

2021-2022 State of the School Report

TURNING POINT ACADEMY



Principal Name

Reginald Coles-Interim

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot (Achievement data for most students enrolled is reflected on Home School Assignment)

| Reading (ES) | | All | Black | Hispanic | White | English Learners | Students with Disabilities |
|--------------|-----|-----|-------|----------|-------|------------------|----------------------------|
| School | GLP | <5 | | | | | |
| | CCR | <5 | | | | | |

| Math (MS) | | All | Black | Hispanic | White | English Learners | Students with Disabilities |
|-----------|-----|------------|-------|----------|-------|------------------|----------------------------|
| School | GLP | 8.3 | | | | | |
| | CCR | <5 | | | | | |

| EOC (HS) | | All | Black | Hispanic | White | English Learners | Students with Disabilities |
|----------|--|-----|-------|----------|-------|------------------|----------------------------|
|----------|--|-----|-------|----------|-------|------------------|----------------------------|

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|------------|-----|-----|-----|--|--|--|--|
| Biology | GLP | <5 | <5 | | | | |
| | CCR | <5 | <5 | | | | |
| English II | GLP | 7.7 | 8.7 | | | | |
| | CCR | <5 | <5 | | | | |
| Math I | GLP | <5 | <5 | | | | |
| | CCR | <5 | <5 | | | | |
| Math III | GLP | 8.3 | 9.1 | | | | |
| | CCR | <5 | <5 | | | | |
| School | GLP | <5 | | | | | |
| | CCR | | | | | | |

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|------------------------------|-------|
| EOG School Composite | 6.3 |
| EOC School Composite 2020-21 | <5 |
| School Letter Grade* | ALT_F |

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Turning Point Academy will increase the average daily student attendance by 10% by the end of the 2021-2022 school year. Baseline Data: 53.7% (SY 20202021)

Turning Point Academy will increase individual student academic growth on standardized assessments by 10% as indicated by EOC test result data. Baseline Data: School EOC Composite 6.3% (SY 2018-2019)

Turning Point Academy will improve the school culture and climate by building the capacity of the student's social-emotional learning and awareness as measured by 20% increase in favorable responses on the Panorama Survey. Timeline: August 2021 - June 2022

III. CHIEF CHALLENGES

- Student Attendance--Student absences have been greater than in previous years which impacts teachers' ability to provide quality instruction for students.
- Staffing and hiring of viable candidates--Turnover has increased as a result of Covid and it has been difficult to find high quality, certified candidates for teaching positions.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Develop a system of consistency, one that supports routines and sound protocols. Build teacher efficacy and increase staff morale. Ensure effective implementation of literacy strategies and highly engaging lessons. Increased accountability. Effective and consistent application of restorative practices (restorative measures, SEL activities) to keep students in school and decrease punitive consequences.