

Turning Point Academy Public Charter School

School Improvement Plan – Executive Summary

2011-2012

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Mission

The mission of Prince George’s County Public Schools is to ensure that all students acquire information and skills and the ability to apply their knowledge to become lifelong learners and productive citizens in a diverse/global society.

This mission is best accomplished through a structure of child-centered learning communities characterized by: equity and access to a quality education that includes strong instructional leadership; high expectations for the achievement of all students; a rigorous curriculum; frequent monitoring of student performance; extending learning opportunities for students failing to meet academic standards; well trained, certified teachers in all classrooms; enhanced resources; families who are empowered to assist in providing a quality education for every child; a school climate conducive to building positive relationships; a safe and orderly school environment fostering enhanced school pride.

Prince George’s County Public Schools

Mission Statement for School Improvement Plan

The school improvement planning process for Prince George's County Public Schools supports and reinforces the *Bridge to Excellence Master Plan*. The process requires each school to develop, implement, and monitor, a school improvement plan (SIP) designed to prepare students for successful citizenship in the twenty-first century. The two-year SIP provides the framework, direction, and focus required of each school to successfully implement the goals delineated in the *Bridge to Excellence Master Plan*. The SIP is intended to be a "living" document for the school. It should be monitored, and updated regularly. The school improvement plan (SIP) outlines the specific activities, strategies, and interventions that each school will implement to ensure academic success for all students, grades PreK-12.

Consistent with the *Bridge to Excellence Master Plan*, the SIP seeks to ensure that all students in all subgroups reach or exceed the Annual Measurable Objective Targets and the school makes adequate yearly progress. The SIP is aligned with federal legislation such as the *No Child Left Behind Act* and state mandates such as the *Bridge to Excellence in Public Schools Act* and the *State Curriculum*.

Goals for 2011-2012

Goal 1: High Student Achievement – students will receive education that is rigorous, engaging, and relevant to the students' learning styles.

Goal 2: Highly-Effective Teaching – teachers will instruct students in a manner that will cause them to be excited about learning; able to communicate what they have learned; and demonstrate high performance on formal and informal academic measures.

Goal 3: Safe and Supportive Schools – the school will have a safe environment in which students and teachers are able to focus on instruction without distractions, and staff will provide the highest level of customer service in the school and offices.

Goal 4: Strong Community Partnerships – the school will strengthen its present public and private partnerships for the purpose of engaging in meaningful decision-making and improving and expanding student services.

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School Overview

Turning Point Academy's Mission is to establish an educational structure and culture that inspires the children, the parents and the teachers to give their best, to pursue their destiny and to develop their unique potential. To achieve this mission we implement the "Hyde Process" and provide the tools necessary to help each person actively pursue excellence in their fields of study and personal engagements: recognize and reward people who demonstrate character, exert effort and possess attitudes consistent with our Five Words (Courage, Curiosity, Concern, Integrity and Leadership); and Five Principles (Destiny, Humility, Conscience, Truth and Brothers Keeper); and extend learning into the family and the community thereby affecting the "context" of children's lives so that learning may take place, and *"celebrate those who work to bring about a Turning Point in their own lives and in the lives of others"*. We exist to promote an academic environment that fosters the needs of students as well as their families in order to enhance their lives and promote life long learning.

Turning Point Academy is located on the northern end of Prince George's County, in a middle class area of Lanham, Maryland. Turning Point Academy has kindergarten - 8th grade students. The 8th grade is an addition to Turning Point Academy this year. The student population is made up of walkers and bus riders from all over the county. The current enrollment of 534 students reflects the following sub-groups: 92% African American, 6% Hispanic, 1% White, and 1% Asian. Fifty seven percent of our students formally qualified for FARMs. This number shows a continuing increase in students qualifying for FARMs.

The school staff and administration provide a strong, rigorous academic program, emphasizing high expectations and achievement for all students. Of the total teaching staff, 38% hold Advanced Professional Certificates and 42% hold Standard Professional certificates.

Goal 1: High Student Achievement - Major Strategies

- All teachers will meet with the Principal/Assistant Principal every Tuesday for weekly Collaborative Planning Meetings.
- The administrative team will monitor the implementation of the Institute for Learning/Principles of Learning through Learning Walks.
- Data utilization meeting agendas and minutes will reflect data analysis and plans to adjust instruction.
- Staff development on analyzing classroom data and interpreting information to modify instruction.
- Staff development on differentiated instruction will be provided.
- Extended Learning opportunities will be provided two times a week to improve student's math performance. Students will be identified based on their MSA and FAST scores.
- Teachers will receive and use math manipulatives.
- Master schedule will support a minimum of 75 minutes grades K-2, 90 minutes grades 3-5 and 72 uninterrupted minutes' grades 6-8 for daily mathematic instruction.

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- The Testing Coordinator will hold academic conferences with all teams to discuss how data influences their instruction. The Testing Coordinator will present the data from Performance Matters and Edusoft for specific teachers to discuss and analyze. The teachers will determine areas of concern and devise a plan to modify their instruction. The Testing Coordinator will monitor the progress of FARMS, African American and Special Education students on a regular and quarterly basis. The Testing Coordinator will also assist teachers with the Data Monitoring Tool.
- Principal/Assistant Principal and Testing Coordinator will periodically meet with teachers to review progress of those groups that made AYP through Safe Harbor and need to be targeted. These groups include FARMS, Special Education and African American.
- Extended Learning opportunities will be provided two times a week to improve student's reading performance. Students will be identified based on their SRI, MSA and FAST scores.
- MSA Reading Practice Tests will be given.
- Assistant Principal, Math Specialist, and Reading Specialist will visit the classrooms to assist with pacing and delivery of instruction.
- Unit Assessments and FAST will be administered; data will be analyzed and used to adjust instruction.
- Struggling students will be identified through the RTI model and provided with appropriate interventions.

Goal 2: Highly-Effective Teaching - Major Strategies

- Principal/Assistant Principal and Testing Coordinator will periodically meet with teachers to review progress of those groups that made AYP through Safe Harbor and need to be targeted.
- Math Specialist, Reading Specialist, and Assistant Principal will visit the classrooms to assist with pacing and delivery of Instruction.
- Continue to implement best practices for reading/comprehension, writing instruction, and vocabulary development in content areas
- All teachers will meet with the Principal/Assistant Principal every Tuesday for weekly Collaborative Planning Meetings.
- Data utilization meeting agendas and minutes will reflect data analysis and plans to adjust instruction.
- Staff Development on differentiated instruction will be provided.
- Extended learning opportunities will be provided for students on Tuesday's and Thursdays based on their SRI, FAST scores and MSA scores.
- All staff will be trained on implementing instructional strategies in read and math. Strategies will include but are not limited to: increase wait time, repetition, adapting materials, using visuals, time to process questions, pictures and manipulatives, and recognizing multiple intelligences.
- Identified students will receive additional support from the Reading and Math Specialists.
- Principal/ Assistant Principal will complete walk-throughs using the "Look-Fors" for all classroom teachers.
- Typed formal observations of all teaching staff will be submitted to the Area 1 Office.

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- Observation feedback to staff will focus on the MSA Indicators, Standards for Excellence in Teaching and Curriculum Framework for that content and grade level.
- Mentoring Coaching program participants will meet with administration and their mentees to ensure curriculum implementation.
- Teachers needing assistance will be identified and an action plan developed.
- Documentation for teachers receiving a less-than-satisfactory evaluation will be monitored.
- Teachers will use the Curriculum Framework Progress Guides, Standards for Excellence document, appropriate curriculum documents, the DTA and the 5E's Model where applicable to plan and deliver effective lessons as evidence in classroom observations.
- Staff development on analyzing classroom data and interpreting information to modify instruction.
- Staff development on the implementation of learning centers and the use of manipulatives.

Goal 3: Safe and Supportive Schools - Major Strategies

- Implement consistent discipline practices and monitor results for effectiveness.
- The administration will conduct Student Code of Conduct assemblies to ensure consistency in the understanding of appropriate behaviors.
- Procedures will be in place to ensure the review of the Student Code of Conduct with newly transferred students. Student signatures of the Memorandum of Understanding will be obtained and secured.
- Student discipline referrals will be reviewed monthly to identify repeat offenders and patterns/trends of behavior and attendance. School-based counselors, Character Education Coordinator and other support personnel will be included in developing individual action plans for identified repeat offenders.
- Connect needs of building to Character Education instruction
- Continue programs through the counseling department to assist students and their families

Goal 4: Strong Community Partnerships - Major Strategies

Parent-community activities will include the following:

- Help parents with strategies for supporting school work/homework across the grades.
- Provide building level resources that encourage parents to gain insight and knowledge into their vital role.
- Provide resources through the development of a parent involvement link on the school's website.
- Volunteer opportunities such as PTO, field trips, classroom helpers, etc.
- Provide parents with materials and training to help them work with their child to improve their child's academic achievements (i.e., Discovery Nights, newsletter "tips", etc.)
- Inform parents on curriculum and assessment standards, MSA, and Maryland Content Standards
- Encourage administrators and staff members to reach out, communicate, and work with parents as equal partners.