

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

William H. Turner Technical Arts Senior High School (7601)

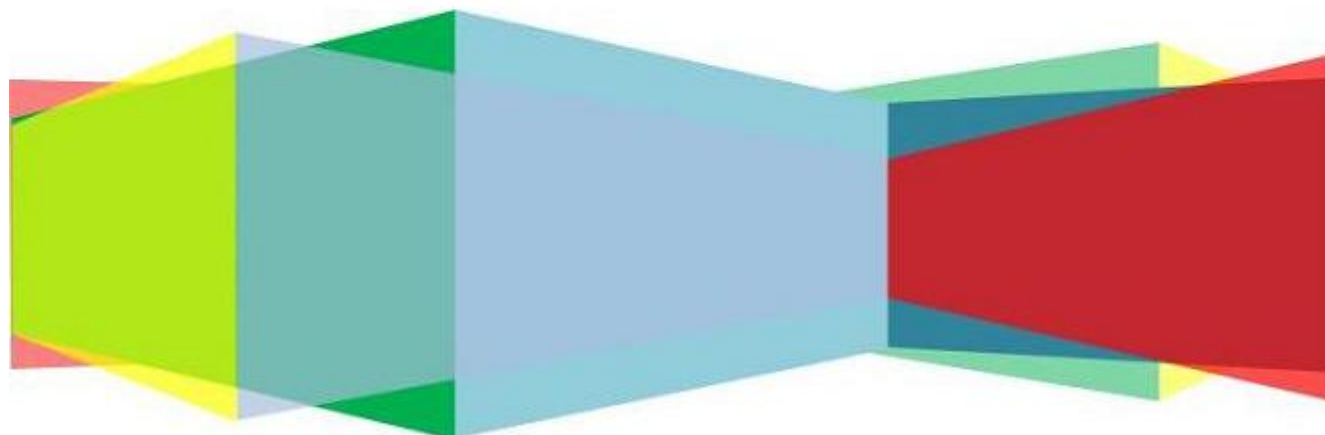
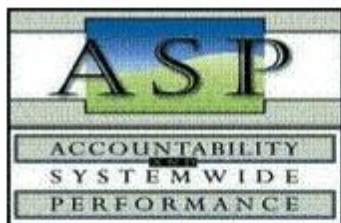
Feeder Pattern - Miami Central Senior

Regional Center III

District 13 - Miami-Dade

Principal - Valmarie Rhoden

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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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. William H. Turner Technical Arts High School opened its doors to students in 1993. Turner Tech is a Title 1 school that draws students from across Miami-Dade County. It serves approximately 1800 students, the majority of whom are from lower socioeconomic communities, with 68 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, 2 percent English Language Learners (ELL) students, 1 percent Gifted, and 6.5 percent Special Education (SPED). The ethnic/racial makeup of the student population is 61 percent Black non-Hispanic, 35 percent Hispanic, 2 percent White non-Hispanic, and 1 percent Asian/Indian/Multiracial. The stability rate of the school is 96.6 percent, which is higher than the district's 92 percent and the state's 91.4 percent rates. The Special Education (SPED) program services the following student population: 6 educable mentally handicapped, 3 physically impaired, 4 speech impaired, 5 hearing impaired, 1 emotionally handicapped, 2 profoundly mentally handicapped, and 94 specific learning disability. Thirty-eight percent of the students are currently performing at Reading Levels 1 and 2 and 15 percent are performing at Mathematic Levels 1 and 2. The teacher student ratio is 23:1 in the standard classrooms to include the inclusion classes and 12:1 in the Special Education (SPED) resource classrooms.

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, Advanced Placement (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.

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 small 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 structure 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'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.



# School Improvement Plan

## 2007-2008



As a pioneer in school reform, Turner Tech has been recognized nationally and internationally 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 was recognized by the United States Department of Education as a New American High School (1996, one of ten schools recognized), United States Department of Education/Big Picture Company New Urban High School (1997, one of five schools recognized), Florida Department Of Education New Millennium High School (2000, one of ten schools selected), Coalition of Essential Schools, SREB High Schools That Work (1999), High Schools That Work Design Studio (2001), Tech Prep, School-to-Work, (National Information Coordinating Committee) NOICC (1998), AFT (American Federation of Teachers) National Model for School Reform (1997, one of five schools recognized), Honorable Mention as Fordham University National Model for School Change (2002), and Washington Mutual Parent Resource Center (2001).

The State and district have initiatives in place to address student achievement gaps and provide students with exposure to rigorous course work for college preparation. These initiatives include students taking intensive reading classes providing academic support in reading. High achieving students are provided with opportunities take Advanced Placement classes for exposure to rigor in content areas. In traditional high schools, students have flexibility in their schedules to take these classes as electives. However, in a full-academy school where the students earn an industry certificate along with their high school diploma, there is not any room in their schedules for these classes during the regular school day. In addition, these initiatives take students off academy as there are not enough instructors within the school to keep the students on academy for these courses. Faculty, staff and students work together creatively to meet state and district initiatives while staying true to being a full-academy school.

Turner Tech's Dade Partners include: Victoria and Associates Career Services, Inc., North Shore Medical Center, Dell Computers, Miami Dade College, DeVry University, Florida National College, Creative Eye Marketing Resources Inc., Hispanic Coalition, Latin Builders Association, Dade County Farm Bureau, Miami Parking Authority, Lennar homes, Miami-Dade Neighborhood Housing Services, Inc., Service Culturel Consulat General De France, and The Heat Group, These partnerships work collaboratively with Turner Tech to improve student achievement through mentorship's, internships, assisting students in developing portfolios, resumes, mock interviews, and being members of the seven academies' Advisory Boards. Turner Tech continues to be committed to ensuring that all students meet challenging academic standards and are prepared for college and/or careers.

Turner Tech has been awarded the following grants: Learn and Serve an Entrepreneurship Grant, Service Learning Grant, Small Learning Communities Grant, and the Education Fund Grant.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 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 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given Instruction based on the Sunshine State Standards, students in grades nine and ten will increase by five percentage points in their mathematics skills on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade ten will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

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 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate an increase of ten percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 school year to the 2007-2008 school year.

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 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, professional development will be provided for staff in the area of technology smart classrooms to increase student engagement in learning as evidenced by a 10 percent increase in student participation in class activities during the 2007-2008 school year as compared to 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 percent of the students meeting high standards in running the one mile test on the 2007-2008 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 2007-2008 capstone completion rate to the 2006-2007 rate.

William H. Turner Technical Arts High School's ROI percentage ranking will increase by at least one percentage 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 one 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, 78 percent were in "Agreement" across all categories. This was a 6 percent decrease over the fall 2006-2007 survey. 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.



# School Improvement Plan 2007-2008



## 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.

## 7601 - 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



# School Improvement Plan 2007-2008



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.

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## **School Demographics**

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### Facility/Community

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 urban students with academic and technical skills for careers in the 21st Century.

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 design flaws that are being addressed. 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. The school does not have any portable classrooms.

### Student Demographics

As a School of Choice, William H. Turner Technical Arts High School serves students 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, 2 percent English Language Learners (ELL), 1 percent Gifted, and 6.5 percent Special Education (SPED) students. The ethnic/racial makeup of the student population is 61 percent Black non-Hispanic, 35 percent Hispanic, 2 percent White non-Hispanic, and 1 percent Asian/Indian/Multiracial. The stability rate of the school is 96.6 percent, which is higher than the district's 92 percent and the state's 91.4 percent rates. The Special Education (SPED) program services the following student population: 6 educable mentally handicapped, 3 physically impaired, 4 speech impaired, 5 hearing impaired, 1 emotionally handicapped, 2 profoundly mentally handicapped, and 94 specific learning disability. Sixty-eight percent of the student population receives free or reduced lunch. Thirty-eight percent of the students are currently performing at Reading Levels 1 and 2 and 15 percent are performing at Mathematic Levels 1 and 2. The standard curriculum pupil teacher ratio is 23:1 while the SPED pupil teacher ration is 12:1.

### Unique Aspects: Advantages

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 7 small 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 structure 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'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.

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### Unique Aspects: Disadvantages

The State and district have initiatives in place to address student achievement gaps and provide students with exposure to rigorous



# School Improvement Plan

## 2007-2008



course work for college preparation. These initiatives include students taking intensive reading classes providing academic support in reading and Advance Placement classes for exposure to rigor in content areas. In traditional high schools, students have opportunities to take these classes as electives. However, in a full-academy school where the students earn an industry certificate along with their high school diploma, there is not room in their schedules for these classes during the regular school day. In addition, these initiatives take students off academy as there are not enough instructors within the school to keep the students on academy for these courses. Faculty, staff, parents and students work together creatively to meet state and district initiatives while staying true to being a full-academy school.

### Teacher Demographics

The school employs a total of 152 full-time staff members. Of this group, 6 are administrators (three females, three males; 66 percent Black Non-Hispanic, 17 percent White Non-Hispanic, 17 percent Hispanic). The ethnic rations of the full time staff are 49 percent Black Non-Hispanic; 27 percent White Non-Hispanic; 10 percent Hispanic; and 5 percent Asian/American Indian. The school has a designated FCAT Coordinator, Math Coach, Academy Coordinator, Testing Chair, Reading Coach, College Assistance Program Advisor, Community Involvement Specialist, and one Career Specialist to support student achievement (academic and technical/vocational) and the connection between the school and the business community. The Leadership Team is made up of the Principal, Vice Principal, Assistant Principals, Academy Leaders, Department Chairpersons, Media Specialist, College Advisory Specialist, Reading Coach, Math Coach, FCAT Coach, Teacher of the Year, Technology Specialist, Test Chair, and Activities Director. Staff attendance rate averages 95.2 percent.

### Class Size/ Teacher-to Student Ratio

The teacher to student ration is 23:1 in the standard classrooms to include the inclusion classes and 12:1 in the SPED resource classrooms.

### Attendance Rate

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 graduation rate. The 96.88 percent student attendance at Turner Tech is higher than the district's 94.96 percent and the state's 93.85 percent.

### Graduation Rates

The school's 80.6 percent total graduation rate, including that of minority, SPED, economically disadvantaged, and ELL students, is higher than the district's 59.2 percent and the state's 71 percent rates. A higher percentage of the school's graduates go on to pursue continuing education, 72.5 percent, than the average for the district, 61.8 percent and state, 57.6 percent.

Like many urban high schools, the primary challenge facing the stakeholders of Turner Tech is that of improving student achievement in core academic areas especially reading, mathematics, and science. The faculty, staff, and administration have made progress in focusing improvement on the performance of the lowest 25 percent of readers as evidenced by 57 percent of struggling students making a year's worth of progress in reading, and 66 percent making learning gains in mathematics. The mean FCAT scores of Turner Tech's grades 9 through 10 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 reading in grades 9 through 10. As a result, Turner Tech's faculty, staff, administration, parents, and students work collaboratively to use the Continuous Improvement Model to improve upon the strategies that are implemented to increase student achievement. Turner Tech celebrates a 92 percent proficiency rate on the FCAT Writing + Test.

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/Small Learning Community Model and commitment to the research-based High Schools That Work Model.

### Special Programs

Turner Tech is a Career Academy school that follows the Academy National Standards of Practice guidelines. Turner Tech's aim is to prepare students for college and careers. Academies enable students to complete college entrance academic requirements while exposing them to a vertical segment of the occupations within a career field, encouraging them to aim as high as they wish. Turner Tech has articulation agreements with local two- and four-year colleges.

The school's mission and vision are founded in the proven, research-based design principles that are the cornerstone to New Urban High Schools, Coalition of Essential Schools, and High Schools That Work. Each of these principles is deeply embedded in secondary school reform.

### School Community Relations





# School Improvement Plan 2007-2008



Turner Tech's Dade Partners include: Victoria and Associates Career Services, Inc., North Shore Medical Center, Dell Computers, Miami Dade College, DeVry University, Florida National College, Creative Eye Marketing Resources Inc., Hispanic Coalition, Latin Builders Association, Dade County Farm Bureau, Miami Parking Authority, Lennar homes, Miami-Dade Neighborhood Housing Services, Inc., Service Culturel Consulat General De France, and The Heat Group, These partnerships work collaboratively with Turner Tech to improve student achievement through mentorship's, internships, assisting students in developing portfolios, resumes, mock interviews, and being members of the seven academies' Advisory Boards. Turner Tech continues to be committed to ensuring that all students meet challenging academic standards and are prepared for college and/or careers.

## Grants

Turner Tech has been awarded the following grants: Learn and Serve an Entrepreneurship Grant, Service Learning Grant, Small Learning Communities Grant, and the Education Fund Grant.

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## ***School Foundation***

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### **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 4.1, 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 3.8. 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 Continuous Improvement Model 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 (FLDOE) 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 4.1. An examination of the 2006-2007 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 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 4.1. 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 CIM 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:**



# School Improvement Plan

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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. 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 "C" grade in the 2006-2007 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.

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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. This year teachers can select from trainings on multiple intelligences, differentiated instruction, and CRISS strategies. Professional Development (PD) is provided for instructional staff during faculty meetings, academy meetings, department meetings, and through critical friends groups. The in-house professional development activities are aligned with school's goals and instructional focus calendar in order to provide teachers with the teaching methodologies necessary to increase student achievement. The professional development supports our staff by enhancing their content knowledge and allowing them to stay current on the latest research related to their subject fields. Teachers are provided with opportunities to attend various external professional development in-services to furthermore enhance their professional growth. Additionally, teachers are encouraged and supported in conducting action research to improve student achievement.

### **Disaggregated Data :**

In August, the school faculty participated in a school-wide data disaggregation activity, Disaggregate, Assess, Review and Target (DART), as they review and analyze the 2007 FCAT demographic data results. Based on the data, the Leadership Team builds the focus calendar and aligns appropriate professional development activities, and solicits input from the instructional staff in order to develop best-practices. As a part of our school improvement model, the Continuous Improvement Model process (CIM), subject/grade level teams discuss biweekly the data results from benchmark mini assessments to determine student needs and effectiveness of instructional strategies.

During the months of October, January and May subject/grade level teams meet to discuss data results from the district Interim assessments to make necessary changes to their instruction to meet individual needs.

Teachers are provided with training so that they can use the SPI's software to examine individual student achievement data for each of their classes. The school purchased a site license for Snapshot Software which provides additional assessment and comparative analysis of student achievement on FCAT as compared to NRT results. Teachers are provided with web addresses for state and district level data sources. Administrators conduct data chats throughout the continuous improvement process.

### **Informal and Formal Assessments:**

Summative assessments will include:

- 2008 FCAT Reading Test Results
- 2008 FCAT Mathematics Test Results
- 2008 FCAT Writing+ Test Results
- 2008 FCAT Science Test Results

Formative assessments will include:

- Interim Assessments
- Read 180 Assessments and Reports
- Saturday School Tutorial pre/posttests
- F-ORF / CELLA Tests
- Chapter Tests
- District Writing pre/posttests
- Capstone Research Papers
- Laboratory Records Maintained by Laboratory Assistant
- Science Projects
- Portfolios

### **Alternative Instructional Delivery Methods :**



# School Improvement Plan 2007-2008



Students who are in need of additional support in reading are placed in an intensive reading class. All Level 1 students in mathematics attend Training Camp (peer tutoring) for 12 weeks. Training Camp is held Monday through Thursday for 30 minutes and supervised by the school's FCAT Math Coach. Before and after school tutoring are also provided for students who are struggling in mathematics, science, and reading.

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress, and analyzing student data.

The FCAT Math Coach will work collaboratively with the mathematics teachers in building the instructional focus calendar, implementing the Continuous Improvement Model, modeling effective strategies for teachers, designing and delivering professional development, monitoring student progress, and analyzing student data.

The school continues to expand access to advanced academic classes while staying true to the career academy model. Since 2001, "Honors by Exhibition" has been reinstated for language arts and social studies. Additional advanced courses have been added in elective areas, and student use of the on-line courses offered through Florida Virtual School has been expanded. Expansion of fine arts classes has occurred through the alternate offering of graphic arts and an Urban Debate Team. Additionally, fine art course offerings have been limited by low student enrollment as students with open elective space often select additional vocational/technical coursework, on-the-job training/internships, dual enrollment, or advanced academic options.

As a Tech Prep High School, articulation agreements have been developed through the Vocational Office of the District. The number of students completing the completion criteria for the Tech Prep Program of Study which qualifies them for participation in articulated programs with local postsecondary institutions is 31.7 percent of seniors during the 2006-07 school year. The criteria for Tech Prep completion includes completion of the vocational program of study with an A or B in each vocational course; completion of four high level math, science and language arts courses with a cumulative GPA of C or better; and meeting all requirements for graduation with a high school diploma.

Graduates from Turner Tech are also able to qualify for the New Millennium High School seal on their vocational/technical certificate of completion. To qualify for recognition, students must complete at least three sequential courses in their vocational program of study with a grade of C or better, participate in at least one work-based learning experience, possess a career portfolio evidencing their four-years of technical and academic study, complete their Capstone Project, and demonstrate mastery in their field of study before a panel of outside industry representatives. During the 2006-07 school year, 52 percent of seniors met all of the New Millennium requirements, 43 percent completed Tech Prep, and 92 percent successfully completed a vocational program of study.

The following teaching methodologies are incorporated into daily lessons: one-on-one instruction, small group instruction, peer tutoring, cooperative learning groups, hands-on instructional activities, project-based instruction, computer-assisted instruction, and Service Learning projects.

***Schools Offering Primarily Grades 6 through 12***

**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Different Innovative Approaches to Instruction  
School Demographics: Special Programs p.7

Responsibility of Teaching Reading for Every Teacher  
Goal Areas: Reading Section: Professional Development p.14

Quality Professional Development for Teacher and Leaders  
Goal Areas: Reading Section: Professional Development p.14

Small Learning Communities  
School Demographics: Special Programs p.7

Intensive Intervention in Reading and Mathematics  
Goal Areas: Reading and Mathematics Sections: Strategies pp.13,17

Course Choice Based on Student Goals/Interests/Talents  
School Demographics: Special Programs p.7

Master Schedules Based on Student Needs  
Goal Areas: Reading, Mathematics, Writing, and Science: Strategies pp.13,17,20,23

Parental Access and Support  
Parental Involvement: Strategies p.26

Applied and Integrated Courses  
School Demographics: Special Programs p.7

Academic and Career Planning  
School Demographics: Special Programs p.7

## Reading Goal

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

#### **Florida Education Priorities**

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Reading 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**

Disaggregated student achievement data from the 2007 FCAT Reading Assessment, school grade and AYP information comprise the information the Leadership Team and the SAC used to modify this year's reading objectives. Only 39 percent of the students scored at Level 3 or above in reading. Sixty-one percent of struggling students made a year's worth of progress in reading. Fifty-four percent of students demonstrated learning gains in reading. The percentage of students meeting high standards in reading increased by one percentage point from 38 percent in 2005-2006 to 39 percent in 2006-2007. Grade level and content data indicate grade nine students performed above the district average in all content areas and equal to the state's average in all content areas except in main Idea/purpose where the school performed six (6) percentage points above the state's average. The mean points were lowest in reference/research with 56 percent mastery and comparisons with 64 percent mastery. Grade 10 students' performance met state levels and exceeded district levels for all of the content areas. Hispanic students met performance criteria for AYP while Black and Economically Disadvantaged students did not meet performance criteria for AYP. Sixty-one percent of students performed below grade level in reading. Fifty-four percent of the total population demonstrated reading gains. According to the disaggregated data, the areas of greatest instructional need are reference/research and main idea/purpose.



# School Improvement Plan 2007-2008



## ***NCLB Subgroup Target***

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 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 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/5/2008	Secondary School Reform	2000
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, English language learners, 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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement Honors curriculum in grade 12 language arts classes so that all students including African American, Hispanic, and economically disadvantaged subgroups have exposure to advanced academic curriculum.	Language Arts Dept. Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model to monitor students' academic progress.	Principal, Assistant Principals, Literacy Team, Instructional Staff	8/20/2007	6/5/2008	Continuous Improvement Model	0
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 and economically disadvantaged subgroups.	Vice Principal, FCAT Coordinator, Reading Coach, English Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide Saturday School tutorial program to all interested students for seven weeks beginning in January of 2008. Students will receive instruction to improve their performance on targeted reading benchmarks. Parents of students, including ELL and SPED, performing below grade level will be contacted by telephone regarding this opportunity.	FCAT Coordinator, Math Coach, Reading Coach	1/12/2008	2/23/2008	District-wide Literacy Plan	16250
Selective highlighting, marginal note-taking, graphic organizers, and reciprocal teaching will be learning strategies used across all subject fields.	Principal, Vice Principal, Assistant Principals, Reading Coach, FCAT Coach, Literacy Team	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize the Regional Center III Data Debriefing Protocols to guide instruction and monitor student progress.	Reading Coach, Instructional Staff, Principal, Assistant Principals, FCAT Coordinator	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement the District's Interim Assessments to monitor students' progress and guide instruction.	Principal, Vice Principal, Assistant Principals, FCAT Coordinator, Test Chairperson	8/20/2007	6/5/2008	District-wide Literacy Plan	0

### Research-Based Programs



# School Improvement Plan 2007-2008



Holt, Reinhart, and Winston, Elements of Literature  
Glencoe, Writer's Choice Great Source, Source Book, Reader's Handbook, Reading Advantage, Read 180

## **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 Continuous Improvement Model, 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 on the READ 180 program.

## **Evaluation**

SUMMATIVE: 1. 2008 FCAT Reading Test results FORMATIVE: 1. Interim Assessments 2. Read 180 Assessments and Reports 3. Interim Assessments 4. Saturday School tutorial pre/posttests 5. F-ORF Testing

Teachers will work collaboratively to decide student needs from the assessment results and discuss other factors that may have lead to low student achievement. In addition, the following is used to monitor the strategies: lesson plans, attendance rosters, and computer-generated reports.

### Mathematics Goal

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

**Florida Education Priorities**

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Miami-Dade County Public Schools**

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Mathematics 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**

Based on the 2007 FCAT Mathematics disaggregated data, 67 percent of the students scored at or above level in mathematics. All subgroups met AYP in mathematics. Seventy-three percent of struggling students demonstrated a year's progress in mathematics. Seventy-three percent of all students demonstrated a year's progress in mathematics. Grade level and strand data indicate grade nine students met district averages in all areas except algebraic thinking where the school exceeded the district's average by 10 percentage points. Grade nine students met or exceeded state averages in all areas except measurement where the state exceeded the school by 14 percentage points. Grade ten students met district averages in all strands. The state averages exceeded the school's grade ten students in the geometry strand by seven percentage points and in algebraic thinking strand by seven percentage points. According to the disaggregated data, the areas of greatest instructional need are measurement, geometry and algebraic thinking.

**NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given Instruction based on the Sunshine State Standards, students in grades nine and ten will increase by five percentage points in their mathematics skills on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Meet with guidance staff to utilize the AP Potential Report in the AP selection process to insure consistency and fairness in placing students in honors and AP-level courses including ELL and SWD subgroups.	Math Department Chair, Student Services Department Chair, AP Mathematics Instructors	5/1/2007	6/1/2008	Advanced Academics	0
Provide new faculty members with one on one peer support through the math coach.	Math Coach, FCAT Coach	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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	9/10/2007	3/5/2008	District-wide Literacy Plan	0
Follow selected High Schools That Work research-based recommendations of mathematics practice across the curriculum in order to increase student achievement including ELL and SWD subgroups.	Academy Coordinator, Math Coach	8/20/2007	6/5/2008	Secondary School Reform	2000
Provide Saturday School tutorial to all interested students for eight weeks beginning in January of 2008. Students will receive instruction to improve their performance on targeted math benchmarks. Parents of students, including ELL and SWD, performing below grade level will be contacted by telephone regarding this opportunity.	FCAT Coordinator, Math Coach, Reading Coach	1/12/2008	2/23/2008	District-wide Literacy Plan	16250
Implement the Continuous Improvement Model to monitor students' progress and guide instruction.	Principal, Assistant Principals, FCAT Coach, Math Coach, Reading Coach, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement daily focus lessons in algebraic thinking and measurement as applied to mathematical competencies for number sense and geometry.	Assistant Principals, Math Coach, FCAT Coach, Mathematics Instructors	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize the Regional Center III Data Debriefing Protocols to guide instruction and monitor student progress.	Principal, Assistant Principals, FCAT Coordinator, Instructional Staff	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement the District's Interim Assessments to monitor students' progress and guide instruction.	Principal, Vice Principal, Assistant Principals, FCAT Coordinator, Test Chairperson	8/20/2007	6/5/2008	District-wide Literacy Plan	0

### 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



# School Improvement Plan 2007-2008



SUMMATIVE: 1. 2008 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.

Teachers will evaluate individual student progress results and adopt new strategies as needed.

## Writing Goal

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

#### **Florida Education Priorities**

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Writing Statement**

All students will be able to communicate effectively through writing.

### **Needs Assessment**

Based on the 2006-2007 FCAT Writing+ performance data, 91 percent of grade ten students scored 3.5 and above on the essay. The school's mean score in expository writing was a 4.2 exceeding the district and state mean scores. The school's mean score in persuasive writing was 4.2 exceeding the district and state mean scores. In the FCAT Writing+ content clusters, grade 10 students met state mean points earned by content and exceeded the district in all content clusters. Grade ten students achieved 66 percent on focus, 62 percent on organization, 55 percent on support and 61% on conventions. Based on the content clusters data, the areas of greatest instructional need are support and conventions.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade ten will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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 education plan.	FCAT Coordinator	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide teachers with professional development during faculty, academy, and department meetings in non-fiction writing.	Literacy Leadership Team	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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.	Special Education Department Chairperson, Assistant Principal	8/20/2007	6/5/2008	Inclusion of SWD	0
Provide Saturday School tutorial for all interested students for seven weeks beginning in January of 2008. 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	1/12/2008	2/23/2008	District-wide Literacy Plan	0
Share with faculty strategies to improve the learning of English Language Learners (ELL) and Students With Disabilities (SWD) so that the strategies will be adapted and practiced by all staff.	SPED Department Chair, English Language Learners Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model to monitor students' progress and guide instruction.	Principal, Assistant Principals, Literacy Team, Instructional Staff	8/20/2007	6/5/2008	Continuous Improvement Model	0
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, Instructional Staff	8/20/2007	6/5/2008	Secondary School Reform	0
Develop interdisciplinary team teaching units to include writing activities incorporated into all disciplines.	Language Arts Department Chair, Academy Coordinator, FCAT Coach	8/20/2007	6/5/2008	District-wide Literacy Plan	0

### 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, Edusoft software and the Continuous Improvement Model.
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



# School Improvement Plan 2007-2008



SUMMATIVE 1. 2008 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.



### Science Goal

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

**Florida Education Priorities**

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Science 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 2007 FCAT Science performance data, 74 percent of grade eleven students scored below proficiency in science. Grade eleven students scored lowest in the cluster of physical and chemical sciences with 38 percent; however, this score met the state's and district's mean points earned. Students performed below the state in the clusters of earth and space sciences and life and environmental sciences with the state exceeding the school by 8 percentage points in both clusters.

### 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 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/5/2008	Secondary School Reform	0
Provide all science teachers with access to data (SPI's, Snapshot) and training on using the Continuous Improvement Model 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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement student centered after-school AP Biology study group and teacher directed help by arrangement.	AP Biology Instructor	8/20/2007	6/5/2008	Advanced Academics	0
Implement a science target into the Saturday School tutoring program.	FCAT Coach, Science Department Chair	1/12/2008	2/23/2008	District-wide Literacy Plan	0
Implement Science FCAT morning tutoring: Monday through Thursday.	Science Department Chair	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model to monitor students' progress and guide instruction.	Principal, Assistant Principals, Literacy Team, Instructional Staff	8/20/2007	6/5/2008	Continuous Improvement Model	0
Increase the use of technology in the science classroom and laboratory using the the Internet, programs such as Riverdeep, Science Explorer, Science Gateway, GIZMO, FCAT Testtools CD, and Lab Pro to improve instructional effectiveness in addressing multiple learning styles.	Science Department Chair, Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Develop school-wide science instructional focus calendar in order to expose all science students to the FCAT science skills via weekly departmental FCAT mini-lessons that target instruction on specific science benchmarks in order to improve student science skills.	Science Department Chair, Science Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize the Regional Center III Data Debriefing Protocols to guide instruction and monitor student progress.	Principal, Assistant Principals, FCAT Coordinator, Instructional Staff	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement the District's Interim Assessments to monitor students' progress and guide instruction.	Principal, Vice Principal, Assistant Principals, FCAT Coordinator, Test Chairperson	8/20/2007	6/5/2008	District-wide Literacy Plan	0

### 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. Effective use of FCAT Science Grade 11 Test Item Specifications.
3. Training in science instruction using the 5E Model of Instruction which guides students through a process to Engage, Explore, Explain, Extend and Evaluate through the scientific process.
4. Reading in the Content Area of Sciences.

### **Evaluation**

SUMMATIVE 1. 2008 FCAT Science Test results

FORMATIVE 1. District Interim Assessments grades 10 and 11

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

## Parental Involvement Goal

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

#### **Florida Education Priorities**

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"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Parental Involvement Statement**

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

### **Needs Assessment**

An analysis of parental involvement volunteer time during the 2006-2007 school year including PTSA attendance, Open House, Parent Conference Night and EESAC meetings has increased by 7,817 hours. The 2005-2006 hourly parent logs indicated an average of 460.5 hours of volunteer time including PTSA attendance and EESAC meetings. There is a high level of increased hours parents are spending in the school building. However, there needs to be more emphasis placed on involving parents in academic programs in an effort to increase student achievement.

### Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate an increase of ten percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 school year to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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, Community Involvement Specialist	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement "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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide in-service for parents on usage of the Parent Portal, which assists them in monitoring their child's academic progress.	Student Services Chair, Assistant Principals	8/20/2007	6/5/2008	District-wide Literacy Plan	0

### Research-Based Programs

Not Applicable

### Professional Development

1. Hold Continuous Improvement Model 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 ELL 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.

### Evaluation

Parent Surveys from Parent In-services will show satisfactory rating of parent knowledge and all other school-related activities will show an increase in parental involvement.

- SUMMATIVE 1. Comparison of 2007-2008 total parent involvement hours to 2006-2007 total parent involvement hours  
 FORMATIVE 1. Hourly logs of parental involvement and reviews of Stakeholder Satisfaction comment cards

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Discipline & Safety Statement**

The schools will provide a safe and disciplined environment for all students.

### **Needs Assessment**

When comparing the rate of outdoor and indoor suspensions from 2005-2006 to 2006-2007, there was a 7.2 percent decrease in outdoor suspensions and a 6.4 decrease in indoor suspensions. To ensure students' academic success, methods utilized to reduce indoor/outdoor suspensions, alternatives to suspension and classroom management through teaching strategies training needs to continue to be implemented to maximize students' time in the classroom.

### 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 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a program using peer mediation to resolve student conflict.	TRUST Counselor, Assistant Principal	8/20/2007	6/5/2008	Student Wellness	0
Implement the Continuous Improvement Model to monitor students' progress and guide instruction.	Principal, Assistant Principals, Literacy Team, Instructional Staff	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement a Progressive Student Discipline Plan to improve student behavior.	Assistant Principal, SCSI Instructor	8/20/2007	6/5/2008	Business Process Redesign	0
Implement advisement period for students to ensure that all students have an adult advisor who will stay with them for multiple years.	Vice Principal, Instructional Staff	8/20/2007	6/5/2008	Secondary School Reform	0
Implement an Alternative to Suspension Plan in conjunction with the Progressive Student Discipline Plan to improve student behavior.	Assistant Principal, TRUST Counselor	8/20/2007	6/5/2008	Secondary School Reform	0

### 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.

### Evaluation

SUMMATIVE 1. The 2007-2008 total number of outdoor and indoor suspensions as compared to the 2006-2007 outdoor/indoor suspensions

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

## Technology Goal

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

#### *Florida Education Priorities*

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"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Technology Statement

The school will integrate technology in all curricular areas.

### Needs Assessment

More opportunities are needed for teachers to participate in technological endeavors such as "Smart Classrooms." Instructional staff will be provided with professional development on technology smart classrooms incorporating differentiated instruction in the core curriculum. Through technology student engagement in the learning process will increase; thereby, improving student achievement.



### Measurable Objective

Given an emphasis on the use of technology in education, professional development will be provided for staff in the area of technology smart classrooms to increase student engagement in learning as evidenced by a 10 percent increase in student participation in class activities during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model to monitor students' progress and guide instruction.	Principal, Assistant Principals, Literacy Team, Instructional Staff	8/20/07	6/5/08	Continuous Improvement Model	0
Train staff in technology smart classrooms.	Technology Coordinator, Principal	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide internal training and support to teachers on the use of available technological resources to improve student achievement.	Technology Coordinator, Reading Coach, FCAT Coach, Math Coach, Science Department Chair	8/20/07	6/5/08	District-wide Literacy Plan	0
Train parents in the use of the Parental Portal.	Technology Coordinator	8/20/2007	6/5/2008	Secondary School Reform	0

### Research-Based Programs

Not Applicable

### Professional Development

1. Professional development will be provided for utilizing smart classroom technology and integrating technology and differentiated instruction in the core curriculum.

### Evaluation

SUMMATIVE 1. The end-of-year total percentage of instructional staff usage of technology smart classrooms FORMATIVE 1. Student created projects and exhibitions that utilize technology

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Health & Physical Fitness Statement**

The school will promote the overall health and fitness of students.

### ***Needs Assessment***

During the 2006-2007 school year, 57 percent of Turner Tech physical education students met the health-related fitness standards for their age and gender as compared to 58 percent during the 2005-2006 school year. The areas of strength and flexibility need to be improved. Upper body and abdominal strength need more emphasis as well as flexibility.

### 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 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model to monitor students' progress and guide instruction.	Principal, Assistant Principals, Instructional Staff	8/20/2007	6/5/2008	Student Wellness	0
Devote 50 percent of physical education activity period to improving fitness levels.	Physical Education Department Chair	8/20/2007	6/5/2008	Student Wellness	0
Supply parents with information on the importance of physical fitness at the Parent Resource Fair.	Physical Education Department Chair	9/19/2007	9/19/2007	Student Wellness	0
Conduct FITNESSGRAM pre and post tests to measure student fitness levels.	Physical Education Department Chair	8/20/2007	6/5/2008	Student Wellness	0
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	8/20/2007	6/5/2008	Student Wellness	0

### 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

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Electives & Special Areas 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 2005-2006 school year, 88 percent of seniors participated in the capstone experience requirement for career education certification as compared to 82 percent of seniors completing the Capstone research paper during the 2006-2007 school year. Professional development needs to be provided for instructional staff new to Turner Tech targeting the Capstone process and rubric.

### 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 2007-2008 capstone completion rate to the 2006-2007 rate.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model to monitor students' progress and guide instruction.	Principal, Assistance Principals, Literacy Team, Instructional Staff	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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	8/20/2007	9/5/2008	District-wide Literacy Plan	0
Conduct an information session on capstone for parents during the Parent Resource Fair to increase parent knowledge of capstone requirements.	Vice Principal, Academy Coordinator	9/19/2007	9/19/2007	District-wide Literacy Plan	0
Update the Capstone Manual based on input from teachers so that student research skills are strengthened for their capstone experience.	Academy Coordinator	8/20/2007	10/30/2007	District-wide Literacy Plan	0
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	8/20/2007	6/5/2008	Secondary School Reform	0

### 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

## Return On Investment Goal

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

#### *Florida Education Priorities*

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"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### **Return On Investment Statement**

Turner Tech will rank at or above the 90th percentile statewide on the ROI index of value and cost effectiveness for its programs.

### **Needs Assessment**

Compared to similar 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 percentage ranking will increase by at least one percentage point as compared to the previous publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase school stakeholder knowledge about the use of financial resources in relation to school programs to improve resource allocation.	Principal	8/20/2007	6/5/2008	Business Process Redesign	0
Collaborate with District personnel to improve resource allocation.	Principal	8/20/2007	6/5/2008	Exchange Meaningful Information	0
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	8/20/2007	6/5/2008	Business Process Redesign	0
Consider shared use of facilities and/or partnering with community agencies to improve return on investment.	Principal	8/20/2007	6/5/2008	Business Process Redesign	0
Implement the Continuous Improvement Model to monitor the ROI.	Principal	8/20/2007	6/5/2008	Exchange Meaningful Information	0

### 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.

## Graduation (High Schools Only) Goal

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

#### *Florida Education Priorities*

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*

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Graduation (High Schools Only) Statement**

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

### ***Needs Assessment***

Turner Tech's graduation rate 2005-2006 of 86 percent increased by 7.6 percentage points as compared to the 2004-05 school year of 78.4 percent. Turner Tech's graduation rate well exceeds the district's 59.2 percent and state's 69.7 percent rates.



### 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 one percent increase in the school's graduation rate as evidenced on the school Adequate Yearly Progress Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a program using peer mediation to resolve student conflict to improve student sense of community and belonging.	TRUST Counselor	8/20/2007	6/5/2008	Student Wellness	0
Provide counseling services to students with above ten excused absences or tardies.	TRUST Counselor	8/20/2007	6/5/2008	District-wide Literacy Plan	0
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	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Implement the Continuous Improvement Model to monitor students' progress and academic success.	Principal, Assistant Principals, Literacy Team, Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
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	8/20/2007	6/5/2008	Secondary School Reform	0

### 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 Improvement Plan 2007-2008



## **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.

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### ***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	18250
Mathematics	18250
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	0
<b>Total</b>	<b>36500</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

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*