

Turning Point High School
Campus/Department Improvement Plan
2009-2010

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Turning Point High School

Overview

Turning Point High School serves as the disciplinary alternative educational high school program for Arlington ISD. Our school provides an educational setting for students with inappropriate behavior who commit an illegal act, become a threat to themselves or others, or disrupt learning at one of the AISD high school campuses.

Our focus includes:

- *providing a highly disciplined and structured learning environment;
- *providing a safe environment by utilizing the daily use of metal detectors and security personnel;
- *implementing a small student to teacher ratio (15:1);
- *utilizing a behavior modification system based on the Boys Town Model;
- *providing credit recovery opportunities and drop-out prevention.

During the 2008-09 school year, 890 students were referred to TPHS. Of these students, 44% were African American, 34% were Hispanic, 20% were white, and 2% were Asian/Indian. Additionally, of the 890 students referred to TPHS, 73% were male and 27% were female. Also, 64% of the referred students were classified as freshman, 20% were in their sophomore year, 12% were junior level, and 4% were senior level. Special education students referred to TPHS decreased from the 2007-08 school year and comprised 19% of the referred students. 273 students were placed at TPHS more than once and comprised a 31% recidivism rate for the 2008-09 school year.

The TPHS Site-Based Decision-Making Committee utilized benchmark passing rates, AISD TAKS passing rates, TPHS student discipline data, TPHS attendance data, TPHS school leaver data, and six-week failure rates as data sources for the Comprehensive Needs Assessment process. The data indicated that 9th grade benchmark and TAKS passing rates in the areas of math and science were our most critical areas of needed improvement at TPHS. Additionally, the 9th grade failure rate was also identified as a critical area for needed improvement. Since the TPHS student population is fluid and consistently in transition, overall district high school data were utilized to identify areas requiring needed improvement.

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Comprehensive Needs Assessment **Sources of Data**

Required form for
Campus/Department Plans

A Comprehensive Needs Assessment was conducted with the Committee on May 28, 2009

Participants in Attendance	Data Sources Examined
Lloyd Day	TPHS six-week passing rates report by department TPHS Benchmark Testing data District TAKS data TPHS Dropout and Leaver data TPHS Discipline and Expulsion records TPHS Attendance and Truancy data
Michelle Hill	
Debbie Addy	
Lindy Rosado	
Gina Janky	
D Barton	
Aljay Bettis	
Bill Brott	
Alex Falcone	
Suzette Law	
Terry Whitcher	
Dianna Flores	

To be submitted with CIP/DIP

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Comprehensive Needs Assessment

Summary of Findings

Required form for
Campus/Department Plans

Date Completed: May 28, 2009

Provide a written summary of the findings from the data analysis:

The TPHS SBDM Committee utilized both campus and district data reports to assess that our greatest needs for improvement were in the areas of TAKS Science , 9th grade district benchmark scores for Math and Science, Algebra I failure rates, and increased gang-related referrals to TPHS and JJAEP.

Prioritized Needs	
Needs	Data Source
The student failure rate for Algebra I	TPHS six-week passing rates by department
Overall 9th grade math benchmark scores for TPHS students fall well below the district average	TPHS Benchmark Testing Data
TPHS had 33 students who were coded with a '98' drop-out exit code	TPHS Drop-out and Leaver Data
An increased number of TPHS students were expelled to JJAEP for gang-related offenses	TPHS Discipline and Expulsion Data
Math TAKS Scores for African American and Economically Disadvantaged students	AISD District TAKS Data

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Goal: To develop and implement a system of academic interventions

Performance Objective: The overall passing rate for African American students on the TPHS math benchmarks will increase in the from 7.5% to $\geq 10\%$

Summative Evaluation: The overall passing rate for African American students on the TPHS math benchmarks will be calculated in April of 2010.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Additional math teaching support for readiness on math TAKS	Comp. Ed. funding for additional personnel - (\$55,022)	Lloyd Day, Principal Martine Thomas, Math Department Leader	August 2009 - June 2010	TPHS benchmark data TPHS six-week passing rates	Add Del
Differentiated learning strategies incorporated into classroom instruction	No additional funding required	Lloyd Day, Principal Michelle Hill, Assistant Principal	August 2009 - June 2010	Documentation from administrative walk-through forms	Add Del
Expansion of the TPHS Plato lab	Comp. Ed. funding for additional Plato teacher - (\$ 55,022)	Lloyd Day, Principal D Barton, Credit Recovery Coordinator	August 2009 - June 2010	TPHS semester Plato data and documentation	Add Del

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Goal: To reduce course/subject failure rates

Performance Objective: TPHS six-week passing rate data will indicate an increase of the overall passing rate in Algebra I from 56.8 % to \geq 59%.

Summative Evaluation: TPHS six-week passing rate data will be averaged to calculate an overall yearly passing rate for Algebra I.

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
An additional math teacher will be utilized for math remediation and reteach	Comp. Ed. funding for additional personnel - (\$55,022)	Lloyd Day, Principal Martine Thomas, Math Department Leader	August 2009 - June 2010	Six-week passing rate data	<input type="button" value="Add"/>
					<input type="button" value="Del"/>
PLATO lab support for student credit recovery	Drop-out Prevention funding for PLATO lab - (\$110,044)	D Barton, PLATO Teacher Martine Thomas, Math Department Leader	August 2009 - June 2010	Credit Recovery credit retrieval data	<input type="button" value="Add"/>
					<input type="button" value="Del"/>
Carnegie Cognitive Tutor program support in Algebra I	Comp. Ed. funding - (\$2500)	Martine Thomas, Math Department Leader	August 2009 - June 2010	Algebra I six-week passing rate data	<input type="button" value="Add"/>
					<input type="button" value="Del"/>

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Goal: To help TPHS students be more successful in their home campus performance on the 2010 Math TAKS Test

Performance Objective: TPHS efforts will support a district increase in the African American student TAKS math performance from 66% to >= 70%

Summative Evaluation: AISD TAKS Spring 2010 accountability results will be utilized to determine increases in African American math TAKS performance

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
An additional math teacher will be utilized for math remediation and reteach	Comp. Ed. funding for additional personnel - (\$55,022)	Lloyd Day, Principal Martine Thomas, Math Department Leader	August 2009 - June 2010	TPHS benchmark data TPHS six-week passing rates	Add Del
Purchase of additional ancillary math materials that are geared toward students at the basic skill level	Comp. Ed. funding for additional materials - (\$3000)	Lloyd Day, Principal Martine Thomas, Math Department Leader	August 2009 - June 2010	TPHS benchmark data TPHS six-week passing rates	Add Del
Differentiated learning strategies incorporated into classroom instruction	No additional funding required	Lloyd Day, Principal Michelle Hill, Assistant Principal	August 2009 - June 2010	Documentation from administrative walk-through forms	Add Del

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Turning Point High School

Goal: To prevent campus violence and ensure appropriate methods of intervention

Performance Objective: TPHS will reduce the number of students expelled to JJAEP for gang-related activity by 10%

Summative Evaluation: 2009-2010 TPHS student referral records to JJAEP will be utilized to measure achievement of the performance objective

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Provide focused staff development about Arlington gang information	Comp. Ed. funding for additional staff development - (\$1000)	Lloyd Day, Principal Michelle Hill, Assistant Principal	August 2009 - June 2010	TPHS discipline records Staff development sign-in sheet	Add Del
Provide the opportunity for a staff field trip to Kimbo, JJAEP and other juvenile correctional facilities	Comp. Ed. funding for transportation - (\$1500)	Lloyd Day, Principal	October 2009	TPHS discipline records	Add Del
Intervention counseling to help students identify alternatives to the gang culture	No funding needed	Debbie Addy, Counselor Lindy Rosado, Social Worker	August 2009 - June 2010	Counseling documentation	Add Del
Utilize guest speakers to guide students toward other options rather than gang activity	No funding needed	Lindy Rosado, Social Worker	August 2009 - June 2010	Presentation agendas	Add Del

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Goal: To prevent campus drop-outs and ensure appropriate methods of intervention

Performance Objective: TPHS will reduce the number of students who drop out with a leaver code of '98' by 10%

Summative Evaluation: TPHS 2010 end-of-year leaver data will be utilized to assess achievement of the performance objective

Focus Area Addressed:

- Environment
- Instruction
- Assessment

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation	
Intensive counseling with students to develop a graduation plan and consider options for credit acquisition	No additional resources needed	Debbie Addy, Counselor	August 2009 - June 2010	TPHS student transcripts	<div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Del</div>
Provide additional Plato credit recovery support for TPHS students by offering a TPHS summer credit recovery program	Drop-out Prevention funding for summer program personnel and transportation costs - (\$10,000)	Lloyd Day, Principal Wendy Carrington, AISD Drop-out Prevention Coordinator	June 2010 - July 2010	Summer program attendance records Plato credit recovery data	<div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Del</div>
Provide counseling for students to identify program opportunities and transition assistance back to home campuses	No additional funding needed	Debbie Addy, Counselor Lindy Rosado, Social Worker	August 2009 - June 2010	TPHS student transcripts TPHS leaver data	<div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Add</div> <div style="border: 1px solid gray; padding: 2px; width: 30px; margin: 0 auto;">Del</div>

Add New Goal or Objective

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Bibliography

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