

Turning Point Youth Center School
Improvement Plan 2013-14

Turning Point Youth Center

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SAINT JOHNS, MI 48879-2423

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Overview

Plan Name

Turning Point Youth Center School Improvement Plan 2013-14

Plan Description

A plan to create a collaborative environment that encourages all learners to successfully achieve their full potential.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Turning Point Youth Center will become proficient in English Language Arts.	Objectives:1 Strategies:1 Activities:2	Academic	\$4000
2	All students at Turning Point Youth Center will become proficient in all Math areas.	Objectives:1 Strategies:1 Activities:2	Academic	\$4000
3	All students at Turning Point Youth Center will increase their social/emotional skills.	Objectives:1 Strategies:1 Activities:1	Academic	\$1000

Goal 1: All students at Turning Point Youth Center will become proficient in English Language Arts.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in the areas of reading fluency and reading comprehension in English Language Arts by 06/06/2014 as measured by at least one or more years growth as monitored by the AIMSweb program.

Strategy 1:

Provide research-based intervention strategies to increase ELA levels - The staff will provide instruction in core subject areas aligned with Common Core Standards, Michigan grade level content areas, and high school content expectations. Staff will support students in reaching grade level achievement. It is a priority for the students to have access to general education curriculum in a restricted special education setting. Research based intervention strategies will be implemented to support students who are below grade level in ELA. Students will be benched marked on entrance to the program. Students below grade level will be progress monitored to support students in becoming proficient and reaching grade level skills.

Research Cited: AIMSweb scores, content mastery in E2020, end of unit assessments, and IEP goals and objectives

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training on AIMSweb to support accurate benchmarking. This will also include determining appropriate intervention and strategies along with the ability to progress monitor to support continuing intervention or revising intervention.	Professional Learning	09/03/2013	06/06/2014	\$1000	Special Education	Special education staff

Activity - Provide research-based intervention strategies to increase ELA levels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze data and provide intervention strategies for students at-risk for not achieving the core content, i.e. summer school, para-educators, after school program and technology based instruction.	Academic Support Program	09/03/2013	06/06/2014	\$3000	Title I Part D	Special education staff

Goal 2: All students at Turning Point Youth Center will become proficient in all Math areas.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in the area of math computation in Mathematics by 06/06/2014 as measured by at least one or more years growth as monitored by the AIMSweb program.

Strategy 1:

Align curriculum and intervention with Common Core Standards - Staff will provide instruction in core subject areas aligned with the Common Core Standards, Michigan grade level content areas, and high school content expectations. Staff will support students in reaching grade level achievement. It is a priority for the students to have

access to general education in a restricted special education setting. Research based intervention strategies will be implemented to support students who are below grade level in Math. Students will be benchmarked on entrance to the program. Students below grade level will be progresses monitored to support students in becoming proficient and reaching grade level skills.

Research Cited: AIMSweb score, E2020 assessments, end of unit assessments, and IEP goals and objectives

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase proficiency in the area of Math						
Teachers will review data from assessments to determine appropriate research based intervention strategies that are applicable to individual student achievement.	Academic Support Program	09/03/2013	06/06/2014	\$1000	Special Education	Special education staff

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identifying at-risk students						
Staff will use classroom observations and achievement data to identify students that require additional support in reaching grade level in math. Staff will analyze data and provide intervention strategies for students at-risk for not achieving the core content i.e. summer school, para-educators, after school programs and technology based instruction.	Academic Support Program	09/03/2013	06/06/2014	\$3000	Title I Part D	Special education staff

Goal 3: All students at Turning Point Youth Center will increase their social/emotional skills.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency as measured by appropriate behavioral social/emotional skill sets in Career & Technical by 06/06/2014 as measured by hourly documentation in the Teacher Point Book..

Strategy 1:

Increase skills in the social/emotional domain - Staff will provide instruction in social/educational areas that reflect and are aligned with the Common Core Standards, Michigan grade level content expectations, and high school content expectations. Teachers will review quantifiable data daily. This data includes patterns of behavior during school that may reflect a need or a change in and medical and social/emotional treatment. Information on student's cognitive and emotional functioning will be used to determine their level of comprehension in regards to their individual treatment plan. Academic achievement is illustrated by progress on goals and objectives and report cards to determine student levels of motivation and proficiency towards his social/emotional goals.

Research Cited: AIMSweb, social/emotional Teacher Point Books, IEP goals and objectives

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Documentation of Social/Emotional Behaviors						
Training for consistent documentation of student achievement on social/emotional goals. Assign students to teacher case load to monitor compliance and progress towards IEP social/emotional goals.	Professional Learning	09/03/2013	06/06/2014	\$1000	Special Education	Special education staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide research-based intervention strategies to increase ELA levels	Staff will analyze data and provide intervention strategies for students at-risk for not achieving the core content, i.e. summer school, para-educators, after school program and technology based instruction.	Academic Support Program	09/03/2013	06/06/2014	\$3000	Special education staff
Identifying at-risk students	Staff will use classroom observations and achievement data to identify students that require additional support in reaching grade level in math. Staff will analyze data and provide intervention strategies for students at-risk for not achieving the core content i.e. summer school, para-educators, after school programs and technology based instruction.	Academic Support Program	09/03/2013	06/06/2014	\$3000	Special education staff
Total					\$6000	

Special Education

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase proficiency in the area of Math	Teachers will review data from assessments to determine appropriate research based intervention strategies that are applicable to individual student achievement.	Academic Support Program	09/03/2013	06/06/2014	\$1000	Special education staff
Professional Development	Training on AIMSweb to support accurate benchmarking. This will also include determining appropriate intervention and strategies along with the ability to progress monitor to support continuing intervention or revising intervention.	Professional Learning	09/03/2013	06/06/2014	\$1000	Special education staff
Documentation of Social/Emotional Behaviors	Training for consistent documentation of student achievement on social/emotional goals. Assign students to teacher case load to monitor compliance and progress towards IEP social/emotional goals.	Professional Learning	09/03/2013	06/06/2014	\$1000	Special education staff
Total					\$3000	



School Data Analysis

Turning Point Youth Center

Ms. Deb Nowland
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Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. 100% of the student population is male. The school district has no input regarding enrollment. Due to the restrictive environment and safety issues, staffing patterns remain the same and are not affected.

How do student enrollment trends affect staff recruitment?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. 100% of the student population is male. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. Enrollment trends are continually assessed based on the revolving population.

How do student enrollment trends affect budget?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. 100% of the student population is male. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. Enrollment trends are continually evaluated to determine the impact on the budget.

How do student enrollment trends affect resource allocations?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. 100% of the student population is male. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. Enrollment trends are continually evaluated to determine resource allocations.

How do student enrollment trends affect facility planning and maintenance?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. 100% of the student population is male. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. Enrollment trends are continually evaluated to determine facility planning and maintenance.

How do student enrollment trends affect parent/guardian involvement?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. 100% of the student population is male. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. Enrollment trends are continually evaluated to determine parent/guardian involvement.

How do student enrollment trends affect professional learning and/or public relations?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. 100% of the student population is male. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. Enrollment trends are continually evaluated to determine professional learning and/or public relations.

What are the challenges you noticed based on the student enrollment data?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. 100% of the student population is male. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. The revolving population of students presents a challenge.

What action(s) will be taken to address these challenges?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. 100% of the student population is male. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. Continue monitoring and assessment of student enrollment data determines the action required for the specific challenges.

What are the challenges you noticed based on student attendance?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. 100% of the student population is male. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. Student attendance is court ordered for every student at TPYC. Attendance is at 100%.

What action(s) will be taken to address these challenges?

Student attendance is court ordered for every student at TPYC. Attendance is at 100%.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staff's ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. 66% of the students within the facility have a reading deficiency and 58% have a deficiency in the area of math.

Which content area(s) show a positive trend in performance?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staff's ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. 66% of the students within the facility have a reading deficiency and 58% have a deficiency in the area of math. When remediation was implemented, students show a positive trend in performance. 80% of individual student deficit areas have been increased by one or more years during this time.

In which content area(s) is student achievement above the state targets of performance?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staff's ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. 66% of the students within the facility have a reading deficiency and 58% have a deficiency in the area of math.

What trends do you notice among the top 30% percent of students in each content area?

Due to the revolving population we do not have a top 30% report in each content area. 100% of the students have a court ordered

placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. Interventions and individualized programs are based on this information.

What factors or causes contributed to improved student achievement?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. Interventions and individualized programs are based on this information and contribute to improved student achievement.

How do you know the factors made a positive impact on student achievement?

Due to the revolving population we do not have a top 30% report in each content area. 100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. Data gathered from pre and post testing provide the positive impact data related to student achievement.

Which content area(s) indicate the lowest levels of student achievement?

66% of the students within the facility have a reading deficiency and 58% have a deficiency in the area of math. 100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC.

Which content area(s) show a negative trend in achievement?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. 66% of the students within the facility have a reading deficiency and 58% have a deficiency in the area of math.

In which content area(s) is student achievement below the state targets of performance?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. 66% of the students within the facility have a reading deficiency and 58% have a deficiency in the area of math.

What trends do you notice among the bottom 30% of students in each content area?

Due to the revolving population we do not have a top 30% report in each content area. 100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. Interventions and individualized programs are based on this information.

What factors or causes contributed to the decline in student achievement?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average

length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. Interventions and individualized programs are based on this information.

How do you know the factors made a negative impact on student achievement?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less then one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. Interventions and individualized programs are based on this information.

What action(s) could be taken to address achievement challenges?

AIMS Web is currently being utilized to assess the student's reading and math levels in their current learning environment. After assessing the students, individual intervention plans are developed based on need. Interventions are provided up to one hour per day while in the classroom. In addition after school, weekends, and days when school is not in session interventions are also implemented. Students are progressed monitored to determine the effectiveness of each individual intervention. E2020 assessment is used to evaluate mastery of Common Core Standards along with GLCEs and HSCEs in all core content areas.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

•Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

•Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. Behavioral issues are addressed daily. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. 66% of the students within the facility have a reading deficiency and 58% have a deficiency in the area of math. When remediation was implemented, students show a positive trend in performance. 80% of individual student deficit areas have been increased by one or more years during this time.

How do you know the achievement gap is closing?*

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. 66% of the students within the facility have a reading deficiency and 58% have a deficiency in the area of math. When remediation was implemented, students show a positive trend in performance. 80% of individual student deficit areas have been increased by one or more years during this time.

What other data support the findings?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. 66% of the students within the facility have a reading deficiency and 58% have a deficiency in the area of math. When remediation was implemented, students show a positive trend in performance. 80% of individual student deficit areas have been increased by one or more years during this time.

What factors or causes contributed to the gap closing? (Internal and External)*

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. 66% of the students within the facility have a reading deficiency and 58% have a deficiency in the area of math. When remediation was implemented, students show a positive trend in performance. 80% of individual student deficit areas have been increased by one or more years during this time.

How do you know the factors made a positive impact on student achievement?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. 66% of the students within the facility have a reading deficiency and 58% have a deficiency in the area of math. When remediation was implemented, students show a positive trend in performance. 80% of individual student deficit areas have been increased by one or more years during this time.

What actions could be taken to continue this positive trend?

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the

staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. 66% of the students within the facility have a reading deficiency and 58% have a deficiency in the area of math. When remediation was implemented, students show a positive trend in performance. 80% of individual student deficit areas have been increased by one or more years during this time. Increasing the amount of time spent on implementing individual interventions may continue positive growth trends.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

•None

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

•None

In what content areas is the achievement gap greater for these subgroups?*

100% of the students have a court ordered placement at this adjudicated youth facility (Turning Point Youth Center-TPYC). 100% of the students are non-residents of Clinton County. The school district has no input regarding enrollment. 100% of the students receive special education services in the area of emotional impairment. 100% of the students have committed a crime and are mentally ill which leads to behavioral challenges within the classroom. Behavioral issues are addressed daily. 98% of the student population is enrolled for less than one full academic year. The average length of stay for a resident is 180 days to 5 years. We have no control over the entrance and exit date of the resident which challenges the staffs ability to provide appropriate and necessary curriculum to meet the individual needs of the students. Due to the high mobility of our students, the school uses entry and exit scores to show growth and progress while in attendance at TPYC. 66% of the students within the facility have a reading deficiency and 58% have a deficiency in the area of math. When remediation was implemented, students show a positive trend in performance. 80% of individual student deficit areas have been increased by one or more years during this time.

How do you know the achievement gap is becoming greater?*

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What other data support the findings?*

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What factors or causes contributed to the gap increasing? (Internal and External)*

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How do you know the factors lead to the gap increasing?*

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What actions could be taken to close the achievement gap for these students?*

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How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

There are no students placed at TPYC that fit the ELL demographics.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title I, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

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How are students designated 'at risk of failing' identified for support services?

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What Extended Learning Opportunities are available for students (all grade configurations respond)?

100% of the students participate in Extended Learning Opportunities through development of an Educational Development Plan and a Transition Planning Inventory.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	100.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

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Label	Question	Value
	What is the total FTE count of teachers in your school?	6.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	1.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	3.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	1.0

Label	Question	Value
	How many teachers have been teaching >15 years?	1.0

What impact might this data have on student achievement?

There is data to demonstrate the impact on student achievement. Achievement has been consistent over the past 5 years.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	18.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	71.0

What impact might this data have on student achievement?

There is no data to demonstrate the impact on student achievement. Achievement has been consistent over the past 5 years.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

85.4% of students feel this school is good. 93.8-97.9% of students believe teachers care, respect them, and think they will be successful. 97.9% of the students believe that the principal cares. 95.8% of the students believe their teachers are good teachers. 91.7% of the students believe teachers think I can learn. 93.8% of the students believe they can be better. 100% of the students say they are treated fair by the administrator.

Which area(s) show a positive trend toward increasing student satisfaction?

Positive trends were recognized in the following areas:

- Students felt teachers and principal cared about their success (74.1% increase to 93.8%)
- Students know what they should be learning in class (71.9% increase to 89.6%)
- Students feel that quality work is expected of them (65.5% increase to 89.8%)
- Students believe teachers know they can learn (81% increase to 91.7%)
- Students feel they are recognized for good work (70.7% increase to 81.3%)

What area(s) indicate the lowest overall level of satisfaction among students?

50% of the students feel they belong at this school. 66.7% of the students feel they are safe at this school. 50% of the students have fun learning. 66.7% of the students feel teachers listen to their ideas. 47.9% of the students believe they are a good student. 41.7% of the students believe they behave well at school. 45.8% of the students felt they are treated with respect from other students.

Which area(s) show a trend toward decreasing student satisfaction?

Areas that showed a trend toward decreasing student satisfaction:

- the student believes they are a good student (55.4% decrease to 47.9%)
- the student believes they behave well at school (46.6% decrease to 41.7%)

What are possible causes for the patterns you have identified in student perception data?

The trends reflect the requirements of providing education in a court ordered adjudicated youth facility. The positive changes are a result of the increased use of technology in the classroom. The increase and decrease in trends may not be accurately reflected due to the structure of the survey. The neutral answer affects the actual results. Comparing data year to year is difficult based on the revolving student population.

What actions will be taken to improve student satisfaction in the lowest areas?

Action Plan:

- Increase use of technology in curriculum
- Use creativity, within parameters of Turning Point Youth Center, in the classroom environment to include more hands-on learning.
- Review established behavioral point system to address student's feelings about safety in their current learning environment and how they feel they are not respected by other students.
- Continually review individual needs of the students in order to ensure curriculum is challenging and meaningful.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

100% of the parents:

- feel welcome at the school and informed about their child's progress
- know what is expected of their child and feel their child is safe
- feel the teachers show respect, meets the academic needs and expects quality work of the student
- respect the teacher and principal
- know how well their child is progressing
- feel overall the school performs well academically
- feels the school succeeds at preparing children for future work

Which area(s) show a trend toward increasing parents/guardian satisfaction?

The parents:

- feel welcome at the school and informed about their child's progress (85.7% increase to 100%)
- know what is expected of their child and feel their child is safe(81.6% increase to 100%)
- feel the teachers show respect, meets the academic needs and expects quality work of the student (79.6-83.7% increase to 100%)
- respect the teacher and principal (93.8-95.9% increase to 100%)
- know how well their child is progressing (85.7% increase to 100%)
- feel overall the school performs well academically (87.8% increase to 100%)
- feels the school succeeds at preparing children for future work (81.3% increase to 100%)

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Lowest level of satisfaction based on parent surveys:

- students show respect to other students
- like report cards and progress reports
- excellent learning environment

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

A trend toward decreasing parents/guardians satisfaction was shown in the areas of students showing respect to other students and parents liking report cards and progress report.

What are possible causes for the patterns you have identified in parent/guardian perception data?

The trends reflect the requirements of providing education in a court ordered adjudicated youth facility. We feel the positive changes are not an accurate representation of the survey results based on the low number of participants (9 parents/guardians). The increase and decrease in trends may not be accurately reflected due to the structure of the survey. The neutral answer affects the actual results. Comparing data year to year is difficult based on the revolving student population.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Review established behavioral point system to address student's feelings about safety in their current learning environment and how they feel they are not respected by other students. Review report card and progress reports as well as distribution method. Continue to develop a plan to increase communication between parent/guardian and staff.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

90-100% of staff feel they are cared about, belong, and are respected. 90%-100% feel that the use of differentiated instruction, use of computers, and varied technology addresses student learning styles. 100% feel that every student can learn and quality work is expected of them. 100% of the staff valued seeing the results of working with this population. The other comments teachers/staff made regarding strengths of the school:

- a great team
- love what they do
- a staff of professionals that care that students are actually learning
- staffs ability to work together and communicate between teachers, support staff, and administrators
- high level of support from staff for students who have some severe deficits

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Data demonstrates an increase in the areas of:

I believe that student achievement can increase through:

- differentiated instruction (71.4% increase to 91.7%)
- use of computers and varied technology (78.6% increase to 100%)
- addressing student learning styles (71.4% increase to 100%)
- teacher use of student achievement data (64.3% increase to 83.3%)

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

41.7% of the staff feel that learning is fun within the learning environment. 50% feel that they are recognized for good work. Less than 50% feel they communicate often enough with parents regarding student progress. Staff comments reflecting areas that need improvement are:

- working together
- communication can always be improved
- team problem solving

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Decreases incurred in the area of:

I feel...

- overall learning can be fun (92.9% decrease to 75%)
- learning is fun at this school (50% decrease to 41.7%)

What are possible causes for the patterns you have identified in staff perception data?

The trends reflect the requirements of providing education in a court ordered adjudicated youth facility. The positive changes are a result of staff collaboration and an increase in technology use in the learning environment. The increase and decrease in trends may not be accurately reflected due to the structure of the survey. The neutral answer effects the actual results.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

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Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

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What evidence do you have to indicate the extent to which the standards are being implemented?

Each teacher monitors which CCSS are being mastered. CCSS based lesson plans are used to organize and collaborate instruction among teachers. Differentiated instruction is also utilized. Teachers meet monthly to discuss progress. Quarterly updates of mastery of IEP goals are issued. Increased AIMSweb scores, mastery of IEP goals, proficiency on end of unit assessments, passing grades, and eventual mastery in the area of Math on the MEAP are used to monitor progress.