
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7601 - William H. Turner Technical Arts Senior High School

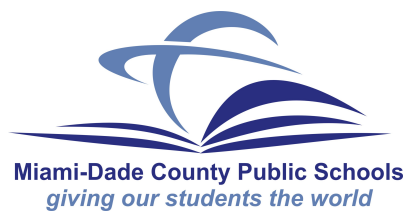
FeederPattern: Miami Central Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Valmarie Rhoden

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

William H. Turner Technical Arts Senior High School

William H. Turner Technical Arts High School (Turner Tech) is a “School of Choice” where students, staff members, administrators, parents, and the business community hold high expectations of student achievement. Turner Tech draws students from across Miami-Dade County. It serves approximately 1800 students, the majority of whom are from lower socioeconomic communities, with 71 percent qualifying for free or reduced lunch.

William H. Turner Technical Arts High School serves students who reside primarily in the northern portion of Miami-Dade County, including standard curriculum students, two percent Limited English Proficient (LEP) students, and 6.5 percent Students With Disabilities. The ethnic/racial makeup of the student population is 61 percent Black non-Hispanic, 35 percent Hispanic, two percent White non-Hispanic, and one percent Asian/Indian/Multiracial. The stability rate of the school is 96.6 percent, which is higher than the district's 92 percent and state's 91.4 percent. The Special Education (SPED) program services the following student population: six educable mentally handicapped, three physically impaired, four speech impaired, five hearing impaired, one emotionally handicapped, two profoundly mentally handicapped, and 94 specific learning disability. The standard curriculum pupil teacher ratio is 19:1.

Turner Tech provides students in grades nine through twelve with a “2 for 1” educational opportunity – with the curriculum providing students the course offerings needed for receipt of a high school diploma, receipt of a technical/vocational certificate of completion, and entrance to post-secondary educational institutions. Turner students are enrolled in one of seven technical/vocational academies (small schools within a school) that offer a total of 25 technical programs of study. High achievement expectations exist for students in both their technical and academic studies in all seven academies.

Research by the Southern Regional Education Board indicates that students who complete a rigorous academic core coupled with a career concentration have test scores that are equal to or higher than those students considered to be "college prep," and they are more likely to pursue post-secondary education. Further, they have higher grade point averages in college, are less likely to drop out in the first year of college, and have better employment and earning outcomes than other students (Applegate, 2004).

The school's above average graduation rate, rate for students going on to post-secondary education, and low mobility rate are a tribute to the success of the school's Career Academy/Smaller Learning Community Model and membership in High Schools That Work (HSTW) which is a high school reform model recognized by United States Department of Education as an innovative, proven method for raising student achievement and personalizing the educational experience for high school students. The Florida Council for Education Policy, Research, and Improvement (CEPRI) reports that creating effective high school learning communities that provide rigor and relevance to students is critical to developing a high skilled Florida workforce. The report identifies four elements as key to meeting the goal of graduating all students with adequate skills: a small learning community, high standards for all students, a rigorous and relevant curriculum, and effective and extensive career guidance and counseling (CEPRI, 2004). All four elements are valued and critical components of the Turner Tech learning environment.

The curriculum is based upon Florida's Sunshine State Standards (SSS) and technical program frameworks along with the District's Competency-Based Curriculum (CBC). Integration of curriculum, contextual instruction, and project-

based instruction are valued forms of instructional delivery that support high academic and technical expectations for all students. Students are required to complete at least one work-based learning experience and a senior capstone exhibition prior to graduation. Sixteen work-related behaviors that help prepare students to be responsible to themselves, each other, their school, and the community are incorporated across the curriculum. Rigorous academics are supported by honors classes, AP classes, and dual enrollment options. Honors by Exhibition allows students to stay on academy while still being offered honors credit options in language arts and social studies.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students in grades nine and ten will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades nine and ten will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given Instruction based on the Sunshine State Standards, students in grades nine and ten will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade ten will increase their writing skills as evidenced by one percent of the students achieving high standards on the 2006-2007 administration of the FCAT Writing+ Test as compared to the 2005-2006 FCAT Writing+ Test results. Grade 10 students scored an average of 4.1 on the Expository Test and an average of 4.2 on the Persuasive Test.

Given instruction based the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interactions as evidenced by comparing the hourly logs for the 2005-2006 and 2006-2007 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor and indoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, 100 percent of the staff will use Microsoft Outlook as their primary communication in the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades nine and ten will improve their running skills as evidenced by 60% of the students meeting high standards in running the one mile test on the 2006-2007 administration of the FITNESSGRAM Test.

Given emphasis on the State of Florida requirements for career education certification, the percent of seniors completing the capstone activity requirement for state technical certification will increase by five percent as evidenced by the comparison of the 2005-2006 capstone completion rate to the 2004-2005 rate.

William H. Turner Technical Arts High School's ROI percentile ranking will increase by at least one percentile point as compared to the previous publication.

Given the placement of students into personalized smaller learning communities in the form of career academies, the graduation rate of students will improve by a 1 percent increase in the school's graduation rate as evidenced on the school Adequate Yearly Progress Report.

The faculty and staff at Turner Tech recently completed the Organizational Performance Improvement Snapshot (OPIS) survey that was provided by the District. This survey is an evaluative tool that targets areas of need in the organizational structure of the school as perceived by all staff members.

An analysis of the results of the Organizational Performance Improvement Snapshot survey tool showed the average score for all seven categories surveyed fell within the "Agree" range. Of the total responses, 84 percent were in "Agreement" across all categories. This was a 10 percent increase over 2005-2006. The two areas of primary concern to the staff are "Strategic Planning" and "Process Management."

While the school's leadership, academy, and department teams meet frequently for the purpose of school improvement planning, staff development, and shared leadership; in order to alleviate staff concerns regarding "Strategic Planning," staff will be encouraged to participate and provide their expertise. Input will be documented and considered when addressing strategic planning. The score in the category of "Process Management," while averaging in the "Agree" range, showed an average response growth of .3 over the previous year's score. This survey category asked respondents to consider how the work location manages the key processes for product and service delivery, business growth, and supports daily operations. The two lowest scoring items dealt with the ability of the respondent to obtain the resources they need to do the job and to control their work processes.

While the negative responses are low, it is still important that the reasons some stakeholders feel this way be identified and, as much as possible, efforts be made to correct this perception. One of the responsibilities of the school's Data Analysis/Assessment Committee will be to conduct surveys to gather the data and information needed to identify methods to further improve process functions of the school.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

William H. Turner Technical Arts Senior High School

VISION

The vision of William H. Turner Technical Arts High School from inception has been to build a school whose culture is reflective of the principles of the Coalition of Essential Schools as it prepares its graduates to be successful in both the world of work and in their personal lives. The Principles of Coalition of Essential Schools along with the Key Practices of High Schools That Work support a school culture in which all stakeholders (teachers, administration, staff, parents, students, community members, and business partners) are empowered to work collaboratively in regard to the school's strategic planning and decision making. The principal provides strong instructional leadership that frames the school's vision and mission and turns them into reality.

MISSION

The mission of our school is to challenge students academically while they are actively involved in career training, thus the "2 for 1": a high school diploma and an industry certification that enable a student to enter the world of work and/or pursue post-secondary education successfully upon graduation.

CORE VALUES

We believe . . .

. . . An innovative and effective curriculum, which integrates vocational/technical training with a rigorous academic curriculum, will open horizons of opportunity for our students.

. . . All instructional programs must maintain high standards.

. . . Curriculum and instructional programs increase student achievement and provide lifelong personal and professional learning skills for students entering a rapidly changing, highly competitive world.

. . . Student success is supported through requiring work-based learning experiences in collaboration with our parents, community, and business partners.

School Demographics

Located on 32.12 acres in Northwest Miami-Dade County, William H. Turner Technical Arts High School opened its doors to students in 1993. The vision for Turner Tech was a result of the desire by then Miami-Dade County School Board Chairman, Senator William H. Turner, and former Miami-Dade Superintendent, Roger C. Cuevas, to create a "School of Choice" that would provide inner-city students with academic and technical skills for careers in the 21st Century.

The school's demanding curriculum was built around viable career pathways that were developed based upon state and local business market and census data. The first Leadership Team of teachers shared a common commitment to John Dewey's philosophy of education through occupations believing that practical and intellectual training for employment should go hand-in-hand. The school's design was based upon the Coalition of Essential Schools and School to Work/Tech Prep educational reform initiatives. William H. Turner Technical Arts High School is dedicated to its membership in the High Schools That Work and Coalition of Essential Schools school reform initiatives.

As a pioneer in school reform, Turner Tech has been recognized nationally for its leadership in breaking from the traditional high school structure and using small technical academies and the integration of vocational and academic curriculum to successfully improve student achievement. The High Schools That Work principles and benchmarks of high expectations, vocational studies, academic studies, programs of study, work-based learning, teachers working together, students actively engaged, guidance, extra help, and keeping score provide a framework for teaching and learning.

Turner Tech's first principal and the original Leadership Team embraced a "break-the-mold" approach to educational reform and designed the school to be made up of seven smaller learning communities based upon career pathways. Studies indicate that when the size of the learning environment is reduced dropout rates decrease and graduation rates and post-secondary enrollment rates increase (Funk and Bailey, 1999) which is evidenced in Turner Tech's data. This curriculum approach assigns teachers to an academy instead of keeping content areas separated from each other by traditional content area departments. While the building was constructed to house separate math, science, social studies, language arts, elective, and vocational wings, the original faculty opted to physically locate teachers as much as possible by academy instead of in the traditional wing fashion. The physical "mixing" of teachers from various content areas and assignment of teachers to academies facilitates professional conversations that result in the integration of the curriculum, the use of contextual instruction, and the implementation of a collaborative approach to discipline.

The school facility was designed to support this educational approach with state-of-the-art vocational technical classrooms and laboratories being included in the school design – including a working farm. Each of the school's seven career academies works with a business advisory committee one of whose responsibilities is to make recommendations as to any needed upgrading of equipment or physical facilities. While financial resources to make recommended upgrades are not always available, Leadership Team members work with district personnel to make as many of the advisory committee recommendations as possible become a reality. Since building completion in 1993, there have been ongoing problems with poor levels of construction in some areas of the building. During the 2004-05 school year, the building was painted at which time a number of the problem areas such as exposed corner beads were corrected. Construction of a much needed auditorium is scheduled for completion in 2007.

As a School of Choice, William H. Turner Technical Arts High School serves students from who reside primarily in the northern portion of the Miami-Dade County school district. The district's per capita income of \$26,780 is below that of the state's of \$29,758. In addition the county's average annual unemployment rate (2003) is 2.1 percent higher than the state. Miami-Dade County's crime rate per 100,000 persons (2003) is 7205.3 compared to the state rate of 5164.2. The school's population of students includes standard curriculum students, 1.8 percent Limited English Proficient (LEP) students, and 5.1 percent Students with Disabilities (SWD). The ethnic/racial makeup of the student population is 61 percent Black non-Hispanic, 35 percent Hispanic, two

percent White non-Hispanic, and one percent Asian/Indian/Multiracial. The stability rate of the school is 96.6 percent, which is higher than the district's 92.0 percent and the state's 91.4 percent rates. The Special Education (SPED) program services the following student population: six educable mentally handicapped, three physically impaired, four speech impaired, five hearing impaired, one emotionally handicapped, two profoundly mentally handicapped, and 94 specific learning disability. The standard curriculum pupil teacher ratio is 19:1.

Students enrolled in School to Work programs have been shown to demonstrate improved attendance and goals and are less likely to drop out (Institute on Education and the Economy, 2001) which is validated by Turner Tech's high level of attendance and reduced drop out rate. The 95.4 percent student attendance at Turner Tech is higher than the district's 92.73 percent for senior high schools. The school's 2.9 percent dropout rate is lower than that of the district's 4.5 percent and the state's 3.0 percent. The school's 78.4 percent total graduation rate, including that of minority, disabled, economically disadvantaged, and LEP students, is higher than the district's 59.2 percent and the state's 69.7 percent rates. A higher percentage of the school's graduates go on to pursue continuing education, 71.5 percent, than the average for the district, 61.8 percent and state, 57.6 percent.

The school employs a total of 152 full-time staff members and 23 part-time staff members. Of this group, six are administrators (three females, three males; 66 percent Black Non-Hispanic, 17 percent White Non-Hispanic, 17 percent Hispanic), 88 are classroom teachers (48 male, 40 female; 38 percent White Non-Hispanic, 35 percent Black Non-Hispanic, 22 percent Hispanic, six percent Asian/American Indian). There are eight SWD teachers, six guidance counselors, nine teacher aides, 11 clerical employees, 22 custodians/service workers, and two media specialists. Of the teaching staff, 11.9 percent are teachers new to this school and 4.2 percent are Beginning Teachers compared to 16.2 percent new this school year and 8.4 percent Beginning Teachers for senior highs in the District. The average length of teaching in Florida for Turner Tech faculty is at 14 years and 53 percent have advanced degrees compared to a high school average of 12 years and 44 percent for the district and 13 years and 35 percent for the state. All teaching staff is certified. The percentage of classes with teachers teaching In-Field is 92.4 percent, which is slightly lower than both the district, 95 percent, and the state, 92.6 percent. The percentage of classes not taught by highly qualified teachers, as defined by federal law, is 7.1 percent, which is lower than the district percentage, 9.8 percent, and lower than the state, 10.4 percent. The state rate of classes not taught by highly qualified teachers for high poverty schools is 12 percent compared to Turner Tech's rate of 7.1 percent. The school has a designated FCAT Coordinator, Math Coach, Academy Coordinator, Testing Chair, Reading Coach, College Assistance Program Advisor, and one Career Specialist to support improving student achievement (academic and technical/vocational) and the connection between the school and the business community.

The school's above average graduation rate, low mobility rate, and high rate for students going on to post-secondary education are a tribute to the success of the school's Career Academy/Smaller Learning Community Model and commitment to the research-based High Schools That Work Model. However, like many urban high schools, the primary challenge facing the stakeholders of Turner Tech is that of improving student achievement in core academics areas especially reading and mathematics. The faculty, staff, and administration have made progress in focusing improvement on the performance of the lowest 25 percent of readers as evidenced by 66 percent of struggling students making a year's worth of progress in reading. The mean FCAT scores of Turner Tech's grade nine through ten students are higher than other Miami-Dade high schools with similar demographics. However, too high a percentage of Turner Tech students do not score at mastery level in mathematics and reading in grades nine through ten. As a result, Turner Tech's faculty, staff, administration, parents, and students work collaboratively to use the Plan-Do-Study-Act (PDSA) Cycle to continuously improve upon the strategies that are implemented to improve student achievement.

School Foundation

Leadership:

From inception, school leadership has been a strength at Turner Tech as the Turner Tech community is built on the concept that healthy school communities that impart ownership, respect, and accountability to all stakeholders are key for the success of a school reform effort (Berriz, 1997). This strength in leadership is evidenced by a score of 4.3, an increase from 4.0 the previous year, on the "Leadership" category of the Organizational Performance Improvement Snapshot survey. School stakeholders are aware of the organization's mission and values and use them to guide their work. The majority of respondents felt their supervisor shares information about the organization, creates a work organization that helps them get their job done, and encourages learning that will help them to advance in their career. The school's Leadership Team is continually working on improving the leadership skills of all participants so that every stakeholder feels that their views are valued and organizational information is communicated to them.

District Strategic Planning Alignment:

Results of the Organizational Performance Improvement Snapshot survey tool indicate an average score of 4.0. The Turner Tech's Strategic Planning Process is a process that incorporates the expectations of our faculty, staff, students, parents, and community members and reflects our vision, mission and core values. This process is ongoing and incorporates the academic and operational functioning of the school. The strategic planning process utilizes the Plan-Do-Study-Act cycle and includes seven steps: Collect, Interpret, Develop, Implement, Review, Study, and Act. This process is used to develop short and long term plans in alignment with the Florida Department of Education (FDOE) School Improvement Planning Process and the Miami-Dade Public Schools' District Strategic Plan.

Stakeholder Engagement:

Results of the Organizational Performance Improvement Snapshot survey tool indicate an average score of 4.3. An examination of the 2005-06 School Climate Survey indicates the overall level of parent and student satisfaction for the quality of the school as higher than that of the district average for all senior high schools. The staff satisfaction average is higher than that for all senior high schools. An analysis of the Organizational Performance Improvement Snapshot shows the "Customer and Market Focus" category as one of Turner Tech's top categories, indicating that respondents felt the organization frequently determines and communicates the needs of present and future customers. Working with EESAC, the school has put in place a Stakeholder Satisfaction Program to improve customer satisfaction levels. A Parental Involvement Committee has been formed for the purpose of increasing parental and community involvement in school activities and programs that increase student achievement.

Faculty & Staff:

Results of the Organizational Performance improvement Snapshot survey tool indicate an average score of 4.1. The team approach to school planning and management was a founding principle of Turner Tech's design. The team approach results in a school culture that values education and sees the school as a "Community of Learners." On the Organizational Performance Improvement Snapshot survey, there was improvement from a score of a 3.9 to a score of 4.1 on the "Human Resource Focus" which asks respondents to consider how employees collaborate to accomplish the work location's strategic objectives. Within the category, the two top scoring items were respondents

felt they can make changes that will improve their work and the workplace is safe.

Data/Information/Knowledge Management:

Results of the Organizational Performance Improvement Snapshot survey tool indicate an average score of 4.3. This was one of the top scoring categories of the seven that were surveyed. This reflects the increased focus at Turner Tech to select and use information and data to support decision making including how the organization makes use of data as well as what training is provided. In an effort to improve the effectiveness of the Plan-Do-Study-Act process for improving student achievement and school performance, the Data Analysis/Assessment Committee conducts analysis of school data so that school stakeholders can use it as part of the decision-making process of school improvement.

Education Design:

Results of the Organizational Performance Improvement Snapshot survey tool indicate an average score of 4.0. Turner Tech is working on enhancing its daily curriculum by addressing the needs of all students, paying particular attention to the differentiated instruction necessary to target the needs of all subgroups. The staff and faculty of the school are providing supplemental instruction during the school day to students in need, as well as after school tutorial programs. AP classes and Honors by Exhibition classes are providing students with opportunities to meet the challenges of high level, creative and critical thinking skills, in a highly motivating environment.

Performance Results:

Results of the Organizational Performance Improvement Snapshot survey tool indicate an average score of 4.1. The work location's effectiveness in improving performance improved from an average score of 3.8 in 2004-2005 to 4.1 in 2005-2006. Under the State of Florida A+ Plan, Turner Tech met Federal Adequate Yearly Progress under the No Child Left Behind Act in all areas except Reading. Turner Tech was named by Governor Jeb Bush as being one of the top performing 50 schools in student learning gains in the state of Florida. According to the State School Performance Scale, Turner Tech received a "B" grade in the 2005-2006 school year. When examining additional areas of school quality, Turner Tech continues to excel. The school exceeds the district average for student graduation rate at 92.5 percent. Turner Tech's attendance rate is higher than that of the district's high school rate. The dropout and mobility rate of the school are lower than the district's high school average rate.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

William H. Turner Technical Arts High School is committed to selecting highly qualified teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. The school participates in student teaching programs with local colleges and universities, attends teacher fairs, positively promotes the school in the community and thoroughly screens potential applicants. To retain our new teachers, we have a Beginning Teachers' Professional Learning Community that provides support, mentorship, and collegial, collaborative learning opportunities to assist new faculty members' in their professional development. Experienced teachers on the faculty are encouraged to seek National Board Certification and become certified in Clinical Supervision and mentorship programs.

• Highly Qualified, Certified Administrators:

William H. Turner Technical Arts High School's Leadership Team consists of the principal, Valmarie Rhoden, who has 33 years of experience in education. She holds a Bachelor of Science Degree in Business Education and a Master's Degree in Reading. Ms. Rhoden has spent 10 years at high schools that serve predominately underperforming student populations. She has implemented several programs and initiatives to increase student achievement such as, the 15+5 Instructional Focus (15 minutes of reading instruction utilizing CRISS strategies targeting a specific benchmark and five minutes of informal/formal assessment, everyday each class period), non-fiction writing across curriculum in all classes, intensive reading classes, Critical Friends Groups for professional development and support, and the Senior Capstone Research Paper and Exhibition. Her philosophy of Shared-Distributed Management has been instrumental in moving William H. Turner Technical Arts High School from a "C" to a "B" School Accountability Grade.

Dr. Clyde Croskey, Vice Principal of Adult Education, has over 37 years of experience in the Miami-Dade County Public School System. He received his Associate of Arts Degree in pre-engineering from Lake Sumter Junior College. His Bachelor's and Master's of Science Degrees are from Florida Agricultural and Mechanical University and his Doctorate of Education Degree from Nova University. He is certified in Industrial Education, Administration and Supervision, Area Vocational Director, and Adult Education. Dr. Croskey has been an assistant and vice principal of adult education. As a vice principal at William H. Turner Technical Arts high School, Dr. Croskey is responsible for the entire operation of the adult education program.

Ms. Cathay Abreu, Vice Principal, has worked for over 26 years in the Miami-Dade County Public School System. She received a Bachelor of Science degree from Auburn University. She continued her education at Nova Southeastern University where she received a Master's of Science Degree, Gifted Endorsement, and Certificate of Educational Leadership. Her experience includes teaching Title I Reading, grades kindergarten through eight, gifted classes, and Intensive FCAT reading and mathematics tutorials. She has served as Magnet Team Leader, Reading Leader, and Grade Chairperson. Ms. Abreu has participated in District Curriculum Writing Committees and is a member of the Dade Reading Council. As Vice Principal, she oversees curriculum, the Parent Teacher Association, monitors the Title I program, testing, and professional development.

Mr. Daryl Branton, Assistant Principal, has worked in the field of education for more than ten years. He holds a Bachelor's Degree in Criminal Justice and a master's Degree in Educational Leadership. His experience includes teaching mathematics at Miami Jackson Senior High School and Allapattah Middle School. Prior to coming into education, Mr. Branton served as a City of Miami police officer and a criminal defense investigator for the Miami-Dade County Office of the Public Defender. As an Assistant Principal, Mr. Branton supervises and monitors transportation, discipline, math and social studies curriculum, Special

Education Program, and the Public Service and Agriscience Academies.

Mr. Philippe Napoleon, Assistant Principal, has nine years of experience in the field of education. He received a Bachelor of Science Degree in Biological Sciences from Florida International University. He continued his education at Nova Southeastern University where he received a Master's of Science Degree in Educational Leadership. Currently, he is in the process of obtaining his Doctoral Degree in Organizational Leadership at Nova Southeastern University. Mr. Napoleon's experience includes teaching General Science for the Students at Risk Program (SARP) grades six through eight, Biology grade eight, and Marine Biology grades ten through twelve. Mr. Napoleon has also served on several committees such as Excellence School Advisory Council (EESAC), Alliance Plus Mentor, Curriculum, Grant Writing, and Data Analysis. His current responsibilities include security, activities, discipline, curriculum, and staff development.

• Teacher Mentoring:

Teachers are provided with opportunities to participate in learning communities with peers that include vertical, horizontal, and across content area teaming through the smaller learning community academy structure. Best instructional practices are shared and modeled through a system of regularly scheduled academy, department, and faculty meetings that support professional development that strengthens the knowledge base of teachers. Mentor teachers are assigned as “buddies” to new teachers and collaboration with colleagues is utilized through the New Teachers Critical Friends Group (CFG) that meets biweekly. All new teachers at Turner Tech are provided with the Turner Tech Toolbox which provides teachers with an overview of Turner Tech, tips on instructional content and methodology, information on assessment and evaluation, strategies for classroom management, tips on professionalism and professional development, and helpful handouts.

• School Advisory Council:

The School Advisory Council, known in Miami-Dade County as the Educational Excellence School Advisory Council, is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345 F.S. (school improvement).

Activities and duties of SAC members:

As required by School Board rule 6Gx3-1B-1.031, teachers elect teacher representatives, parents elect parent representatives, students elect student representatives, and education support employees elect education support employee representatives. The principal and the designated United Teachers of Dade steward are required members. The principal appoints business/community representatives. The SAC membership must be appropriately balanced and must be representative of the ethnic, racial, linguistic, disabled and economic community served by the school. Membership is reviewed annually by The School Board of Miami-Dade County to ensure compliance.

Amount of funds for use by the SAC and the purpose for which it will be used:

The SAC assists in the preparation and evaluation of the school improvement plan, serving as the final decision making body in the preparation of the plan and in the evaluation of the midyear and final assessment of progress. The SAC makes recommendations to the principal on the development of the school's annual budget.

The Educational Excellence School Advisory Council (EESAC) at William H. Turner Technical Arts High School fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. EESAC accomplishes this by collaborating with site leadership and council members through the forum of monthly meetings the second Wednesday of each month. During these meetings, the school's progress on School Improvement Plan objectives, strategies, and available resources are examined and analyzed with recommendations being made to the principal through the group's participation in the ongoing school improvement planning process.

EESAC minutes reflect a focus on primarily addressing issues that affect student achievement and parental inclusion. After examining the budget during the 2004-05 school year, EESAC supported the continued offering of advanced academic opportunities to all seniors by purchasing Pacesetters testing materials for the senior language arts and mathematics classes. Also, instructional materials to support the Saturday School student preparation in mathematics and language arts benchmarks were purchased with EESAC funds. EESAC members supported the principal's effort to expand parental inclusion by making recommendations toward the development of the Stakeholder Satisfaction Program. In addition, EESAC provided input and support for Student Support Services with the Family Connections Conference, which provided training sessions for parents, students, and teachers. EESAC members were updated on the status of the implementation of the use of the Excelsior Gradebook program in the school as a part of the continued effort to infuse technology across the curriculum.

• Extended Learning Opportunities

Teachers are provided with opportunities to participate in learning communities with peers that include vertical, horizontal, and across content area teaming through the smaller learning community academy structure. Best instructional practices are shared and modeled through a system of regularly scheduled academy, department, and faculty meetings that support professional development that strengthens the knowledge base of teachers. Mentor teachers are assigned as “buddies” to new teachers and collaboration with colleagues is utilized through the New Teachers Critical Friends Group (CFG) that meets biweekly. All new teachers at Turner Tech are provided with the Turner Tech Toolbox which provides teachers with an overview of Turner Tech, tips on instructional content and methodology, information on assessment and evaluation, strategies for classroom management, tips on professionalism and professional development, and helpful handouts.

• School Wide Improvement Model

Turner Tech is a member of High Schools That Work (HSTW) which is a high school reform model recognized by United States Department of Education as an innovative, proven method for raising student achievement and personalizing the educational experience for high school students. High Schools That Work identifies Key Practices and Indicators that research has proven to be successful in improving student achievement. The Key Practices of High Schools That Work are:

- High expectations – setting higher expectations and getting more students to meet them.
- Vocational studies – increasing access to intellectually challenging vocational and technical studies, with a major emphasis on using high-level mathematics, science, language arts and problem-solving skills in the modern workplace and in preparation for continued learning.
- Academic studies – increasing access to academic studies that teach the essential concepts from the college preparatory curriculum by encouraging students to use academic content and skills to address real-world projects and problems.
- Program of study – having students complete a challenging program of study with an upgraded academic core and a major.
- Work-based learning – giving students and their parents the choice of a system that integrates school-based and work-based learning. The system should span high school and postsecondary studies and should be planned by educators, employers and employees.
- Teachers working together – having an organization, structure and schedule giving academic and vocational teachers the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content.
- Students actively engaged – getting every student involved in rigorous and challenging learning.
- Guidance – involving each student and his or her parents in a guidance and advising system that ensures the completion of an accelerated program of study with an in-depth academic or vocational-technical major.
- Extra help – providing a structured system of extra help to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic and technical content.
- Keeping score – using student assessment and program evaluation data to improve continuously the school climate, organization, management, curricula and instruction to advance student learning and to recognize students who meet both curriculum and

performance goals.

In addition, Turner Tech follows the Plan, Do, Study, Act Model to facilitate the school improvement planning process.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 1 STATEMENT:

Student performance of FCAT Reading Assessment will be sufficient to meet or exceed the criteria of proficiency needed to master the SSS in the area of reading.

Needs Assessment

An analysis of the 2006 administration of the Reading FCAT Test show that AYP was not met in Reading in the following subgroups: black, Hispanic, and economically disadvantaged. The percent that met mastery in the subgroups was 36 percent of black students, 33 percent of Hispanic students, and 33 percent of economically disadvantaged students. An analysis of the 2006 FCAT Reading Test reveals that: grade 9 students scored 50 percent in words/phrases, 60 percents in main idea/purpose, 60 percent in comparisons, and 64 percent in reference and research. Grade 10 students scored 50 percent in words/phrases, 69 percent in main idea/purpose, 69 percent in comparisons, and 62 percent in reference and research. Sixty-two percent of the total population did not meet the required state mastery level. Sixty percent of the total population demonstrated reading gains.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students in grades nine and ten will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades nine and ten will improve their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Follow the High Schools That Work research-based recommendations of reading practices across the curriculum in order to increase the time that all students including African American, Hispanic, and economically disadvantaged subgroups spend reading and working with text.	Academy Coordinator	8/14/2006	5/30/2007	School-to-Career	\$2000.00
Provide FCAT Benchmark Support Group (based on pre-test data from instructional focus benchmarks) for lowest quartile students in grade 10, including African American, Hispanic, economically disadvantaged, limited English proficient, and students with disabilities. The Benchmark Support Group (Training Camp) will take place in the morning with students being paired up with Peer Mentors to work on specialized lessons developed to improve the student's ability to use reading strategies to understand text.	FCAT Coordinator, Math Coach, Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement Honors curriculum in grade 12 language arts classes so that all students including African American, Hispanic, and	Language Arts Dept. Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

economically disadvantaged subgroups have exposure to advanced academic curriculum.					
Implement the Deming's Model Plan-Do-Study-Act (PDSA) for continuous improvement.	Principal, Assistant Principals, Literacy Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide all teachers with access to data (SPI's/Snapshot) and training on using the PDSA Cycle so they can analyze the progress of their students on individual reading benchmarks and target instruction in needed areas for targeted students including African American, Hispanic, and economically disadvantaged subgroups.	Vice Principal, FCAT Coordinator, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide Saturday School tutorial program to all interested students for seven weeks beginning in January of 2007. Students will receive instruction to improve their performance on targeted reading benchmarks. Parents of students, including LEP and SPED, performing below grade level will be contacted by telephone regarding this opportunity.	FCAT Coordinator, Math Coach, Reading Coach	1/13/2007	2/24/2007	District Strategic Plan	\$16250.00
Implement AP English Language in grade 11.	Vice Principal, AP English Language Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Holt, Reinhart, and Winston, Elements of Literature

Glencoe, Writer's Choice Great Source, Source Book, Reader's Handbook, Reading Advantage, Read 180, Reading Plus

Professional Development

1. Teacher training on the use of reading strategies to implement the 15 + 5 Instructional Focus Calendar, in-house.
2. Teacher training on the use of the SPI, Snapshot and Edusoft software and other sources of data and survey instruments in the PDSA Cycle, provided in-house and at the district level.
3. Reading Critical Friends Group – an optional collegial meeting of teachers to examine teacher practice and its impact on improving student achievement in reading.
4. Provide CRISS training to new teachers and veteran teachers who have not been trained in CRISS.
5. Training for content area teachers through the district's "Creating Opportunities for Reading Excellence" program.
6. Provide teacher training for the Intensive Reading teachers and the English teachers who teach Level 2 students through the district's READING PLUS program and the READ 180 program.
7. Provide training for all instructors in the use of the Readers Handbook by Great Source Company.

Evaluation

SUMMATIVE: 1. 2007 FCAT Reading Test results FORMATIVE: 1. Interim Assessments 2. Read 180 Assessments and Reports 3. Reading Plus Assessments and Reports 4. Saturday School tutorial pre/posttests 5. Maze Testing In addition, the following is used to monitor the strategies: lesson plans, attendance rosters, and computer-generated reports.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

Student performance on FCAT Mathematics Assessment will be sufficient to meet or exceed the proficiency criteria needed to master the SSS in mathematics.

Needs Assessment

An analysis of the data reveals that Adequate Yearly Progress was achieved by all the subgroups as designated by NCLB. A comparison of Turner Tech's students' mathematics performance on the 2006 FCAT administration to that of the 2005 FCAT administration, shows a one percent gain in students meeting high standards in Math. Sixty-five percent of students met high standards. Fifty-nine percent of grade 9 students performed at a Level 3 or above, while 66 percent of grade 10 students performed at a Level 3 or above. Grade nine students scored 50 percent in Number Sense, Algebraic Thinking, and Data Analysis, 43 percent in Measurement and 36 percent in Geometry. Grade 10 students scored 55 percent in Number Sense, 45 percent in Data Analysis, 43 percent in Algebraic Thinking, 36 percent in Geometry, and 30 percent in Measurement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given Instruction based on the Sunshine State Standards, students in grades nine and ten will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Meet with guidance staff to revise the AP selection process to insure consistency and fairness in placing students in honors and AP-level courses including LEP and SWD subgroups.	Math Department Chair, Student Services Department Chair	5/1/2006	6/1/2007	District Strategic Plan	\$0.00
Design and implement common school based interim assessment in all math courses to measure and monitor student mastery of math benchmarks, including LEP and SWD subgroups, as addressed by the scope and sequence.	Math Department Chair	10/9/2006	5/25/2007	District Strategic Plan	\$0.00
Provide new faculty members with one on one peer support through the math coach.	Math Coach	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Provide Math Training Camp/Tutoring twice a week for bottom 25th percentile of students during advisement period. Students will receive guided peer mentoring to improve their performance on targeted benchmarks.	Math Coach, FCAT Coach	10/25/2006	5/25/2007	District Strategic Plan	\$0.00
Follow selected High Schools That Work research-based recommendations of mathematics practice across the curriculum in order to increase student achievement including LEP and SWD subgroups.	Academy Coordinator, Math Coach	8/10/2006	6/1/2007	School-to-Career	\$2000.00
Provide Saturday School tutorial to all interested students for eight weeks beginning in January of 2007. Students will receive instruction to improve their performance on targeted math benchmarks. Parents of students, including LEP and SWD, performing below grade level will be contacted by telephone regarding this opportunity.	FCAT Coordinator, Math Coach, Reading Coach	12/1/2006	2/24/2007	District Strategic Plan	\$16250.00
Implement the Deming's Model Plan-Do-Study-Act (PDSA) for continuous improvement.	Principal, Assistant Principals, FCAT Coach, Math Coach, Reading Coach, Classroom	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

	Teachers				
Implement Turner Tech's 15+5 Reading program focusing on word problems in order to improve student comprehension of math problems.	Math Coach, Reading Coach, Literacy Team, Classroom Teachers	9/18/2006	6/1/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Glencoe, Algebra 1; Key Curriculum Press, Discovering Geometry; McDougal Little, Geometry; Key Curriculum Press, Algebra

Professional Development

1. Teacher training on the use of reading strategies to implement the 15 + 5 Instructional Focus Calendar.
2. FCAT Math Coach modeling manipulatives and other strategies for new teachers.
3. How to effectively use the FCAT Mathematics Test Item Specifications.

Evaluation

SUMMATIVE: 1. 2007 FCAT Mathematics Test Results

FORMATIVE: 1. Interim Assessments 2. Saturday School Tutorial pre/posttests

In addition, the following is used to monitor the strategies listed: lesson plans, attendance rosters, and computer-generated reports.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

All students will be able to communicate effectively through writing.

Needs Assessment

An analysis of the 2005-2006 FCAT Writing+ performance data reveals that 92 percent of all students in grade ten met state standards in writing. All subgroups met AYP. A comparison of the 2005-2006 FCAT Writing+ Test to the 2004-2005 FCAT Writing+ Test shows a one-tenth percent gain in the mean score. While there was a gain in the mean score, the percentage of students performing at high standards on the 2005-2006 assessment decreased by one percent.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade ten will increase their writing skills as evidenced by one percent of the students achieving high standards on the 2006-2007 administration of the FCAT Writing+ Test as compared to the 2005-2006 FCAT Writing+ Test results. Grade 10 students scored an average of 4.1 on the Expository Test and an average of 4.2 on the Persuasive Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Hold training and follow-up workshops for all students on the use of the grade level FCAT Primer as a support tool to guide students in taking an active role in their learning process by developing and creating their own individualized Education Plan.	FCAT Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide teachers with professional development during faculty, academy, and department meetings in non-fiction writing.	Literacy Leadership Team	8/14/2006	5/22/2007	District-wide literacy plan	\$0.00
Provide all teachers with access to data (SPI's/Snapshot) to enable them to analyze the progress of their students on their writing skills and target their instruction in order to improve student writing skills.	FCAT Coordinator, Test Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the collaboration/consultation model of inclusion as a method to better address the achievement needs of students with disabilities and facilitate communication between mainstream teachers, SPED teachers, and SPED students and their parents.	ESE Department Chair, Assistant Principal	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide Saturday School tutorial for all interested students for seven weeks beginning in January of 2007. One of the Saturday School dates will be devoted to FCAT Writing preparation in order to improve student writing skills. Parents of students performing below grade level will be contacted by telephone regarding this opportunity.	FCAT Coordinator, English Department Chairperson, Reading Coach, Literacy Team	1/13/2007	2/24/2007	District Strategic Plan	\$0.00
Share with faculty strategies to improve the learning of Limited English Proficient (LEP) and Students With Disabilities (SWD) so that	SPED Department Chair, LEP Department Chair	8/14/2006	5/30/2007	Inclusion	\$0.00

the strategies will be adapted and practiced by all staff.					
Implement the Deming's Model-Plan-Do-Study-Act (PDSA) for continuous improvement.	Principal, Assistant Principals, Literacy Team, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Follow High Schools That Work research-based recommendations of writing practices for teaching across the curriculum in all classes so that students improve their writing skills in all content areas.	Vice Principal, Academy Coordinator, Assistant Principals, Classroom Teachers	8/14/2006	5/30/2007	School-to-Career	\$0.00

Research-Based Programs

Holt, Reinhart, and Winston, Elements of Literature
Glencoe, Writer's Choice

Professional Development

1. Teacher training on the use of the FCAT Primer, in-house.
2. Teacher training on the use of SPI, Snapshot and Edusoft software and other sources of data and survey in the PDSA Cycle.
3. Senior Capstone Curriculum Committee and faculty training sessions on the implementation of research based best practices in writing across the curriculum.
4. Critical Friends Group (CFG) for teachers new to Turner Tech.
5. Integrated writing across the curriculum and training in non-fiction writing.

Evaluation

SUMMATIVE 1. 2007 FCAT Writing Test results.

FORMATIVE: 1. District Writing pre/posttests 2. Saturday School tutorial pre/posttests 3. capstone research papers

In addition, the following is used to monitor the strategies: lesson plans, classroom writing assignments, attendance rosters, and computer-generated reports.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 4 STATEMENT:

Student performance on the FCAT Science Assessment will be sufficient to meet or exceed the criteria of proficiency needed to master the SSS in the area of science.

Needs Assessment

Based on the 2006 FCAT Science performance data, grade 11 students' Mean Scale Score was two percent higher than the district's score and four percent lower than the state's Mean Scale Score. The school's FCAT Science Mean Scale Score in 2005 was 284 and in 2006 was 287 indicating a one percent increase. The State FCAT Science Mean Scale Score went from 293 to 298 showing a two percent increase.

Grade 11 FCAT Science scores indicate some improvement over prior grade 11 FCAT Science scores. A further examination of the science strands indicates that Turner Tech students' scores increased in Physical/Chemical science by two percent from 2005 to 2006. In the same time period, Earth/Space scores remained consistent while Life and Environmental sciences saw an increase of 11 percent. Scientific Thinking scores decreased by 8 percent during this time period; however, over the four year span of science testing, Turner Tech shows an upward trend.

Measurable Objective

Given instruction based the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Hold voluntary lunch collegial exchange sessions for the purpose of providing a support base for the departmental members to provide feedback to each other concerning methods and activities in the science classroom.	Science Department Chair	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Provide all science teachers with access to data (SPT's, Snapshot) and training on using the PDSA Cycle to enable them to analyze the progress of their students on individual science benchmarks so that they can target instruction in critical areas.	Science Department Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement student centered after-school AP Biology study group and teacher directed help by arrangement.	AP Biology Instructor	9/11/2006	5/24/2007	District Strategic Plan	\$0.00
Saturday School with Science Target.	FCAT Coordinator Science Department Chair	1/13/2007	2/24/2007	District-wide literacy plan	\$0.00
Implement Science FCAT morning tutoring: Monday through Thursday.	Science Department Chair	8/22/2006	5/24/2007	District-wide literacy plan	\$0.00
Implement the Deming's Model Plan-Do-Study-Act (PDSA) for continuous improvement.	Principal, Assistant Principals, Literacy Team, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the use of technology in the science classroom and laboratory using the the Internet, programs such as Riverdeep, Science Explorer, Science Gateway, Logger Pro, FCAT Testtools CD, and Lab Pro to improve instructional effectiveness in addressing multiple learning styles.	Science Department Chair, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Develop schoolwide science instructional focus calendar in order to expose all science students to the FCAT science skills via weekly departmental FCAT mini-lessons that	Science Department Chair, Science Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00

target instruction on specific science benchmarks in order to improve student science skills.	
---	--

Research-Based Programs

Holt, Biology - Visualizing Life
Holt, Chemistry - Visualizing Matter
Holt, Physics
Holt, Modern Earth Science

Professional Development

1. Teacher training on the implementation of reading strategies targeted as part of the 15 + 5 Instructional Focus Calendar.
2. "Teaching Science for Early Career Senior High Teachers" provided through TEC in January.
3. "Effective Implementation of the Adopted Secondary Science Instructional Material" provided through TEC.
4. Effective use of FCAT Science Grade 11 Test Item Specifications.

Evaluation

SUMMATIVE 1. 2007 FCAT Science Test results

FORMATIVE 1. Science Assessments-Site assessments 2. Laboratory records maintained by laboratory assistant

In addition, the following is used to monitor the strategies: lesson plans, Science Projects, and computer-generated reports

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

Parental involvement will increase school wide across all existing academic programs.

Needs Assessment

An analysis of parental involvement trends from PTSA sign-in sheets for the past four years at William H. Turner Technical Arts High School reveals that attendance at the school's Open House and New Student/Parent Orientation is high while attendance at Parent Teacher Student Association (PTSA) meetings and other school events is extremely low.

The 2005-2006 hourly parent logs indicate an average of 460.5 hours of volunteer time including PTSA attendance and EESAC meetings.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interactions as evidenced by comparing the hourly logs for the 2005-2006 and 2006-2007 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct workshops on topics of importance to parents and students at PTSA meetings as well as stand alone workshops on separate occasions to be presented by the Student Services Department including educating parents on advanced academic options, resources for bilingual parents, and the use of Internet-based resources.	Student Services Department Chair, Activities Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Deming's Model Plan-Do-Study-Act (PDSA) for continuous improvement.	Principal, Assistant Principals, Literacy Team, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Set up Parent Resource Information Tables at the Parent Resource Fair and New Parent/Student Orientation in order to increase PTSA membership and parent participation in school events and activities that increase student achievement.	Activities Director, Student Services, PTSA President	9/12/2006	5/30/2007	District Strategic Plan	\$0.00
Initiate "Monday Moments." Principal calls faculty, staff, students, and parents every Monday evening through the Connect-Ed system notifying all stakeholders of workshops, meetings, school events, pertinent information, and information/reports going home via students.	Principal	8/14/2006	5/28/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

1. Hold PDSA School Improvement Process trainings for parents at EESAC and PTSA meetings.
2. Hold monthly PTSA workshops on topics that will help parents to support their children in improving their school performance.
3. Hold Bilingual Parent Outreach Program sessions for LEP parents.
4. Hold Parent Chats and workshops so that parents and teachers can learn how to work cooperatively to improve student performance.
5. Hold Title I Parent Orientation Session.
6. Send personnel for training on Connect-Ed.

Evaluation

SUMMATIVE 1. Comparison of 2006-2007 total parent involvement hours to 2005-2006 total parent involvement hours

FORMATIVE 1. Hourly logs of parental involvement and reviews of Stakeholder Satisfaction comment cards

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

To reduce the incidence of outdoor and indoor suspensions at William H. Turner Technical Arts High School.

Needs Assessment

When comparing the rate of outdoor suspensions from 2004-2005 to 2005-2006, there was a 2.6 percent decrease in outdoor suspensions. While the outdoor suspension rate declined from 2004-2005 to 2005-2006, the percentage of indoor suspensions increased .9 percent.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor and indoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a program using peer mediation to resolve student conflict.	TRUST Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Deming's Model Plan-Do-Study-Act (PDSA) for continuous improvement.	Principal, Assistant Principals, Literacy Team, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a Progressive Student Discipline Plan to improve student behavior.	Assistant Principal, SCSI Instructor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement advisement period for students to ensure that all students have an adult advisor who will stay with them for multiple years.	Vice Principal	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Implement an Alternative to Suspension Plan in conjunction with the Progressive Student Discipline Plan to improve student behavior.	Assistant Principal, TRUST Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

1. High Schools That Work training sessions for teachers to review research-based strategies for improving student engagement and behavior.
2. Safety Net workshop sessions for teachers on monitoring and improving student behavior.
3. Hold training for teachers on the utilization of the Student Code of Conduct Handbook.
4. Teacher training in "Conscious Classroom Management" provided through TEC.

Evaluation

SUMMATIVE 1. 2005-2006 report of the total number of outdoor and indoor suspensions as compared to the 2006-2007 report

FORMATIVE 1. Evaluation of the effectiveness of the strategies implemented will be measured by the monitoring of the Database Referral Report.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

To increase staff, in school, communications through the use of Microsoft Outlook at William H. Turner Technical Arts High School.

Needs Assessment

All staff will utilize the Microsoft Outlook e-mail program as a means of communication. During the 2005-2006 school year, in-house e-mail was the primary source of communication; resulting in approximately 25 percent of the staff utilizing the district e-mail.

Measurable Objective

Given an emphasis on the use of technology in education, 100 percent of the staff will use Microsoft Outlook as their primary communication in the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Deming's Model Plan-Do-Study-Act (PDSA) for continuous improvement.	Principal, Assistant Principals, Literacy Team, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Train administrators in the advance use of Microsoft Outlook.	Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide internal training and support to teachers on the use of the Microsoft Outlook program.	Technology Coordinator	8/2/2005	5/24/2006	District Strategic Plan	\$0.00
Train parents in the use of the Parental Portal.	Technology Coordinator	8/23/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

1. In-house staff training sessions conducted by Technology Coordinator in the use of Microsoft Outlook.
2. Train parents in the use of the Parent Portal.

Evaluation

SUMMATIVE 1. The end-of-year total percentage of faculty and staff usage of Microsoft Outlook.
FORMATIVE 1. The School Climate Survey will serve as a measure for staff/stakeholder improved communication.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

To improve the physical fitness level of all students at William H. Turner Technical Arts High School.

Needs Assessment

During the 2005-2006 school year, 58 percent of Turner Tech physical education students met the health-related fitness standards for their age and gender.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades nine and ten will improve their running skills as evidenced by 60% of the students meeting high standards in running the one mile test on the 2006-2007 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Deming's Model Plan Do Study Act (PDSA) for continuous improvement.	Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Devote 50% of physical education activity period to improving fitness levels.	Physical Education Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Supply parents with information on the importance of physical fitness at the Parent Resource Fair.	Physical Education Department Chair	9/12/2006	9/12/2006	District Strategic Plan	\$0.00
Conduct FITNESSGRAM pre and post tests to measure student fitness levels.	Physical Education Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Inform parents of how to use the FITNESSGRAM report in order to increase parent knowledge of how to improve their child's fitness level.	Physical Education Department Chair	9/12/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

1. District training on FITNESSGRAM standards, instruction, and assessment.

Evaluation

SUMMATIVE 1. Total number of students meeting the Healthy Fitness standards on the FITNESSGRAM test

FORMATIVE 1. Pre/posttests data on the FITNESSGRAM Test.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

To increase the number of William H. Turner Technical Arts High School students who complete the capstone requirement for state career education certification as outlined in Florida Statute 1003.431.

Needs Assessment

During the 2004-2005 school year, 79 percent of seniors participated in the capstone experience requirement for career education certification as compared to 88 percent of seniors completing the capstone research paper during the 2005-2006 school year.

Measurable Objective

Given emphasis on the State of Florida requirements for career education certification, the percent of seniors completing the capstone activity requirement for state technical certification will increase by five percent as evidenced by the comparison of the 2005-2006 capstone completion rate to the 2004-2005 rate.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Deming's Model Plan-Do-Study-Act (PDSA) for continuous improvement.	Principal, Assistance Principals, Literacy Team, Classroom Teachers	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Use advisement period to inform students of the requirements and resources available for their successful completion of the capstone experience in order to increase support for students struggling with the requirements.	Vice Principal, Advisement Period Teachers, English Teachers, Vocational Teachers	8/14/2006	5/31/2007	School-to-Career	\$0.00
Implement the 15 + 5 Instructional Focus Calendar in career education and elective classes so that students are able to comprehend the technical reading requirements of the capstone experience.	Vice Principal, Academy Coordinator, Vocational Teachers, Elective Teachers	8/14/2006	5/31/2007	School-to-Career	\$0.00
Conduct an information session on capstone for parents during the Parent Resource Fair to increase parent knowledge of capstone requirements.	Vice Principal, Academy Coordinator	9/1/2006	9/29/2006	School-to-Career	\$0.00
Update the Capstone Manual based on input from teachers so that student research skills are strengthened for their capstone experience.	Academy Coordinator	8/14/2006	10/31/2006	Career Development Programs	\$0.00
Implement High Schools That Work (HSTW) research-based practices/benchmarks in the career technical classroom to improve student performance and capstone completion rate.	Vice Principal, Academy Coordinator, Vocational Teachers, English Teachers	8/14/2006	5/31/2007	Small Learning Communities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

1. School-level training of teachers on reading strategies included in the “15 + 5” calendar during faculty meetings, career technical department meetings, and early release days.
2. High Schools That Work training sessions for teachers to review research based strategies for improving student reading and writing achievement in all content areas.
3. Critical Friends Group on reading in the career technical, academic, and elective classroom.

Evaluation

SUMMATIVE 1. Percent of seniors participating in the capstone activity

FORMATIVE 1. Interim Assessments in reading and writing

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

William H. Turner Technical Arts High School will demonstrate efforts to improve student performance in a fiscally efficient manner.

Needs Assessment

Compared to silimilar schools, Turner Tech's percentile ranking is 22 percent and the percent of the highest ROI value is 54.

Measurable Objective

William H. Turner Technical Arts High School's ROI percentile ranking will increase by at least one percentile point as compared to the previous publication.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase school stakeholder knowledge about the use of financial resources in relation to school programs to improve resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with District personnel to improve resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks, to improve return on investment.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities and/or partnering with community agencies to improve return on investment.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Deming's Model Plan-Do-Study-Act (PDSA) for continuous improvement.	Principal, Assistant Principals, Literacy Team, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

There will be a one percent increase on the ROI as provided by the Florida Department of Education.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 11 STATEMENT:

To increase graduation rate at William H. Turner Technical Arts High School.

Needs Assessment

Turner Tech's graduation rate (2004-05) of 78.4 percent well exceeds the district's 59.2 percent and state's 69.7 percent rates. The previous year's (2003-04) graduation rate was 83 percent.

Measurable Objective

Given the placement of students into personalized smaller learning communities in the form of career academies, the graduation rate of students will improve by a 1 percent increase in the school's graduation rate as evidenced on the school Adequate Yearly Progress Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a program using peer mediation to resolve student conflict to improve student sense of community and belonging.	TRUST Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide counseling services to students with above ten excused absences or tardies.	TRUST Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement an Alternative to Suspension Plan in conjunction with the Progressive Student Discipline Plan to motivate students to stay in school.	Assistant Principal, TRUST Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Deming's Model Plan-Do-Study-Act (PDSA) for continuous improvement.	Principal, Assistant Principals, Literacy Team, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement an advisement period for students to ensure that all students have an adult advisor who stays with them for multiple years.	Vice Principal, Advisement Period Teachers	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00

Research-Based Programs

Not Applicable

Professional Development

1. High Schools That Work training sessions for teachers to review research-based strategies for improving student engagement and academic success.
2. Safety Net workshop sessions for teachers on monitoring and improving student engagement and academic success.

Evaluation

On the next Adequate Yearly Progress Report, William H. Turner Technical Arts High School will show a one percent increase in graduation rate.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

EESAC discussed elements of the school budget on a regular basis, especially as it related to the disbursement of "mini grants" supplementing initiatives, which improved student performance, supported the SIP, but not covered under the school's budget.

Training:

EESAC was committed to supporting on-going staff development at Turner Tech through the purchase of Reader's Handbooks that supported training that teachers received as reflected in the SIP. The EESAC Chair attended District EESAC training sessions.

Instructional Materials:

EESAC purchased supplemental instructional materials that supported improved student achievement consistent with the SIP.

Technology:

EESAC purchased software to support student and teacher ability to accomplish learning and instructional objectives consistent with the SIP.

Staffing:

EESAC encouraged the request for staffing based "mini grants" which supported student achievement consistent with SIP objectives.

Student Support Services:

EESAC and the PTSA worked as partners to provide support services to the school. The PTSA president and other designated PTSA officers served as representatives to EESAC and reported back to PTSA meetings to which at least one student services representative attended monthly. In addition, the president of the Student Government Association (SGA) along with other members of the SGA Executive Committee voiced students' concerns and interests.

Other Matters of Resource Allocation:

EESAC encouraged "mini grant" requests consistent with SIP objectives.

Benchmarking:

EESAC was involved in revisiting the SIP to assess progress, determine strengths and opportunities for improvement and better prepare for the Southern Association of Colleges and Schools Quality Assurance Site Visit (SACS). The committee worked to align the spending of EESAC funds with the SIP.

School Safety & Discipline:

The regular monthly meetings offered a forum in which stakeholders were able to express concerns and ideas on safety and discipline. EESAC was kept aware of school initiatives that guaranteed a safe learning environment for stakeholders.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$18,250.00
Goal 2: Mathematics	\$18,250.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
Total:	\$36,500.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent