are able to access the software programs via any internet connection, at home, school, public library, etc. Students are able to use the software as acceleration, enrichment, and part of the teacher-led instruction. Furthermore, various initiatives or programs have been put in place to help students improve academically, socially, and emotionally. UNC Charlotte has partnered with our school to create No Easy Walk, a grant funded program. No Easy Walk focuses on building student-teacher relationships which improves the classroom milieu. It is a deterrent of gang activity which helps students evolve academically, emotionally, and socially. Teachers are provided professional development focusing on strategies to improve student learning and the classroom environment. The school is also a recipient of the Youth Leadership/Student Community Outreach Project funded by the Michael Jordan Grant. The program focuses on teambuilding and leadership. Additionally, TPA is a recipient of the Governor's Crime Commission Gang Prevention Grant.

EC and LEP students are served by highly qualified specialized teachers. Students in both of these programs are identified through referrals to the intervention team. Our school serves children in the Exceptional Children program using the following model: resource, inclusion, consultative, SBS and OCS, NC Virtual, and Moodle. The LEP students are served using a consultative and pull-out model based on the level of need.

In regards to transitioning, students who successfully meet the goals of the school program are eligible to transition back to the home-schools at their anniversary date. The Transitional Coordinator along with the student/parent/school representatives are involved in a transition-out meeting prior to the students return to the home-school. The purpose of the transition-out meeting is to provide the home-school with an opportunity to meet the student and parents and discuss school expectations as well as develop the student's success plan. The Transitional Coordinator is available to assist the student and home-school when concerns arise at the home-school. Additionally, through the LEAP program, overage eighth grade students are given the opportunity to complete eight grade requirements first semester and then leap to the

ninth grade second semester. The requirements consist of intensive after school tutoring with pre and post assessments to determine the readiness of the student to LEAP. Students are required to remain at Turning Point for the entire ninth grade semester so that they may be properly prepared to enter their home school successfully as a high school student. LEAP students are not scheduled in classes that require End of Course testing in order to ensure a successful transition into high school.

Lastly, our school promotes healthful living. Middle school students receive 30 minutes of activity per day. We have a Health Advisory Committee chaired by our physical education teacher. Members include the school nurse, cafeteria manager, parent advocate and others. Activities the committee sponsors includes *Hoops for Hearts* and *Hats off for Cancer* fund drives, blood drives, and incentive programs throughout the school year that encourage physical activity such as Xbox tournaments and faculty/student basketball games (Title I Component Ten).

# CMS School Improvement Plan 2010-12
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***SMART GOAL (1):*** **Achieve High Growth in Reading Grades 6,7, 8, and English I as measured by EOC/EOG scores**

**Data Used: EOG/EOC Results, District Local Formative Assessment**

***SP 2014 Tactic:*** **(# 1 ) – Effective Teaching and Leadership**

| **Strategies** (determined by what data)<br>• **Task**<br>• **Task**<br>• **Task** (PD) | **Point Person** (title/name) | **Evidence of Success** (Student Impact) | **Funding** (estimated cost / source) | **Personnel Involved** | **Timeline Start–End**<br>• **Interim Check Dates** |
|---|---|---|---|---|---|
| *Example:*<br>*1. Use MAX Teaching Strategies to improve reading comprehension levels*<br>• *Anticipation Guides*<br>• *Previewing*<br>• *3 Level Study Guides*<br>• *Training teachers on MAX Teaching Strategies* | *API / Smith* | *-Students will improve on their STAR Assessment by 10% as compared to their baseline score*<br>*-EOC Scores*<br>*-Formative Assessments*<br>*-Students will show increased mastery of comprehension components from the NCSCOC.* | *-$1,000 for online STAR assessment*<br>*-$2,000 for MAX training*<br>*-Source: PD allotment* | *Faculty* | *8/1 – 6/10*<br>• *8/1/11 – Run STAR for bench Form. Assess.*<br>• *11/2/11 – Form. Assess. for 4x4*<br>• *2/3/12 – EOCs*<br>• *2/12 – Form. 1 Benchmark 4x4 2nd sem. STAR initial bench.*<br>• *8/11-6/1 – prog. monitoring for STAR and final assessment* |
| 1. Strengthen the capacity of our Professional Learning Community (School Reform Strategies, High Quality and Ongoing PD, Teacher Involved in Assessments, Parental Involvement)<br>• Hire a full time Family Advocate<br>• Expand culture of collaboration by establishing within the schedule weekly collaborative curriculum planning time & teacher PLC meetings<br>• Expand culture of collaboration by establishing PLCs for the 7 Correlates of Effective Schools | Principal Burch<br>AP/Lamb<br>Academic Facilitator /Clark | Title I Component 7,<br>Meeting Minutes<br>Observation,<br>Instructional Schedule,<br>Parent/Stakeholder Feedback,<br>Rosters, | Title I School Budget ~$38,00 | Faculty<br>Correlate Chairpersons<br>Parent Advocate<br>Academic Fac.<br>AP<br>Principal | 8/18-6/8<br><br>Weekly lesson plan checks<br>Monthly PLC evaluations<br><br>Monthly data analysis in PLCs and in 1st Wed staff meetings |

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

| | | | | | |
|---|---|---|---|---|---|
| • Involve parents and community stakeholders on the SLT<br>• Implement Data Wise process in PLC<br>• Develop Parent/Community Organization<br>• Conduct monthly Faculty Professional Development focus on Literacy. | | | | | Monthly evaluation of PD delivered |
| 2. Improve the quality of student work and utilize every opportunity to establish a culture of learning throughout the school.<br>• Analyze Diagnostic/Formative test results to guide lesson planning<br>• Utilize research based instructional materials and resources<br>  ○ Castle Learning<br>  ○ Study Island<br>  ○ NC Virtual<br>  ○ Moodles<br>  ○ APEX<br>  ○ Nova Net<br>• Provide year-long PD for all teachers on motivating African American males and Data Wise<br>• Develop Student Portfolios and analyze student work samples<br>• Utilize Project-based learning<br>• Utilize Curriculum Team Meetings as a means to analyze data, learn instructional strategies that can be used in all content areas, share instructional strategies, analyze student work samples | AP/Lamb<br>Principal/Burch<br>Academic Facilitator/ Clark | Title I Components 4, 6, 8<br>Observations, Learning Walks, Assessment Data, Portfolios, Lesson Plans,<br>Meeting Minutes,<br>Purchase Orders | Title I<br>~$11,000<br>Novanet<br>~$4200<br>APEX | Teachers<br>AP<br>Academic Fac<br>Principal<br>Urban Thoughts<br>EC Teachers | 8/18-6/8<br><br>Monthly data analysis in PLC<br><br>Weekly Lesson Plans checks<br><br>Area Meetings |

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

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|---|---|---|---|---|---|
| 3. Provide student learning opportunities outside of regular instructional time for all students to improve individual student achievement and using various funding sources—Title 1, Extended Day, Grants.<br><br>The implementation of:<br>• Extended Day after school Credit Recovery (HS)<br>• Utilize two tutors for Tutorial program within the school day (Title I)<br>• 8th Grade LEAP Program for overage students<br>• After School LIFT Program for adjudicated youth<br>• Supplemental Educational Services for 90 minutes two days a week in Reading and Math. | Principal /Burch LIFT Project Coordinator/Bego | Title I Component 2, 4, 6 Pre/Post Assessments, Other Assessments, Parent/Student feedback | Title I Extended Day Grants ~$10,00 extended day ~$15,000 tutors | AP Academic Facilitator Counselor LIFT Project Coordinator LIFT teachers | 8/18-6/8<br><br>Monthly Walk Through End of Quarter Formatives Monthly Data Analysis in PLC Weekly Lesson Plans check |

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

# CMS School Improvement Plan 2010-12
## *Turning Point Academy 2011-12*

| | | | | | |
|---|---|---|---|---|---|
| 4. Focus on specific instructional strategies<br>• Incorporate three uniform reading strategies to be used in all classrooms<br>• Uniform implementation of entrance & exit strategies in all classrooms<br>• Utilize School Quality Review rubric criterion three (Learning and Teaching) as a guide to monitor classroom instructional practices<br>• Model & monitor expectations of effective instructional focus strategies – i.e. writing objectives, essential questions, reading in the content areas<br>• Utilize Learning Styles Inventories to assist with Differentiating Instruction<br>• Disaggregate and analyze formal assessments, diagnostic tests and EOG/EOC Data for planning and instruction<br>• Develop lesson plans, analyze and provide feedback on Lesson Plans<br>• Use the following literacy based instructional strategies on a continual basis - Word Walls, Reading in the Content Area, Differentiated Instruction, Technology based-learning,<br>• Use Curriculum Team Planning time to focus on improving instruction and student learning<br>• Implement strategies from district trainings – i.e., Alliance Meetings, Department Chair Meetings, PDMT Labs,<br>• Implement 3-minute walk-through model and Learning Walks to observe classroom practices for specific areas | Principal/ Burch<br>AP/Lamb<br>Academic Facilitator/ Clark | Title I Components 4, 6, 8<br>Observations, Learning Walks, Assessment Data, Portfolios, Lesson Plans,<br>Meeting Minutes,<br>Purchase Orders | School Budget<br>Extended Day | AP<br>Academic Facilitator<br>Lead Teachers<br>Guidance Counselors<br>C & I Specialists,<br>Title I Specialists<br>Teachers | 8/18-6/8<br>Weekly Lesson Plans checks<br>Monthly Data Analysis in PLC<br>Quarterly Formative Assessments<br>Monthly Learning Walks to begin Jan 2012 |

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

| | | | | | |
|---|---|---|---|---|---|
| of focus<br>• Utilize & provide PD on focused instructional strategies i.e. Literacy Instruction; Data Wise<br>• Continue and refine LEAP Program for over-aged 8th graders | | | | | |

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

# CMS School Improvement Plan 2010-12
## *Turning Point Academy 2011-12*

| | | | | | |
|---|---|---|---|---|---|
| 5. Continue to build capacity of all teams and team leaders<br>• Provide PD on Effective Teaming<br>• Develop a culture of learning for all teams<br>• Continue discussion on the "change process" with staff members<br>• Provide time for meeting and planning for all teams | Principal/ Burch<br>Academic Facilitator/ Clark<br>AP/Lamb | Title I Component 6,<br>Observation,<br>Team Meeting Minutes,<br>Feedback | None | All Faculty and Staff | 8/18-6/8<br><br>Biweekly School Improvement meetings/SLT<br><br>Weekly PLC meetings |

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

# CMS School Improvement Plan 2010-12
## *Turning Point Academy 2011-12*

***SMART GOAL (2):*** **Decrease the number of out of school suspensions by 5% as measured by school disciplinary report**

***Data Used:*** **Discipline Data, Referrals, Point Sheet Tallies**

***SP 2014 Tactic:*** **(#3 ) – Increasing the Graduation Rate**

| **Strategies** (determined by what data)<br>• **Task**<br>• **Task**<br>• **Task** (PD) | **Point Person** (title/name) | **Evidence of Success** (Student Impact) | **Funding (estimated cost and source)** | **Personnel involved** | **Timeline Start–End**<br>• **Interim Check Dates** |
|---|---|---|---|---|---|
| 1. Continue school-wide behavior model<br>• Analyze Swis Data to develop behavior interventions<br>• Participate in district training for PBIS<br>• Utilize Character Education Lesson Plans each week during Mentor/Mentee Sessions<br>• Maintain point system to track student behavior using Point Sheets and set daily, weekly and monthly goals<br>• Incorporate point totals into student goal criteria for transitions to home-schools | Dean/Barnes | Observations Discipline Data, Lesson Plans, Referrals,<br>Point Sheet Tallies | None | All Faculty and Staff | 8/18-6/8<br>Biweekly School Improvement meetings/SLT<br>Weekly Staff Meetings<br>Weekly lesson plans check |
| 2. Implement school-wide Character Education Program<br>• ISS serves as Character Counts Class<br>• Monthly Character Traits focus during announcements, in class and mentoring time.<br>• Burch Buck Incentive Program<br>• Participate in Character All Stars Program<br>• Participate in Do the Right Thing Program<br>• Participate in student of the month | ISS Assistant/Jones<br>Principal/Burch<br>Dean/Barnes | ISS Schedule,<br>ISS Attendance Logs,<br>Observations, Meeting Minutes,<br>Log of Incentive Activities Participants,<br>List of Student Recommendations<br>Intervention Logs | None | All faculty and staff | 8/18-6/8<br>Biweekly School Improvement meetings/SLT<br>Weekly Admin team meetings |

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

| | | | | | |
|---|---|---|---|---|---|
| • Implement Teacher Mentor/Mentee Program<br>• Implement Bullying Prevention Plan | | | | | |
| 3. Implement social skills/gang prevention program and leadership programs – No Easy Walk,<br>Boys & Girls Groups ,Mentor/Mentee Program, Principal's Council, Leadership, Future Seekers, Exposure<br>• Develop Schedules for each program<br>• Select Students<br>• Develop criteria for participation<br>• Training for students<br>• Set up Field Trips<br>• Develop community partnerships<br>• Secure presenters<br>• Implement Leadership Curriculum<br>• Leadership Curriculum Training<br>• Provide Gang Awareness workshops to parents and stakeholders | No Easy Walk Coordinator/Conselman Teacher/Bulluck, Lead Teacher/Petty Trainer/Bego | Meeting minutes, Observations, Discipline Referrals, Intervention Logs, Attendance, Lesson Plans | Grants Partnership ~$3000 | MS Lead teacher Faculty and BMTs | 8/18-6/8 Biweekly School Improvement meetings/SLT |
| 4. Provide intervention and prevention strategies<br>• Utilize service provider (Melange) – Counseling and Assessment Services<br>• Utilize Intervention Team/Crisis Team<br>• Implement Truancy Court<br>• Develop and utilize Safe Schools Plan and Crisis Plan<br>• Implementation of EC Behavior Implementation Plans<br>• Utilize full-time compliance facilitator<br>• Utilize referrals for services | Transition Coord/Rice Social worker/ C. Clark Dean of Students/Barnes | | Grants | Truancy court Team Principal AP | 8/18-6/8 Monthly report from Melange Monthly Attendance Report Monthly Referral Report |

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

| | | | | | |
|---|---|---|---|---|---|
| • Provide Group and Individual Counseling<br>• Provide training to staff BMTs on writing behavior contracts and providing other interventions<br>• Provide training to staff on Intervention Team Referral Process<br>• Provide PD for teachers on working in the EC inclusion classroom/behavior interventions | | | | | |
| 5. Strengthen Service Learning<br>• Determine projects<br>  ○ Recycling Electronics<br>  ○ School Recycling<br>  ○ Grounds Upkeep<br>  ○ Garden Planting<br>• Contact businesses<br>• Resources/Materials<br>• Develop Timeline and Schedule<br>• Train staff | Lead Teachers/Gadd, Hoyle | | None | All faculty and staff | 8/18-6/8 Biweekly School Improvement meetings/SLT Monthly evaluation of service learning projects |
| 6. Refine Mentor and Community Volunteer Program<br>• Contact possible community partners for participation as mentors<br>• Character Enrichment<br>• Provide Mentor Training<br>• Provide Volunteer Training<br>• Determine list of projects for volunteers | Teacher/ Cole<br>Teacher /Bullock | | None | All faculty and staff | 8/18-6/8 Biweekly School Improvement meetings/SLT |

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

# CMS School Improvement Plan 2010-12
## *Turning Point Academy 2011-12*

***SMART GOAL (3):*** **Increase parent and community involvement by 10% as measured by number of community partners, parent volunteers, parent participation hours, and parent/community activities**

**Data Used: Number Community Partners, Number Parent Volunteers, Number Parent Participation Hours, Number Parent/Community Activities**

***SP 2014 Tactic:*** **(# 6 ) - Parent and Community Connections**

| **Strategies** (determined by what data)<br>• **Task**<br>• **Task**<br>• **Task** (PD) | **Point Person** (title/name) | **Evidence of Success** (Student Impact) | **Funding (estimated cost and source)** | **Personnel involved** | **Timeline Start–End**<br>• **Interim Check Dates** |
|---|---|---|---|---|---|
| 1. Enhance Parent Involvement Program<br>• Utilize the CMS Title I Parent Compact<br>• Refine Parent Involvement Plan/Policy<br>• Promote and monitor number of hours for parents to participate for student transitions<br>• Expand activities for parents to participate – training, survey<br>• Communicate with parents regarding activities<br>• Develop PAC Organization – Parent and Community Organization<br>• Provide Parent Workshops<br>• Provide Parent Meetings<br>  ○ Utilize providers such as Melange and Urban Thoughts | Transition Coordinator/Rice | Title Component 7<br>Attendance Rosters, Agendas, # of Hours, Completed Forms/Compact, Flyers, ConnectEd Messages,<br>Data – Surveys<br>Meeting Minutes, | Title I<br>~$2000 | Parent<br>Advocate<br>Faculty | 8/18-6/10<br>Monthly Reports from Melange<br>Biweekly School Improvement Meetings/SLT |
| 2. Increase Community Partnerships<br>• Align with needs of school<br>• Seek out information on possible community partnerships<br>• Contact possible partners<br>• Recruit partners for PAC Organization<br>• Generate list of current partners | Principal/Burch | Attendance Rosters,<br>Observation,<br>Discipline Data, Surveys,<br>Partner List,<br>Visitation Logs, Rosters from Activities,<br>Thank You Letters | None | Parent<br>Advocate<br>Faculty | 8/18-6/10<br>Biweekly School Improvement Meetings/SLT<br>Weekly Team meetings |

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

# CMS School Improvement Plan 2010-12
## *Turning Point Academy 2011-12*

| | | | | | |
|---|---|---|---|---|---|
| 3. Increase parent involvement through development of workshops that promote and extend student learning in the home and community.<br>Promoting Instruction<br>• Castle Learning Training<br>• Study Island Training<br>• Discovery Education Training<br>• Math Night<br>• Literacy<br>Enhancing Parents skills/Strategies<br>• Five Urban Thoughts workshops<br>• Truancy Court Workshops | Principal/Burch | Attendance Rosters,<br>Observation,<br>Discipline Data, Surveys,<br>Partner List,<br>Visitation Logs, Rosters from Activities,<br>Thank You Letters | Grant<br>Title I<br>~$2000 | Parent<br>Advocate<br>Faculty | 8/18-6/10<br>Biweekly School Improvement Meetings/SLT<br>Quarterly Evaluations<br>Monthly Parent Workshops |

SMART: S – Specific; M – Measurable; A – Attainable; R – Realistic; T – Time-bound.

# Turning Point Academy
# Parent Involvement Policy 2011-2012

Turning Point Academy Title I program encourages each parent to be involved in their child's education. This policy outlines the parent involvement activities that will be conducted during the school year.

- Parents will receive a copy of the Parent Involvement Policy, which describes the ongoing activities that are held to inform and involve parents in the child's education.
- Parents will receive a copy of the Parent-School Compact. This is an agreement between the home and school outlining everyone's responsibility for supporting student learning.
- A school Open House was held on August 23, 2011. Our school does not have a PTA; therefore, we will follow-up with our first Parent Involvement Committee meeting on October 27 at 12:00 pm and 6:00 pm.
- A Title I Annual Parent Meeting will be held on August 23rd, 2011 at 5:30 pm and September 22nd 6:00 pm.
  - This meeting will cover:
    - information about Title I Programs,
    - what activities children will be involved in,
    - how children will be assessed to determine growth,
    - how and when the assessment information will be sent home to the parents,
    - parental involvement and services offered at Turning Point Academy.
  - This meeting will also give parents the opportunity to actively participate and have input into the Title I program
- A newsletter with suggestions on how to work with your child, as well as other information will be sent home quarterly to provide an opportunity to inform parents on how to help their children succeed in school. In addition, there will be opportunities provided to improve reading and math skills.
- Parent-teacher conferences and PEP conferences are scheduled for 10-28-11 Teachers will be able to review your child's progress and answer any questions you may have. Parent conferences are also ongoing and scheduled whenever the parent would like to schedule a conference with the child's teacher.
- A survey will be given to parents in the spring that will allow parents a chance to voice their feelings about the Title I program. We look forward to suggestions or recommendations from you that can help us improve our Title I program.
- An annual review meeting is held each year in the spring to review the Title I program. Parents are welcome to attend. The results from the parent survey, as well as teacher input, will be considered when planning for the next year. The results of this annual meeting will be shared with parents at the annual parent meeting in the fall.
- We invite you to call the school or your child's teachers at any time during the year to ask any questions you may have or to schedule a visit or meeting. It is our hope that your child will have a wonderful learning experience at Turning Point Academy.

_____

Valoria Burch, Principal

## Charlotte Mecklenburg Schools-Parent Plan Evidence of Compliance

# TITLE I PARENT INVOLVEMENT SCHOOL PLAN
## Turning Point Academy
## 2011-2012

| Title I requirement | Evidence of Compliance | Participants | Activities Strategies | Time/Date |
|---|---|---|---|---|
| 1. **Shall jointly develop** with and distribute to, parents of participating, children, written parental involvement policy. | Agenda<br>Sign-in log<br>Posting on school website | SLT | Distributed at Annual Title I meetings<br><br>Distribute at all intake sessions | August 23 and September 22<br><br>Weekly intake sessions |
| 2. **Shall convene** an annual meeting | Agenda<br>Sign-in sheets | SLT<br>Parents<br>Faculty | Powerpoint presentation and discussion | August 23 and September 22 |
| 3. **Shall distribute** and discuss school-parent agreement forms annually | Completed and signed compacts | Parents/ Guardians, students, principal, staff | Distribute at all intake/ orientation sessions | Ongoing at all weekly intake/ orientation sessions |
| 4. **Shall provide** assistance to parents in understanding such topics as standard course of study, EOG, and local assessment | SLT, PAC, Parent Conferences<br>Agenda<br>Sign-in sheets | Parents/ Guardians, students, principal, Student Services staff | Powerpoint presentation and discussion | August 23 and September 22<br><br>Weekly intake sessions |
| 5. **Shall provide** materials and training to help parents to work with their children at home | Parent Workshop agenda and sign in sheets | Urban Thoughts<br>Parents<br>Family Adovcate<br>Staff | Monthly parent workshops, parent conferences with teachers and Student Services staff<br>Newsletters, emails, ConnectEd messages | Ongoing parent conferences<br>Monthly Parent Workshops |
| 6. **Shall offer** a flexible number of meetings, such as meeting in the morning or evening and may provide transportation, childcare or home visits with funds for parental involvement | Social Worker contact log; counselors' contact log, Workshop sign in sheets<br>Meeting agendas | Urban Thoughts<br>Parents<br>Family advocate<br>Staff | Monthly parent workshops<br>SLT meetingsPAC meetings | Workshops<br>Sept 22<br>Oct. 27<br>Jan 26, 2012<br>Feb 16<br>March 22<br>SLT Mtgs:<br>1st& 3rd Tuesdays<br>PAC<br>TBD |

| Title I requirement | Evidence of Compliance | Participants | Activities Strategies | Time/Date |
|---|---|---|---|---|
| 7. **Shall involve** parents in the planning, review, evaluating and improvement of program. | SLT sign in sheet<br>Signatures on SIP plan | SLT | SLT meetings, phone calls, emails, newsletters, conferences | 1st & 3rd Tuesdays and ongoing |
| 8. **Shall ensure** that information related to school and parent programs, meetings and other activities is sent to parents in a format, and language the parents can understand. | Translated documents, interpreter logs | Parent Advocate<br>Principal<br>Student Services Staff<br>Academic Facilitator | Send documents in appropriate language, use of interpreters | Ongoing |
| 9. **Shall provide** training for teachers, staff and principals on how to work together in a joint effort to reach out, communicate with and work with parents as equal partners. | Meeting agendas<br>Sign in sheets | Teachers<br>Staff<br>Principal<br>Parent Advocate | Professional Development and staff meetings | Quarterly workshops<br>Ongoing weekly PD and staff meetings |
| 10. **Shall coordinate and integrate** parental involvement programs activities with Head Start, Even Start and other school programs. | Meeting agendas<br>Sign in sheets | Parent Advocate<br>Principal<br>Teachers<br>Staff | SES tutoring<br>Math Night<br>Literacy student showcase program<br>LIFT program<br>Grant programs | Ongoing |
| 11. **May establish** a district wide parent advisory council to provide advice on matters related to parental involvement. | Meeting Agenda<br>Sign in sheets<br>SLT Review of District PI Policy Form | SLT | Review of policy and record feedback | Annually, Spring 2012 |

**Turning Point Academy**
**Title I**
**Home-School-Student Learning Compact 2011-2012**

## Mission

The mission of Turning Point Academy is to prepare our students to succeed in a global society by redirection of student behavior through positive programs that provide rigor, relevance, and lead to the development of self-esteem, responsibility, leadership, community and academics.

## Success Goals

In order to be referred back to your home school these goals must be met: Behavior – no more than 3 suspensions for the year, Academics – at least C average in all classes, Attendance – in attendance at least 80% of the time and Attitude – accumulation of required points based on Daily Point Sheets.

**As a student, I will be responsible for…**

- Showing respect and cooperating with all adults in the school;
- Coming to class prepared to work and completing all assignments to the best of my ability;
- Respecting the rights of others to learn without distraction and disruption;
- Showing respect for people and property by not using profanity, stealing, or vandalizing;
- Practicing safety by not running, pushing, or fighting on campus;
- Asking my teachers questions when I don't understand something;
- Limiting my TV watching and reading books instead;
- Discussing with my parents what I am learning in school;
- Following the Code of Student Conduct; and
- Using my school or public library at least once a week.

**Student's Signature_____Date_____**

**As a teacher, I will be responsible for**…

- Teaching the NC Standard Course of Study;
- Providing a safe and pleasant atmosphere for learning;
- Explaining assignments to students clearly;
- Providing clear evaluations of students progress and achievement to students and parents;
- Finding out what techniques and methods work best for the students;
- Explaining the Code of Student Conduct to my students;
- Communicating and cooperating with each parent to enable the best education possible;
- Explaining my expectations, instructional goals, and grading system to students and parents;
- Guiding students in their choice of TV programs.

**Teacher's Signature_____Date_____**

**As a parent, I will be responsible for…**

- Getting my child to school on time and avoiding unnecessary absences;
- Providing a time and place each evening for quiet study or reading at home;
- Helping my child in any way possible to meet his or her responsibilities;
- Finding out how my child is progressing by attending conferences, PAC meetings, and calling the school;
- Encouraging my child to read by reading to him/her and reading myself;
- Limiting my child's TV viewing and helping him/her select worthwhile programs;

- Talking with my child about his/her schoolwork and activities every day;
- Reinforcing the Student Code of Conduct;
- Supporting the school in its efforts to maintain proper discipline.

**Parent's Signature_____Date_____**

**As A Principal, I will be responsible for…**

- Creating a welcoming environment for students and parents;
- Communicating to students and parents the school mission and goals;
- Ensuring a safe and orderly environment;
- Reinforcing the partnership between parent, student, staff, and community;
- Acting as the instructional leader by supporting teachers in their classrooms;
- Providing the appropriate in-service and training for teachers and parents
- Providing flexible times for parent teacher conferences.

**Principal's Signature_____Date_____**

***Please take a moment to offer us your comments and suggestions for improvement. We are always looking for opportunities to serve our children better!***

_____
_____
_____
_____
_____
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_____
_____

**School: Turning Point Academy Year: 2011-2012**

# TITLE I: HIGH QUALITY & ONGOING PROFESSIONAL DEVELOPMENT PLAN

**Plan includes *all* *training, in-services, mentoring, & learning* for all members of the school community.**

Add rows into document as needed.

## Required documentation of PD:

1. Maintain sign-in sheets & agendas, handouts, notes 2. Provide renewal credit through MyPD (when appropriate) 3. Teacher feedback on PD (surveys, questionnaires, ect.) 4. Documentation that shows what was learned is being implemented correctly 5. Documentation that shows PD is impacting student achievement 6. Analyze effectiveness & decide what next

*For schools in improvement: PD mandatory 10% set aside for school in improvement $ 12,526.*

| **Ongoing Professional Development**<br>*Conferences, workshops, in-service, mentoring, planning, courses* | **PARTICIPANTS** | **Why needed?**<br>*Tie to needs assessment & Goal/strategy from SIP pg. # & if applicable-*<br>How will this help remove from improvement? | **Funding Sources**<br>State or local Prof. Dev. Money, Title I, grants… | **Cost** | **Timeline**<br>When & Effectiveness Check-points | **Point Person** | **Evaluation/Follow-up**<br>State specifics ex: # 4 lesson plans, observation, work sample…<br>#5 Progress Monitoring results in ORF, AR diagnostic Reports, tests, EOGs … |
|---|---|---|---|---|---|---|---|
| 1. Monthly workshop on Literary teaching and learning strategies | All certified staff | 86% of students read below grade. 21.3% of MS students achieved level III/IV in reading. 35.7% of Eng I students achieved level III/IV.<br><br>SIP goals #1 & 2 | District and school based presenters; Title I and local funds | None | 2rd Wed of each month | S. Clark | Workshop evaluation survey<br>Review & evaluation of lesson plans<br>Teacher observations to evaluate and follow-up<br>Reinforcement and extension in weekly PLC meetings |
| 2. Monthly workshop on Working with Adolescents/African American males | All certified staff | 84% of enrollment is male and 78% is African American<br>SIP goals #1, 2 & 3 | Title I Local Funds | $3500 Urban Thoug hts | 4th Wednesday of each month | V. Burch | Mentoring interactions and activities<br>Teacher observations to evaluate and follow-up<br>Lesson Plans to evaluate implementation<br>Workshop evaluation |

**All PD is grounded in scientifically-based best practices (SBR is on file in crate).**

**All documentation is on file in crate.**

**This plan meets Title I & CMS requirements. It is the PD plan for your SIP.**

**School: Turning Point Academy Year: 2011-2012**

**TITLE I: HIGH QUALITY & ONGOING PROFESSIONAL DEVELOPMENT PLAN**

**Plan includes *all training, in-services, mentoring, & learning* for all members of the school community.**

Add rows into document as needed.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | Survey<br>Parent Involvement: meeting sign in sheets, volunteer hours, conferences<br>Suspension report |
| 3. Monthly workshop on Data | All certified staff | Enhance instruction<br>SQR deficiencies in achievement, teaching/learning criterion<br>SIP goals #1 & 2 | CMS Presenter is Principal and other data team members | None | 1st Wednesday of each month | Lamb | Assessment of data during PLC meetings<br>Lesson Planning to evaluate and follow-up<br>Flex Friday instruction to evaluation and follow-up<br>Teacher data notebooks/ files |
| 4. Content/job specific workshops and conferences | All staff | SQR deficiencies in achievement, teaching/learning criterion<br>SIP goals #1 & 2 | CMS school budget line item Staff Developm ent<br>Title I | $8500 | | V. Burch | Teacher presentation of experience/learning and recommendations for future attendance<br>Lesson Planning for evaluation and follow-up<br>PLC meetings<br>Classroom observation |
| 5. Weekly PLC sessions on literacy strategies, effective teaching strategies, efficient and effective use of the | All certified staff | SQR deficiencies in achievement, teaching/learning criterion<br>SIP goals #1 & 2 | CMS school budget line item Supplies & | $526 | Each Thursday during planning periods | S. Clark | Lesson plans and Classroom observation for evaluation and follow-up<br>Meeting agenda<br>Sign in sheets<br>Minute minutes |

**All PD is grounded in scientifically-based best practices (SBR is on file in crate).**

**All documentation is on file in crate.**

**This plan meets Title I & CMS requirements. It is the PD plan for your SIP.**

**School: Turning Point Academy Year: 2011-2012**

**TITLE I: HIGH QUALITY & ONGOING PROFESSIONAL DEVELOPMENT PLAN**

**Plan includes *all training, in-services, mentoring, & learning* for all members of the school community.**

Add rows into document as needed.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 90 min block, and effective lesson planning | | | Materials | | | | Ongoing weekly discussions of effectiveness of activities<br>Written PLC reflections<br>Exit activities for evaluation |
| 6. Zone and District content specific planning days and alliance meetings | All certified teachers | SQR deficiencies in achievement, teaching/learning criterion<br>SIP goal #1 | Title I funded content specialists<br>District Specialists | None | Ongoing during the school year | S. Clark | Lesson plans and Classroom observation for evaluation and follow-up<br>Debriefing conference with attending teachers for evaluation<br>Sharing in PLC and dept meetings (minutes, presentations, handouts) |
| 7. Zone and District content specific training and professional development | Support Staff | SIP goals #2 & 3 | CMS | None | Ongoing during the school year | S. Clark | Notes from meeting<br>Application of new skills to job<br>Observation for evaluation and follow-up |

**All PD is grounded in scientifically-based best practices (SBR is on file in crate).**

**All documentation is on file in crate.**

**This plan meets Title I & CMS requirements. It is the PD plan for your SIP.**

# *Charlotte-Mecklenburg School Quality Review*
# *School Self-Evaluation Form*

| | |
|---|---|
| **Name of principal:** | Valoria Burch |
| **Name of school:** | Turning Point Academy |

***Please complete with as much detail as you can, use the completion as a professional development exercise if appropriate and send it to your lead reviewer (electronically) two weeks before the review.***

**Completing this form will help you prepare for some of the discussions which will take place both before and during the review. It will also help the review team get to know you and your school and to understand how well the school community knows itself.**

## Guidance on completing the form:

- Please be evaluative, rather than descriptive, and make your focus outcomes for students.
- Include references to where the evidence of your self-evaluation can be found, e.g.,"excellent boys' results in state math tests as shown in annual report to the state", "parents' questionnaires from 2006".
- Be concise; (for example, use bullet points or note form).
- Aim to confine your response to no more than eight pages.
- Please place an X against the grade (1-4), which most accurately reflects your judgment of overall quality in response to the questions.
- ***You are advised to complete section B last. This section is summative and draws on your evaluations elsewhere in the self-evaluation report.***
- Please omit sections where you feel that you are not in a position to respond.

**How should evaluations be made?**

- ***You are strongly encouraged to refer to the Quality Criteria, sub-criteria and rubrics and as you complete the evaluations. These are included within the Notes of Guidance for the School Quality Review and should be kept close at hand as you complete the evaluations***.

**What approach should we take?**
Schools have adopted different approaches.

In some schools the principal and the leadership team have completed the form as a part of one of their regular meetings.

Other schools have devoted part of a faculty meeting as a way of involving all members of staff; this is highly recommended as a means of engaging the whole staff, helping them to prepare for the review and gathering evidence which reflects the work of the whole school.

Whichever approach you adopt, we recommend that you do not make this an onerous task but that you take the opportunity to stop, reflect and record your immediate perceptions.

| School Profile | | |
|---|---|---|
| **School name and number:** Turning Point Academy #439<br>**School address: 2300 W Sugar Creek Road**<br>**School telephone number: 980-343-5231** | | |
| | **#** | **%** |
| **Grades:** | K-12 | |
| **Number of students enrolled:** | 134 (283) | |
| **Number of general education students:** | 74 (223) | |
| **Number of EC students:** | 60 | |
| **Number of LEP students:** | 5 | |
| **Principal suspensions:** | 731 | |
| **Superintendent suspensions:** | 0 | |
| **Percentage of students eligible for Free or Reduced-Price Lunch:** | 83% | |
| **Ethnic make-up of the students (by percentage):** | 82.6 %Black, 7.6% White,<br>7.0% Hispanic, .9%Asian,1.8%Mult, | |

**A. What is distinctive about your school?**

- *We serve students with level 4 or above violations of the CMS Code of Conduct*
- *Student assignments are 180 days with the exception of EC 45 day placements*
- *Smaller class sizes – 15:1 student teacher ratio*
- *Only alternative school in the district that is designed to educate and meet the needs of students placed at risk of school failure due to behavior and academic deficiencies in grades 3-12*
- *Reading Diagnostic Tests and Learning Styles Inventories are administered to all students enrolling in the school*
- *Parent participation is required for all students enrolled as a goal for transition back to home schools*
- *Community Partnerships provide prevention and intervention opportunities for students to develop leadership, community service, and build self esteem*
- *Comprehensive Counseling opportunities are provided through an on-site mental health service provider*

**B How effective is your school overall?**

| | | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|
| School Self-Evaluation: | High quality (4) | | | x | | Undeveloped (1) |

***How do you know?***

- *Results from SQR 08-09 indicated that school practices in achievement and teaching and learning are inadequate to improve student performance*
- *State testing data shows a 7.3 point gain EOG composite, but a -.7 on EOCs. Proficiency rates are below both system and state rates and show a particular need to focus on EOCs.*
- *Data for subgroups indicates that student AYP growth was not achieved for the 8 target groups*

***What are its notable strengths?***

- *Results from SQR 08-09 indicated that school practices in curriculum, leadership and management, learning environment and parent and community involvement are adequate*

- *Out-of –school suspension rate decreased by 3.1% due to school-wide behavior interventions – PBIS, Character Education Program, Gang Prevention Program, LIFT After school Program, BMT Training, and Staff Training*
- *Parent/Community participation increased as shown in attendance at meetings and workshops and an increase in the number of strategic community partnerships. The number of workshops and other activities offered was doubled from the previous year, and the partnerships rose from one to thirteen.*

***What are its main areas for improvement?***

- *Based on SQR results the school is considered undeveloped due to deficiencies in the areas of Achievement and Learning and Teaching.*
- *Deficiencies stated in the SRQ for Achievement are: data is not reflective of only Turning Point, it is inclusive of all of the district behavior alternative programs data; overall performance is well below the district and state averages*
- *Deficiencies stated in the SQR for Learning Teaching are: student work is not challenging; lessons are poorly planned and the work is not interesting; students are not engaged in their learning; teaching is ineffective; lack of differentiation; work is not broken down in achievable steps for struggling students; lack of collaborative learning and effective questioning skills; objectives and activities do not correlate; lack of collaborative planning time for teachers; worksheets are used for most lessons; minimal homework given; learning is not assessed for every lesson; written feedback is not provided to students*

**1. How effective is your school in ensuring high quality achievement for students in all grades, especially in the core subjects?**

| | | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|
| School Self-Evaluation: | High quality (4) | | | **X** | | Undeveloped (1) |

***How do you know?***
Based on the SQR results and EOC/EOG results the school is not effective in ensuring high quality achievement for all students in all grades and in the core subjects.

***In which subjects and grades do students do best, and why?***
The school's greatest strength is in Middle school. Both Math and Reading reached high growth on the State ABCs. This proficiency was primarily due to the teacher's ability to provide well-planned lessons with a variety of instructional strategies, high student engagement, and differentiation. Students worked with one-on-one tutors, as well as, participated in additional learning opportunities such as Saturday Academy.

***In which subjects and grades is improvement needed, and what action is being taken?***

Based on EOC/EOG data, improvement is needed in all subject areas. Actions being taken to assist with improvement include the following:

- Collaborative curriculum meeting time has been incorporated into the school day at least once a week; PD is provided weekly through PLCs and rigor & differentiation are addressed in a monthly workshop for all teachers. Reinforcement and extension of monthly PD occurs during weekly curriculum team meetings.
- Strategies for all content areas include assessing student work, differentiated instruction, Data Wise, and TESA (Teacher Expectations for Student Achievement)
- All teachers will be afforded the opportunity to attend their content area conferences or workshops; some teachers will be required to participate in specific professional development opportunities; the AF will be modeling lessons. In addition, the Data Wise team is developing instructional strategies that can be transferred into the classroom.

***Is there evidence of disparities in student achievement by subgroups? If so, what action is being taken?***

According to EOG/EOC data there are disparities in every subgroup served in the school. Turning Point students score significantly lower than the district average in each of our subgroups. In addition to the above mentioned actions, we will provide augmented learning opportunities within the school day (e.g. tutoring) and outside of the school day (i.e. Extended day credit recovery). Students will also be afforded opportunities to participate in 3 after school programs – Literacy Through Photography, LIFT and LEAP for which tutoring is a component of each. In addition to PEPs, we will develop student portfolios in each classroom to be used as an assessment tool and to examine student progress. All teacher PD opportunities will provide teaching strategies to support student achievement.

The Data Wise Team will be examining data with the teachers to determine areas of focus and curriculum teams will develop goals toward the areas of focus. The PLCs will also examine data and develop strategies to assist with the areas of focus (e.g. Monitoring and Assessment Team has set new procedures for student progress report distribution – teachers will provide students with progress reports every 3 weeks.) Also, at the end of each quarter, teachers will provide students with the opportunity to recover from failing grades.

***How is the school addressing the specialized needs of EC and LEP students?***

In addition to the previously mentioned strategies, the teachers will be provided professional development on working in the inclusion classrooms. EC teachers will team teach with content area teachers as necessary to ensure student achievement in specific subjects. Training will provide strategies for regular education teachers to use in their classrooms with students who are EC and LEP. A teacher assistant or EC resource teacher will assist regular education teachers in classrooms with large numbers of EC and LEP students. Parent workshops are going to be provided to assist parents in working with not only EC and LEP students, but all students. Strategies will be offered that parents can use to assist students at home with improving achievement.

***How does the school use student performance data to take and adjust actions to improve student achievement?***

Performance data is examined by the Data Wise team who then provides the information to the teachers. Together the data is closely analyzed and areas of focus are determined. Curriculum Teams set priorities of focus using the data. The AF also analyzes the data and provides disaggregated data by student to the teachers that show specific areas of weaknesses based on the academic goals and skills that were tested. Teachers use this data to guide instruction and lesson planning. The data is also used to target groups of students for additional learning opportunities such as Flex Friday, in-class differentiation, and in-school tutoring. Both teachers and students will maintain NCSCOS/CCSS goal mastery logs to monitor student progress and remediate when and where necessary.

***How does your school allocate available resources to improve student learning and achievement?***

Since there are great deficiencies in all content areas, each department is provided a budget in order to purchase resources and materials needed to assist in the classrooms. Most resources that are available in the school can be utilized by all teachers and students i.e. technology - Castle Learning, Study Island. The AF also has a budget to purchase materials and resources for specific classroom needs. Other non-monetary resources are allocated based on need (e.g. assistance in the classrooms, individual student needs such as counseling and participation in additional in school experiences such as the Future Seekers Program.

**2. How effective is your school in providing a relevant and appropriate curriculum for all students, grades and sub-groups?**

| | | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|
| School Self-Evaluation: | High quality (4) | | **X** | | | Undeveloped (1) |

***How do you know?***
According to the SRQ, teachers use the NCSCOS/CCSS to guide their planning and to provide lesson objectives which are written in student friendly language. Pacing guides are also utilized, however due to the large percentage of students functioning below grade level there is a stronger focus on skills rather than content. Though the course offerings are limited, there is a range of subjects for middle and high school student which focuses on the core subject areas. This year, both the District and CSZ offer additional support through District/Zone made formatives, course specific teacher planning days, and job specific alignment meetings.

***How is alignment with the NCSCOS ensured?***

Teachers are required to develop lesson plans and submit them each Monday morning. Lesson plans are examined by the AF and feedback is provided to the teachers. NCSCOS goals and objectives are required to be displayed for each lesson in the classroom. Objectives are written in student friendly language. This year teachers have developed a goal mastery sheet for each course taught. Teachers match their daily lessons and assessment to measure NCSCOS goal mastery. Students who do not achieve 80% mastery are taught differently and reassessed.

***How does the school ensure a broad range of learning experiences?***

In addition to classroom instruction, students are afforded opportunities to participate in programs offered in the school to enhance learning and exposure beyond the classroom. For example, the Future Seekers program is a career and goal setting experience where students are exposed to businesses, careers, and educational institutions through presentations and field trips. Service Learning integrates community service projects with learning in the classroom. Students are provided opportunities to develop projects for the community and take project based field trips. No Easy Walk is a teambuilding and gang prevention program which provides students with skills needed to become leaders and includes field trips to UNC Charlotte and other facilities. Teams plan field trips for students to broaden their experiences and exposure for learning. In partnership with UNCC we will offer Literacy Through Photography for middle school students. A year long teacher to student mentoring has been implemented where teachers expose students to interest outside of the typical curriculum. LIFT Program provides support for adjudicated students.

**3. How effective is the quality of teaching and instruction in ensuring high quality learning, progress and achievement?**

| | | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|
| School Self-Evaluation: | High quality (4) | | | **x** | | Undeveloped (1) |

***How do you know?***
According to the SQR, the quality of teaching and instruction are deficient for our school. Also, EOG/EOC test results indicate that the students are performing far below state and local averages.

***Which are the strongest features of teaching and learning and why?***

The administration promotes effective teaching practices and this is shown as indicated by required instructional components that teachers must include in lessons along with individual teacher observations and walk-throughs. Generally, relationships between the students and staff are respectful and praise is used to motivate the students, but expectations are too low. Teachers use comments and stickers on daily point sheets to motivate students as well. There are some teachers that use effective planning, make the learning opportunities relevant and engaging and use effective teaching strategies in the classroom.

***What aspects of teaching and learning most need improvement and what action is being taken?***
The areas that most need improvement are: lack of challenging work; poorly planned lessons with uninteresting activities; lack of differentiation; lack of questioning skills for higher order thinking; lack of student engagement; lack of effective teaching.

Actions being taken to assist with improvement include the following: collaborative curriculum meeting time has been incorporated into the school day at least once a week; Weekly PD will address effective lesson planning with such as topics as developing student entrance & exit activities, writing essential questions, writing student friendly objectives, developing reading comprehension strategies for all classrooms, etc. PD is being provided weekly by the AF as well as other District personnel and outside vendors. Reinforcement and extension of non school based presenters occurs weekly during curriculum team meetings. Strategies for all content areas include assessing student work, differentiated instruction, Data Wise, and TESA (Teacher Expectations for Student Achievement). All teachers will be afforded the opportunity to attend their content area conferences or workshops; some teachers will be required to participate in specific professional development opportunities; the AF will model lessons in addition the Data Wise team sharing instructional strategies which can be transferred into the classroom.

***How do teachers assess students' achievement of learning objectives and adjust instruction with assessment information?***
Teacher made assessments are used in all classrooms and adjustments are sometime made. These assessments primarily take the form of written tests, quizzes and oral questioning. Portfolios are used, however they are not used in a manner that is effective for most teachers.

**4. How effective is the school in ensuring high quality leadership and management?**

| | | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|
| School Self-Evaluation: | High quality (4) | | **X** | | | Undeveloped (1) |

***How do you know?***
According to the SQR, leadership and management are areas that are considered to be proficient. Also, the fact that the school met all Local Option goals for the 10-11 school year indicates that the leadership and management have a clear vision, focus on student achievement, a sense of purpose and have strategies that directly impact student learning. The Teacher Working Conditions Survey (TWCS) results indicate that approximately 85.7 percent of the teachers agreed (vast majority strongly agreeing) that the principal uses the school's mission, values, and beliefs to guide her decision-making. Also, 85.7 percent of the teachers agreed that our principal is innovative with implementing necessary changes to improve student achievement. As a result, it is safe to say that the majority of the teachers in our school believe that our leader has a clear vision and focus on student achievement with strategies that effectively impact student learning.

***Which are the strongest aspects and why?***

The administrative team has effectively shared the vision of the school with students, parents and staff. Most of the staff supports the school's aims. There are well-conceived systems in place to support staff. Professional Development opportunities are provided and the AF monitors weekly lesson objectives and planning. The SIP is monitored and incorporates clear action plans which identify those who are responsible for school initiatives and has timelines for evaluating outcomes. Communication across the school is generally effective. There are a number of new initiatives that have been put into place in order to meet the school's goals.

***What most needs improvement and what action is being taken?***

The area that needs most improvement is shared decision making and tasks. Action being taken for improvement in this area include the development of PLCs; streamlining of the SLT and training provided to it's members; identification of leaders in the school to manage certain areas of the school i.e. hired new CTE Coordinator and Academic Facilitator; two high school lead teachers identified, teacher leads that have been given major projects, tasks and responsibilities; and regularly scheduled meetings for the administrative team and other teams in the school with minutes provided to principal of each meeting; implementation of the new teacher evaluation instrument encourages more teachers to seek leadership responsibilities.

**5. How effective is the school in creating a high quality learning environment?**

| | | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|
| School Self-Evaluation: | High quality (4) | | **X** | | | Undeveloped (1) |

***How do you know?***

According to the SQR, the quality of the learning environment is proficient for our school. Also, decrease in the student suspension rate by 3.1% indicates that there are interventions and preventions in place to ensure a quality learning environment.

***Which are the strongest aspects and why?***

The school environment is friendly and inviting. Supervision is well-planned and ensures that behavior is good both in class and around the school. The staff who are responsible for managing safety in the building is effective and efficient. Morning check-in and afternoon dismissals are well planned. There is a clear process for managing behavior and there are wraparound services in place to meet the non-academic needs of the students. The environment is well-maintained, clean and bright which ensures that there is a positive environment conducive to learning.

***What most needs improvement and what action is being taken?***

The process for managing behavior is not consistent across the whole school. Some teachers are not taking responsibility for student behavior in class. Resources are not always effectively utilized and technology is not used to reinforce learning. Attendance is low.

Actions being taken to improve these areas include providing a school-wide discipline plan to all teachers with steps for student referrals and suggestions for classroom interventions; BMTs are using SWIS data to more effectively provide interventions for students, in addition, to participating in professional development twice a month to assist with implementation of effective interventions and strategies; referral forms have been

developed for staff to use in order to utilize various support services as interventions i.e. referrals to see Guidance Counselor, for Group Counseling, to the Intervention Team; Training was provided for all staff for Intervention Team referral process; BMTs are keeping logs of interventions to track students interventions utilized before warranting out of school suspension; specific BMTs have been designated to work with the EC population; each student is assigned a staff member mentor.

**6. How effective is the school in establishing a high quality partnership with parents, other schools and the community?**

| | | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|
| School Self-Evaluation: | High quality (4) | | **X** | | | Undeveloped (1) |

***How do you know?***
The SQR indicates that our school is proficient in the area of involvement of parents and the community. Parent/Community participation increased as shown in attendance at meetings and workshops and an increase in the number of strategic community partnerships. The number of workshops and other activities offered was doubled from the previous year, and the partnerships rose from one to thirteen. Our school's parental involvement correlate worked hard to advertise for our school and community events. The team sent letters home, hung flyers around the building, sent a parent-connect over the phone, and announced events over radio stations in the city of Charlotte.

***Which are the strongest features of communication between home/school about the school's work and about each student's achievement? Why?***
Parents are required to participate in the school for one hour a month for each month that their student is enrolled in the school. This enables the staff and parents to become acquainted and work together in partnership supporting the students. Point Sheets are provided to the parents to track student progress each day. Phone calls through the ConnectEd system ensure that parents receive school information regularly, including attendance notifications. Quarterly progress reports are being sent home.

***What most needs improvement and what action is being taken?***
Teachers are making phone contacts to parents regarding student behavior, however often times information in our system is outdated. Written communication has not been provided in multi-languages to the parents. Parents are not notified on a regular basis by letter of student 3-6-10 day absences. Some departments are not returning phone messages in a timely manner.

Action being taken to improve communication are as follows: the guidance department is requesting updated information at transition-in meetings and the information will be updated in the system by the registrar; information update forms will be sent to the homes each quarter to request updated contact information; teachers will notify the attendance secretary when wrong contact information is found in the system so that she can notify guidance to obtain updated information for the student; written communication will be provided in both English and Spanish; teachers will be notified if a letter request has not been made for students who are absent by the attendance secretary; departments are required to return phone calls with a 24 to 48 hours.

***What aspects of the school's work to involve parents/guardians and the community in the life of the school work best? Why?***

The requirement for parents to participate for at least one hour a month for each month the child is enrolled works really well since it is used as a criteria for the students to return to the home school. The flexibility to offer varied opportunities for parents to participate also works well. The positive programs we offer the students, also works well with involving the community in the school i.e. mentoring, Service Learning, Future Seekers, Leadership and Empowerment.

***What needs improvement and what action is being taken?***

We need to improve in the area of offering parent learning opportunities to assist with improving their child's achievement in school. Also, we need to reach out more to involve the community located right around the school in our school initiatives. Due to our transient population it is difficult to get parents to participate on the SLT. There is no community representation on the SLT.

Actions we are taking to improve this area are: we will offer parents monthly workshops on topics of their interest to assist with working with their children. We will also have regular parent meetings to address areas of need and concerns. A Parent and Community Organization will be developed that will function similarly to a PTO. Parents and community members will be invited to participate on the SLT. We will attend local community meetings and host parent/community meetings at our school including Parent University. We are collaborating with our district Strategic Partnerships and Family Engagement Coordinators to extend our parent and community involvement program initiatives.

**7. What other information, if any, do you feel it would be important for the reviewers to know prior to the review? (For example: principal recently appointed previous month)**

This is the fourth year of restructuring of the school. We have extended our administrative team to include an assistant principal, dean of students, academic facilitator, transition coordinator, and CTE coordinator. The school is considered an alternative school for students who have violated the student code of conduct at levels 4 and 5. The placement to the school is not optional nor is it by request. Students are assigned to us for 180 days from the day they enroll; we do serve some EC students for only 45 days. Consequently our student population is somewhat transient, resulting in no baseline data from year to year. All data used for the school also includes data from at least 3 other programs that fall under the school number, but are not affiliated with Turning Point in any other regard. The majority of the students served are over-aged and functioning well below grade level; therefore our primary focus is student growth. With the restructuring of the school, there was the recognition that many of the staff members did not have the skills needed to work in a setting such as Turning Point with the highest levels of at-risk students. As a result, several teachers have been replaced. The goal is to staff the school with highly qualified teachers and support staff who can best meet the needs of our students.

# Title I Action Plan
# Family/School Partnerships 2011-2012

**School Name:** Turning Point Academy_____ **Title I Allocation for Parent Involvement $2,596**_____

| **Name of Activity** (Include a brief summary along with any instructional materials that need to be purchased.) | **Date/Time** | **Goal #** (from SIP) | **Funding Sources/Costs** (Title I, contributions, partnerships, etc.) | **Which of Epstein's six keys of building successful partnerships does this activity support?*** | | | | | | **Will refreshments be served?** | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | **Parenting** | **Communication** | **Volunteering** | **Learning at Home** | **Decision-Making** | **Community Collaboration** | **Yes** | **No** |
| 1. Parent Workshops – provide parents with skills to assist with student success and gang prevention<br><br>*Purchases needed – refreshments only* | 11/17/11<br>12 noon and 6 pm | | Title I; Governor's Crime Commission Grant; Contracted Services--Local | X | X | X | X | X | X | X | |
| 2. Parent Workshops – build the capacity of parents to assist with improving student success in school<br>• Children, Choices, & Challenges<br>• Using Hip Hop to Understand Your | 12 noon and 6:30 pm on<br>9/22/11<br>10/27/11<br>01/26/12<br>02/16/12<br>03/22/12 | | Title I; Governor's Crime Commission Grant | X | X | X | X | X | X | X | |

***Note: Any activities that support Epstein's six keys to building successful family/school partnerships are based on research that substantiate the fact that student achievement is directly linked to parent involvement.**

****Note: Please show flexible meeting times and various meeting locations to meet the needs of all families.**

# School Improvement Plan School Leadership Team

We the undersigned have been actively involved in the process to develop this plan. We agree that it addresses system goals and is reflective of our school's profile, mission statement, and beliefs. Our initials reflect our involvement in the plan's quarterly reviews.

Principal: Valoria Buch (Name (Please Print)) — Valoria Buch (Signature)

**SCHOOL LEADERSHIP TEAM MEMBERS** — **SIP Quarterly Reviews** (initial)

| Name (Please Print) | Position | Signature | Oct | Jan | Mar | June |
|---|---|---|---|---|---|---|
| James E. Blue | Teacher | James E Blue | | | | |
| Sonja Gadd | Teacher | [illegible] | | | | |
| Cherie Williams | Social Studies Teacher | Cherie Williams | | | | |
| Leslye Torrence | Teacher Assistant | [illegible] | | | | |
| Stacey C. Clark | Academic Facilitator | Stacey C. Clark | | | | |
| Wallace E Barnes | Dean of Student | [illegible] | | | | |
| Kathryn Addo | EC Teacher | Kathryn Addo | | | | |
| Sonya L Berry | Parent Advocate | [illegible] | | | | |
| Justin Hayle | Science Teacher | [illegible] | | | | |
| Charlene Petty | Teacher | Charlene Petty | | | | |
| Kimberly M. Rice | Transition Coordinator | [illegible] | | | | |
| Thomas Lamb | Asst. Principal | [illegible] | | | | |
| Beverle' Thomas | Parent Advocate ~~volunteer~~ | Beverle Thomas | | | | |
| Lorraine Hawkins | Parent Volunteer | [illegible] | | | | |
| Ella Williams | Instructional Coordinator | [illegible] | | | | |

# Title I Action Plan
# Family/School Partnerships 2011-2012

**School Name:** Turning Point Academy_____ **Title I Allocation for Parent Involvement $2,596**_____

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Child<br>• Communicating with the School<br>• Time and Stress Management<br>• Basic Resources--Maslow's Hierarchy of Needs<br>*Purchases needed – refreshments only* | | | | | | | | | | | |
| 3. Curriculum Days/Nights – provide learning opportunities for parents and students to improve student achievement<br>*Purchases needed – refreshments, instructional games, books* | Literacy Day from 10- 3pm on 11-18-10<br><br>Math Night from 5-7:30 pm on 4-20-11 | | Title I Community donations | X | X | X | X | X | X | X | |
| 4. Parent Resource Room – provide a resource room for parents for resources, conferences, personal enhancement<br>*Purchases needed – resource literature materials* | On-going | | Title I | X | X | X | X | X | X | | X |

***Note: Any activities that support Epstein's six keys to building successful family/school partnerships are based on research that substantiate the fact that student achievement is directly linked to parent involvement.**
****Note: Please show flexible meeting times and various meeting locations to meet the needs of all families.**