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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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

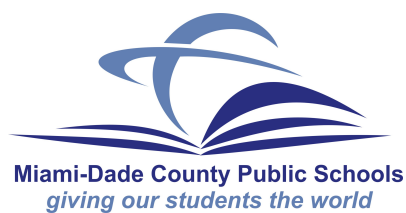
*FeederPattern:* Miami Central Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Valmarie Rhoden

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *William H. Turner Technical Arts Senior High School*

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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. Turner Tech 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, Limited English Proficient (LEP) students (2.0%), and Exceptional Student Education (ESE) students (6.5%). The ethnic/racial makeup of the student population is 61% Black non-Hispanic, 35% Hispanic, 2% White non-Hispanic, and 1% Asian/Indian/Multiracial. The stability rate of the school is 96.2%, which is higher than the district (92.4%) and state (92.0%) rates. The ESE program services the following student population: five educable mentally handicapped, four physically impaired, two speech impaired, ten hearing impaired, three emotionally handicapped, three profoundly mentally handicapped, and 109 specific learning disability. The standard curriculum pupil teacher ratio is 20:1. Turner Tech provides students in grades nine through twelve with a "2 for 1" educational opportunity – with the curriculum providing students the course offerings needed for receipt of a high school diploma, receipt of a technical/vocational certificate of completion, and entrance to post-secondary educational institutions. Turner students are enrolled in one of seven technical/vocational academies (small schools within a school) that offer a total of 25 technical programs of study. High achievement expectations exist for students in both their technical and academic studies in all seven academies. Research by the Southern Regional Education Board indicates that students who complete a rigorous academic core coupled with a career concentration have test scores that are equal to or higher than those students considered to be "college prep", and they are more likely to pursue postsecondary 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 earnings 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 Competency-Based Curriculum (CBC). Integration of curriculum, contextual instruction, and project-based instruction are valued forms of instructional delivery that support high academic and technical expectations for all students. Students are required to complete at least one work-based learning experience and a senior capstone exhibition prior to graduation. Sixteen work-related behaviors that help prepare students to be responsible to themselves, each other, their school, and the community are incorporated across the curriculum. Rigorous academics are supported by honors classes, AP classes, and dual enrollment options. Honors by Exhibition allows students to stay on academy while still being offered honors credit options in language arts and social studies.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students in grades nine and ten will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 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 44% scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given Instruction based on the Sunshine State Standards, students in grades nine and ten will increase by 5% their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade ten will maintain their writing skills as evidenced by 93% of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by an increase in the mean scale score to 289 as documented by the 2006 FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interactions as evidenced by comparing the hourly logs for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, teachers will increase their use of the District Electronic Gradebook, Excelsior, as evidenced by all teachers utilizing Excelsior Electronic Gradebook in the 2005-2006 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in personal fitness classes will improve their fitness level as evidenced by 50% of the students meeting high standards on the FITNESSGRAM Test during the 2006 administration.

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 5% as evidenced by the comparison of the 2005-2006 capstone completion rate to the 2004-2005 rate.

Given emphasis on the alignment of standards and resources, William H. Turner Technical Arts High School will improve its ranking on the ROI Index from the 46th percentile in 2003-2004 to the 51st percentile on the next publication of the ROI Index.

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

An analysis of the results of the Organizational Performance Improvement Snapshot survey tool, showed the average score for all seven categories surveyed fell in "Frequently" range. Of the seven, the two lowest scoring categories in the "Frequently" range were "Strategic Planning" and "Process Management." The score in the category of "Process Management", while averaging in the "Frequently" range, showed no growth 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. Of the total responses, 67.7% fell in the positive range, 12.6% fell in the negative range, with the remainder falling in the "Neither Agree nor Disagree" range. 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 is 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 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. The "Strategic Planning" area of the Organizational Performance Improvement Snapshot was the other of the two lowest scoring of the seven categories surveyed. While the school's leadership, academy, and department teams meet frequently for the purpose of school improvement planning and staff development, 14.1% of responses were in the "Disagree" to "Strongly Disagree" range in the "Strategic Planning" category of the survey. The survey items in the "Strategic Planning" category that fell in the lower range of "Frequently" were "As it plans for the future, my organization asks for my ideas" and "I know how to tell if we are making progress on my work group's part of the plan." Leadership Team members including department heads and academy leaders attended a summer retreat to learn processes and tools to use to include all stakeholders in strategic planning. Committees have been created to focus on areas targeted for improvement. Membership in the committees is open to all interested faculty and staff members as are all Leadership Team meetings.

## **MIAMI-DADE COUNTY PUBLIC SCHOOLS**

### **VISION**

We are committed to provide educational excellence for all.

### **MISSION**

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

### **CORE VALUES**

#### ***Excellence***

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

#### ***Integrity***

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

#### ***Equity***

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

#### ***Citizenship***

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

## **William H. Turner Technical Arts Senior High School**

### **VISION**

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

### **MISSION**

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

## CORE VALUES

We believe . . .

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

. . . All instructional programs must maintain high standards.

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

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

## *School Demographics*

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Located on 32.12 acres in Northwest Miami-Dade County, William H. Turner Technical Arts High School opened its doors to students in 1993. The vision for Turner Tech was a result of the desire by then Miami-Dade County School Board Chairman Senator William H. Turner and former Miami-Dade Superintendent Roger C. Cuevas to create a “School of Choice” that would provide inner-city students with academic and technical skills for careers in the 21st Century. The school’s demanding curriculum was built around viable career pathways that were developed based upon state and local business market and census data. The first Leadership Team of teachers shared a common commitment to John Dewey’s philosophy of education through occupations believing that practical and intellectual training for employment should go hand-in-hand. The school design was based upon the Coalition of Essential Schools and School to Work/Tech Prep educational reform initiatives. William H. Turner Technical Arts High School is dedicated to its membership in the High Schools That Work and Coalition of Essential Schools school reform initiatives. As a pioneer in school reform, Turner Tech has been recognized nationally for its leadership in breaking from the traditional high school structure and using small technical academies and the integration of vocational and academic curriculum to successfully improve student achievement. The High Schools That Work principles and benchmarks of high expectations, vocational studies, academic studies, programs of study, work-based learning, teachers working together, students actively engaged, guidance, extra help, and keeping score provide a framework for teaching and learning.

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

The school facility was designed to support this educational approach with state-of-the-art vocational technical classrooms and laboratories being included in the school design – including a working farm. Each of the school’s seven career academies works with a business advisory committee one of whose responsibilities is to make recommendations as to any needed upgrading of equipment or physical facilities. While financial resources to make recommended upgrades are not always available, Leadership Team members work with district personnel to make as many of the advisory committee recommendations as possible become a reality. Since building completion in 1993, there have been ongoing problems with poor levels of construction in some areas of the building. During the 2004-05 school year, the building was painted at which time a number of the problem areas such as exposed corner beads were corrected. Construction of a much needed auditorium is scheduled for completion in 2006.

William H. Turner Technical Arts High School serves students who reside primarily in the northern portion of Miami-Dade County, including standard curriculum students, Limited English Proficient (LEP) students (2.0%), and Exceptional Student Education (ESE) students (6.5%). The ethnic/racial makeup of the student population is 61% Black non-Hispanic, 35% Hispanic, 2% White non-Hispanic, and 1% Asian/Indian/Multiracial. The stability rate of the school is 96.2%, which is higher than the district (92.4%) and state (92.0%) rates. The ESE program services the following student population: five educable mentally handicapped, four physically impaired, two speech impaired, ten hearing impaired, three emotionally handicapped, three profoundly mentally handicapped, and 109 specific learning disability. The standard curriculum pupil teacher ratio is 20:1.

Students enrolled in School to Work programs have been shown to demonstrate improved attendance and goals and are less likely

to drop out (Institute on Education and the Economy, 2001) which is validated by Turner Tech's high level of attendance and reduced drop out rate. The percent of student attendance at Turner Tech (95.5%) is higher than the district rate (92.8%) for senior high schools. The school's dropout rate (1.4%) is lower than that of the district (4.6%) and state (2.9%). The school's total graduation rate (83.6%), including that of minority, disabled, economically disadvantaged, and LEP students, is higher than the district (60.6%) and state (71.6%) rates. A higher percentage of the school's graduates go on to pursue continuing education (73%) than the average for the district (64.5%) and state (59.5%).

The school employs a total of 153 full-time staff members and 29 part-time staff members. Of this group, six are administrators (three females, three males; 66% Black Non-Hispanic, 17% White Non-Hispanic, 17% Hispanic), 85 are classroom teachers (49 male, 36 female; 36% White Non-Hispanic, 36% Black Non-Hispanic, 21% Hispanic, 6% Asian/American Indian). There are eight exceptional student teachers, six guidance counselors, 11 teacher aides, 12 clerical employees, 25 custodians/service workers, and two librarians. Of the teaching staff, 12.2% are teachers new to this school and 10.8% are Beginning Teachers. The average length of teaching in Florida for Turner Tech faculty at 11 years and 56% have advanced degrees. All teaching staff is certified. The percentage of classes with teachers teaching In-Field is 93.6%, which is slightly lower than both the district (94.3%) and state (94.4%) percentage. The percentage of classes not taught by highly qualified teachers as defined by federal law is 14.7%, which is higher than the district percentage (17.5%) and lower than the state (11.0%). Turner Tech has four teachers who hold National Board Certification. The school has a designated FCAT Coordinator, Math Coach, Academy Coordinator, Testing Chair, Reading Coach, and one Career Specialist to support improving student achievement (academic and technical/vocational) and the connection between the school and the business community.

The school's above average graduation rate, low mobility rate, and high rate for students going on to post-secondary education are a tribute to the success of the school's Career Academy/Smaller Learning Community Model and commitment to the research-based High Schools That Work Model. However, like many urban high schools, the primary challenge facing the stakeholders of Turner Tech is that of improving student achievement in core academics areas especially reading and mathematics. The faculty, staff, and administration have made progress in focusing improvement on the performance of the lowest 25% of readers as evidenced by 56% of struggling students making a year's worth of progress in reading. The mean FCAT scores of Turner Tech ninth through tenth grade students are higher than other Miami-Dade high schools with similar demographics. However, too high a percentage of Turner Tech students do not score at mastery level in mathematics and reading in the ninth through tenth grade. As a result, Turner Tech faculty, staff, administration, parents, and students work collaboratively to use the Plan Do Study Act (PDSA) Cycle to continuously improve upon the strategies that are implemented to improve student achievement.



# *School Foundation*

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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 4.0, an increase from 3.9 the previous year, on the "Leadership" category of the Organizational Performance Improvement Snapshot survey. School stakeholders are very 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:***

Turner Tech's strategic planning for school improvement, directed by Miami-Dade County Public Schools, is aligned with the Florida Department of Education (FDOE) School Improvement Planning Process and Miami-Dade County Public Schools District Strategic Plan. The "Strategic Planning" area of the Organizational Performance Improvement Snapshot was one of two lowest scoring of the seven categories surveyed. While the school's leadership, academy, and department teams meet frequently for the purpose of school improvement planning and staff development, 14.1% of responses were in the "Rarely" to "Never" range in the "Strategic Planning" category of the survey. The survey items in the "Strategic Planning" category that fell in the lower range of "Frequently" were "As it plans for the future, my organization asks for my ideas" and "I know how to tell if we are making progress on my work group's part of the plan." Leadership Team members including department heads and academy leaders attended a summer retreat to learn processes and tools to use to include all stakeholders in strategic planning. Committees have been created to focus on areas targeted for improvement. Membership in the committees is open to all interested faculty and staff members.

## ***Stakeholder Engagement:***

An examination of the 2004-05 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 equal to that for all senior high schools. An analysis of the Organizational Performance Improvement Snapshot shows the "Customer and Market Focus" category as the third highest ranking of the seven categories surveyed 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 School Climate Committee has been formed for the purpose of increasing parental and community involvement in school activities and programs that increase student achievement.

## ***Faculty & Staff:***

The team approach to school planning and management was a founding principle of Turner Tech's design. The team approach results in a school culture that values education and sees the school as a "Community of Learners." On the Organizational Performance Improvement Snapshot survey, there was improvement from a score of a 3.6 to a score

of 3.9 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. While all item response averages fell in the "Frequently" range, the item "I am recognized for my work" and "The people I work with cooperate and work as a team" fell on the low end of the "Frequently" range. The school's principal has implemented the "Fred" Awards to recognize stakeholders who go above and beyond.

### ***Data/Information/Knowledge Management:***

On the Organizational Performance Improvement Snapshot survey, the average score on "Measurement, Analysis, and Knowledge Management" was a 4.1 up from a 3.7 the previous year. This was the top scoring category out of the seven that were surveyed. This reflects the increased focus at Turner Tech to select and use information and data to support decision making including how the organization makes use of data as well as what training is provided. In an effort to improve the effectiveness of the Plan Do Study Act process for improving student achievement and school performance, the Data Analysis/Assessment Committee conducts analysis of school data so that school stakeholders can use it as part of the decision-making process of school improvement.

### ***Education Design:***

The score in the category of "Process Management", while averaging in the "Frequently" range, showed no growth over the previous year's score and was one of the two lowest scoring categories surveyed on the Organizational Performance Improvement Snapshot. When asked 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. One of the responsibilities of the school Data Analysis/Assessment Committee is to conduct surveys to gather data needed to improve process functions of the school.

### ***Performance Results:***

The work location's effectiveness in improving performance improved from an average score of 3.5 in 2004 to 3.8 in 2005. When examining additional areas of school quality, Turner Tech continues to excel. The school exceeds the District and State averages for student graduation rate and the percent of graduates going on to postsecondary education. Turner Tech's attendance rate is higher than that of the District high school rate. The dropout and mobility rate of the school are lower than the District high school average rate. A detailed examination of items surveyed on the Organizational Performance Improvement Snapshot, indicates respondents may need additional support in removing things that get in the way of progress, and the school leadership team can improve upon using all respondents' time and talents well. The lowest scoring item on the survey related to stakeholder knowledge of how the organization is doing financially. In the spring of 2005, the EESAC Chair attended District training on the role of EESAC including their role in budget issues and recommendations.

# ***Additional Requirements***

Only for schools under state sanction

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• High Quality, Highly Qualified Teachers:

• Highly Qualified, Certified Administrators:

• Teacher Mentoring:

• School Advisory Council:

• Extended Learning Opportunities

• School Wide Improvement Model

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

To increase the reading performance of all students at William H. Turner Technical Arts High School.

### **Needs Assessment**

An analysis of the 2005 FCAT Reading Test reveals that the weakest areas in reading are words/phrases, main idea/purpose, comparisons, and reference and research. Sixty-three percent of the total population did not meet the required state mastery level. These results indicate a need to provide direct intensive instruction for all low performing students. Sixty-nine percent of the total population demonstrated reading gains. This indicates a need to provide differentiated instruction across content areas and improve the daily instructional program for all students. The assessment also reveals a need to provide staff development for teachers in the area of reading, with particular emphasis on the essential components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The Instructional Focus Calendar will be utilized across the curricular content areas with specific focus on the Big Five. Additionally, staff development should be provided regarding the infusion of reading strategies within content area instruction.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students in grades nine and ten will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 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 44% scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Deming's Model Plan Do Study Act (PDSA) for continuous improvement.	Principal	8/2/2005	5/24/2006
Provide all teachers with access to data (SPI's/Snapshot) and training on using the PDSA Cycle so that they can analyze the progress of their students on individual reading benchmarks, target instruction in needed areas, develop AIP's, and hold AIP meetings with parents to improve the reading skills of targeted students including African American, Hispanic, and economically disadvantaged subgroups.	Vice Principal, FCAT Coordinator, Reading Coach	8/2/2005	5/24/2006
Provide FCAT Benchmark Support Group (based on pre-test data from instructional focus benchmarks) for lowest quartile students in ninth and tenth grades, including African American, Hispanic, economically disadvantaged, limited English proficient, and exceptional student education student subgroups. The Benchmark Support Group 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	8/22/2005	5/24/2006

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.	Vice Principal	8/2/2005	5/24/2006
Implement Honors curriculum in 12th grade language arts so that all students including African American, Hispanic, and economically disadvantaged subgroups have exposure to advanced academic curriculum.	Language Arts Dept. Chair	8/2/2005	5/24/2006
Provide Saturday School tutorial program to all interested students for eight weeks beginning in January of 2006 during which time students will receive instruction so that they improve their performance on targeted reading benchmarks. Parents of students, including LEP and ESE, performing below grade level will be contacted by telephone regarding this opportunity.	FCAT Coordinator	12/1/2005	2/25/2006

## **Research-Based Programs**

Holt, Reinhart, and Winston, Elements of Literature

Glencoe, Writer's Choice

Great Source, Source Book, Reader's Handbook, Reading Advantage

## **Professional Development**

1. Teacher training on the use of reading strategies to implement the 15 + 5 Instructional Focus Calendar.
2. Teacher training on the use of the SPI, Snapshot and Edusoft software and other sources of data and survey instruments in the PDSA Cycle.
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.

## **Evaluation**

The following formative evaluations will be used to measure progress: interim assessments, READ 180 assessments, Student Performance Indicator (SPI) software, pre and post tests using Edusoft, Saturday School tutorial pre and post testing, review of AIP's, and the Oral Fluency Probe. In addition, 2006 FCAT Reading scores will be used for the summative evaluation of progress.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 2 STATEMENT:***

To increase mathematics performance of all students at William H. Turner Technical Arts High School.

### ***Needs Assessment***

An assessment of the data reveals that Adequate Yearly Progress was achieved by all the subgroups as designated by NCLB. A comparison of Turner Tech student mathematics performance on last year's FCAT administration to that of the district and state, show ninth grade students performing at equal or better rates than district and state ninth graders while tenth grade students were performing significantly better than the district tenth graders and slightly below the state tenth graders. Similar trends are noticed on the NRT.

The ninth grade scores for the 2003-2004 administration of the FCAT revealed a need to concentrate on Geometry and Measurement during the subsequent year to adequately prepare students for the tenth grade exam. Although the tenth grade results from the 2004-2005 administration of the FCAT show no significant change in the Measurement strand, a marked decrease was evident in Geometry and Algebraic Thinking. The ninth grade scores for the 2004-2005 administration of the FCAT again revealed a need to concentrate on Geometry and Measurement as areas where remediation is of greatest need as students prepare for the tenth grade administration. However, lessons learned from the previous year indicate that perhaps both Geometry (new concepts for tenth graders) and Algebraic Thinking (review concepts for tenth graders) are the areas in which greatest emphasis should be placed.

While focused instruction on the targeted strands resulted in improvement on the Measurement strand from the 2003-2004 to the 2004-2005 administration of the FCAT, our data indicates that all strands need to be addressed systematically by the mathematics faculty and Turner Tech's administration. Finally, an overall analysis of the

students' performance on the 2003-2004 and 2004-2005 administrations of the FCAT and the 2004-2005 administration of the College Placement Test, shows a notable need to improve reading skills. Considering that the majority of the mathematics questions on both examinations are reading intensive, it is safe to conclude that an increase in reading comprehension will positively affect performance on the mathematics component of the tests.

NCLB SUBGROUP TARGET

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



## Measurable Objective

Given Instruction based on the Sunshine State Standards, students in grades nine and ten will increase by 5% their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide all teachers with access to data and training on the PDSA Cycle to enable to them to identify their student's performance on individual math benchmarks, track student progress on electronic grade book and on common quarterly assessments, and develop AIP's and hold AIP meetings with parents to improve the math skills of students including LEP and SWD subgroups.	FCAT Coordinator, Math Department Chair, Math Coach	8/2/2005	5/24/2006
Implement Turner Tech's 15+5 Reading program in order to improve student comprehension of verbal math problems including LEP and SWD subgroups. Provide training opportunities for math teachers to become proficient in teaching reading strategies through faculty meetings and workshops.	Reading Coach	8/2/2005	5/24/2006
Design and implement common school based interim assessment in all math courses to measure and monitor student mastery of math benchmarks, including LEP and SWD subgroups, as addressed by the scope and sequence.	Math Department Chair	8/2/2005	5/24/2006
Follow selected High Schools That Work research-based recommendations of mathematics practice across the curriculum in order to increase student achievement including LEP and SWD subgroups.	Math Department Chair	8/2/2005	5/24/2006
Meet with guidance staff to revise the AP selection process to insure consistency and fairness in placing students in honors and AP-level courses including LEP and SWD subgroups.	Math Department Chair, Student Services Department Chair	5/1/2005	5/24/2006
Provide Saturday School tutorial to all interested students for eight weeks beginning in January of 2006 during which time students will receive instruction so that they improve their performance on targeted math benchmarks. Parents of students, including LEP and ESE, performing below grade level will be contacted by telephone regarding this opportunity.	FCAT Coordinator	12/1/2005	2/25/2006

## **Research-Based Programs**

Glencoe, Algebra 1

Key Curriculum Press, Discovering Geometry

## **Professional Development**

1. Teacher training on the use of reading strategies to implement the 15 + 5 Instructional Focus Calendar.
2. Teacher training on the use of Excelsior Grade Book, Edusoft and SPI software, and other sources of data and survey instruments in the PDSA Cycle.

## **Evaluation**

The following formative evaluations will be used to measure progress: interim assessments, Student Performance Indicator (SPI) scores, Saturday School tutorial pre and post tests, lesson plans, and review of AIP's. In addition, 2006 FCAT Math scores will be used for the summative evaluation of progress.

## GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

To increase writing performance of all students at William H. Turner Technical Arts High School.

**Needs Assessment**

An analysis of the 2005 FCAT Writing test reveals that 93% of all students in grade ten met state standard in writing. All subgroups met this criterion. While Turner Tech students continue to score above the state and district mean, students need to continue to be challenged with opportunities to write across all disciplines and to extend their writing proficiency to mastery of writing styles required in the workplace and the type of writing required in post-secondary education. Turner Tech seniors are required to participate in the Senior Capstone Exhibitions at which time they present their capstone research paper and career portfolio before a panel of business and industry representatives to demonstrate their mastery of their academic and technical studies.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade ten will maintain their writing skills as evidenced by 93% of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Deming's Model Plan Do Study Act (PDSA) for continuous improvement.	Principal	8/2/2005	5/24/2006
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	8/2/2005	5/24/2006
Hold training and follow-up workshops for all students on the use of the grade level FCAT Primer as a support tool to guide students in taking an active role in their learning process by developing and creating their own individualized Education Plan.	FCAT Coordinator	8/2/2005	5/24/2006
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, ESE teachers, and ESE students and their parents.	ESE Department Chair	8/2/2005	5/24/2006
Provide Saturday School tutorial for all interested students for eight weeks beginning in January of 2006. 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	12/1/2005	2/25/2006
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	8/2/2005	5/24/2006
Share with faculty strategies to improve the learning of Limited English Proficient (LEP) and Students With Disabilities (SWD) students so that the strategies will be adapted and practiced by all	Exceptional Education Department Chair, LEP Department Chair	8/2/2005	5/24/2006

staff.	
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## **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.
2. Teacher training on the use of SPI, Snapshot and Edusoft software and other sources of data and survey in the PDSA Cycle.
3. Senior Capstone Curriculum Committee and faculty training sessions on the implementation of research based best practices in writing across the curriculum.
4. Critical Friends Group (CFG) for teachers new to Turner Tech.
5. Teacher training on Learning 100.

## **Evaluation**

The following formative evaluations will be used to measure progress: Student Performance Indicator (SPI) software data, Saturday School tutorial pre and post tests, capstone research papers, and review of AIP's. In addition, 2006 FCAT Writing scores will be used for the summative evaluation of progress.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 4 STATEMENT:***

To increase science performance of all students at William H. Turner Technical Arts High School.

### ***Needs Assessment***

Performance of 11th grade students on FCAT Science testing indicated that further emphasis is needed on the basic science skills measured by the test. The school's FCAT Science Mean Scale Score in 2004 was 274 and in 2005 was 284 showing an increase of ten points. The State FCAT Science Mean Scale Score went from 287 to 293 showing a six point increase.

Eleventh grade FCAT Science scores indicate some improvement over prior ninth and tenth grade FCAT Science scores. The 2004-2005 11th grade testing showed improvement both relative to the district and to the state. Physical/Chemical Science has caught up with the District but is still below the State average score. Earth/Space Science is up from 36% to 45% which is in line with the District but still 10% below the State average. Life/Environmental Science decreased from 54% to 36% relative to both the school and the District however the State average also declined from 62% to 45%. Scientific Thinking increased from 55% to 58% which tied the State average and was above the District average.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 11 will improve their science skills as evidenced by an increase in the mean scale score to 289 as documented by the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Deming's Model Plan Do Study Act (PDSA) for continuous improvement.	Principal	8/2/2005	5/24/2006
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	8/2/2005	5/24/2006
Increase the use of technology in the science classroom and laboratory using the the Internet, programs such as Riverdeep, Science Explorer, Science Gateway, Logger Pro, and Lab Pro to improve instructional effectiveness in addressing multiple learning styles.	Science Department Chair	8/2/2005	5/24/2006
Provide all science teachers with access to data (SPI's, Snapshot) and training on using the PDSA Cycle to enable them to analyze the progress of their students on individual science benchmarks so that they can target instruction in critical areas, develop AIP's, and hold AIP meetings with parents for targeted students.	Science Department Chair	8/2/2005	5/24/2006
Develop departmental 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	8/2/2005	5/24/2006
Implement student centered after-school AP Biology study group and teacher directed help by arrangement.	AP Biology Instructor	9/1/2005	4/7/2006

## **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. Continue and reinforce teacher training on the use of SPI software, Snapshot, AIP, and other sources of data and survey instruments in the PDSA Cycle.
3. Collegial Discussion Group – an optional collegial meeting of teachers to examine teacher practice and its impact on improving student achievement in science.
4. Training on strategies for improving science instruction to better meet the needs of student achievement in targeted science benchmark areas.

## **Evaluation**

The following formative evaluations will be used to measure progress: Performance Indicator (SPI) software, review of AIP's, in-house interim assessments, rosters for teacher collegial discussion groups, and laboratory records maintained by laboratory assistant. In addition, 2006 FCAT Science scores will be used for the summative evaluation of progress.



## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 5 STATEMENT:***

To increase parental involvement of all students' parents at William H. Turner Technical Arts High School.

### ***Needs Assessment***

An analysis of parental involvement trends from PTSA sign-in sheets for the past four years at William H. Turner Technical Arts High School reveals that attendance at the school's Open House and New Student/Parent Orientation is high while attendance at Parent Teacher Student Association (PTSA) meetings and other school events is extremely low. In addition, parent participation in Academic Improvement Plan meetings has been low. Research indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement in students' attitudes (Henderson & Berla, 1994; Olmstead & Rubin, 1983). In an effort to have parents become more active participants in their son/daughter's academic and career planning and progress, the following needs have been identified: improve customer service to all school stakeholders including parents, increase parent attendance at monthly PTSA meetings and other school events, provide specialized training sessions for parents who are new to the United States educational system, and hold regular workshops for parents on how to improve their child's performance in school.

To better address the identified needs, the school formed the "Climate Committee" which is comprised of Leadership Team members and other interested personnel. The mission of the committee is to increase the parental and community involvement in school activities and programs that increase student achievement.

## Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interactions as evidenced by comparing the hourly logs for the 2004-2005 and 2005-2006 school years.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Deming's Model Plan Do Study Act (PDSA) for continuous improvement.	Principal	8/2/2005	5/24/2006
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	9/1/2005	5/24/2006
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	8/2/2005	5/24/2006
Notify parents of workshops and meetings through use of the telephone calling service, phone calls from clerical staff, and posting of announcements on the marquee so that they become more active in their son/daughter's academic achievement.	Vice Principal	8/2/2005	5/24/2006
Hire a community involvement specialist to increase participation of community stakeholders.	Principal	10/3/2005	5/24/2006

### Research-Based Programs

Not Applicable

## **Professional Development**

1. Hold monthly meetings at which time parents will receive training on the PDSA School Improvement Process.
2. Hold monthly PTSA workshops on topics that will help parents to support their children in improving their school performance.
3. Hold Bilingual Parent Outreach Program sessions for LEP parents.
4. Hold Parent Chats and workshops so that parents and teachers can learn how to work cooperatively to improve student performance.

## **Evaluation**

Hourly logs of parental involvement and reviews of Stakeholder Satisfaction comment cards will serve as formative evaluation measures. Summative evaluation of progress will be measured by the comparison of 2005-06 total parent involvement hours to 2004-05 total parent involvement hours.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 6 STATEMENT:***

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

### ***Needs Assessment***

When comparing the rate of outdoor suspensions from 2002-2003 to 2003-2004, there was a 2.4% increase in outdoor suspensions. Based upon this increase there is a need to implement a comprehensive plan to combat the rising percentage of suspensions. Students need to have maximum time in the classroom to improve their achievement.

## Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Deming's Model Plan Do Study Act (PDSA) for continuous improvement.	Principal	8/2/2005	5/24/2006
Implement a program using peer mediation to resolve student conflict.	TRUST Counselor	8/2/2005	5/24/2006
Implement a Progressive Student Discipline Plan to improve student behavior.	Assistant Principal	8/2/2005	5/24/2006
Implement an Alternative to Suspension Plan in conjunction with the Progressive Student Discipline Plan to improve student behavior.	Assistant Principal	8/2/2005	5/24/2006
Implement an advisement period for students to insure that all students have an adult advisor who will stay with them for multiple years.	Vice Principal	8/2/2005	5/24/2006

## 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.

## Evaluation

Formative evaluation of the effectiveness of the strategies implemented will be measured by the monitoring of the Database Referral Report. The 2005-06 report of the total number of outdoor suspensions as compared to the 2004-05 total will serve as the summative evaluation of progress.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 7 STATEMENT:***

To increase the use of technology by staff at William H. Turner Technical Arts High School to improve student achievement.

### ***Needs Assessment***

As a Title I school, the majority of Turner Tech parents and students live at or below poverty level. With this population, teachers face the challenge of improving communication between teacher, parent, and student especially communicating the status of a student's performance and ways in which the student, parent, and teacher can work together to identify and implement strategies that can be used to improve the student's achievement. While Turner Tech teachers continue to gather and report standards-based proficiency data for the purpose of tailoring instruction to address individual student deficiencies, this is often a very time consuming task. In previous years, a small percentage of the faculty (27) utilized electronic grade book software to improve their efficiency in recording student performance.

As part of the District initiative, all teachers are taking part in the implementation of using the electronic grade book program, Excelsior, to help them become more efficient and effective in using student data to develop targeted instruction. The school-wide implementation of using this electronic grade book will allow parents to use the Parent Internet Viewer to access the child's individual performance in each class in which they are enrolled.

## Measurable Objective

Given an emphasis on the use of technology in education, teachers will increase their use of the District Electronic Gradebook, Excelsior, as evidenced by all teachers utilizing Excelsior Electronic Gradebook in the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Deming's Model Plan Do Study Act (PDSA) for continuous improvement.	Principal	8/2/2005	5/24/2006
Train administrators on the use of the Principal viewer to increase use of the Excelsior software in the PDSA cycle.	Principal	9/1/2005	5/24/2006
Train parents on the use of the Parent Internet Viewer to implement parent access phase of Excelsior use.	Vice Principal, Gradebook Manager	1/3/2006	5/24/2006
Provide district training and support to Gradebook Managers, Attendance Personnel, Administrators, and Student Services Personnel to increase use of the program.	Vice Principal	8/2/2005	5/24/2006
Provide internal training and support to teachers on implementation of District Electronic Gradebook (Excelsior) software program to increase teacher use of the program.	Vice Principal	8/2/2005	5/24/2006

### Research-Based Programs

Not Applicable

### Professional Development

1. Internal school-level Gradebook (Excelsior) teacher training sessions conducted by Gradebook Managers/Teacher Trainers.
2. District Gradebook (Excelsior) training sessions conducted by ITS.
3. Internal support network for Gradebook (Excelsior) training by Gradebook Managers/Teacher Trainers.

## **Evaluation**

Teacher Excelsior Electronic Gradebook usage records will serve as a formative evaluation. The end of the year total usage records for Excelsior Electronic Gradebook will serve as the summative measure of progress.



## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 8 STATEMENT:***

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

### ***Needs Assessment***

Little or no physical education in middle school, an inactive lifestyle coupled with poor food choices has lead to an increase in the obesity rate of children and young adults. It is the role of quality physical education programs to develop the health-related fitness, physical competence and a cognitive understanding about physical activity for students so they can adopt healthy and physically active lifestyles.

During the 2004-2005 school year, 38% of Turner Tech physical education students met the health-related fitness standards for their age and gender. This was measured by the FITNESSGRAM test program in the areas of cardiorespiratory fitness, flexibility, muscular strength and endurance and body composition.

## Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in personal fitness classes will improve their fitness level as evidenced by 50% of the students meeting high standards on the FITNESSGRAM Test during the 2006 administration.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Deming's Model Plan Do Study Act (PDSA) for continuous improvement.	Principal	8/2/2005	5/24/2006
Devote 50% of physical education activity period to improving fitness levels.	Physical Education Department Chair	8/2/2005	5/24/2006
Supply parents with information on the importance of physical fitness at the Parent Resource Fair.	Physical Education Department Chair	9/1/2005	9/30/2005
Conduct FITNESSGRAM pre and post tests to measure student fitness levels.	Physical Education Department Chair	8/2/2005	5/24/2006
Inform parents of how to use the FITNESSGRAM report in order to increase parent knowledge of how to improve their child's fitness level.	Physical Education Department Chair	9/1/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

District training on FITNESSGRAM standards, instruction, and assessment.

## Evaluation

The formative effectiveness of the strategies will be evaluated using pre and post test data on the FITNESSGRAM Test. The total number of students meeting high standards on the FITNESSGRAM test will serve as the summative measure of progress.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### **GOAL 9 STATEMENT:**

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

### **Needs Assessment**

The Mission of William H. Turner Technical Arts High School is to enable students to enter the world of work and/or pursue post-secondary education successfully upon graduation by providing them with challenging academic and career education. The High Schools That Work initiative supports the school's mission by providing research on benchmarks and indicators that have been shown to improve student achievement through the combination of rigor and relevance in academic and career education.

Turner Tech's design is reflected in the most recent recommendations from The Florida Council for Education Policy, Research, and Improvement (CEPRI) report 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). In response to this need, the Florida Legislature enacted Statute 1003.431 which establishes requirements for career education certification. As a Florida New Millennium High School pilot site, Turner Tech has been working toward implementation of these requirements since the 1999-2000 school year. The requirements student participation in a capstone activity that includes a project related to a career. During the 2004-2005 school year, 79% of seniors participated in the capstone experience requirement for career education certification. The Turner Tech community focuses on improving student reading, writing, and research skills so that

the number of seniors participating in the capstone experience will continue to increase.

## 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 5% as evidenced by the comparison of the 2005-2006 capstone completion rate to the 2004-2005 rate.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Deming's Model Plan Do Study Act (PDSA) for continuous improvement.	Principal	8/2/2005	5/24/2006
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	8/2/2005	5/24/2006
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	8/2/2005	5/24/2006
Conduct an information session on capstone for parents during the Parent Resource Fair to increase parent knowledge of capstone requirements.	Vice Principal	9/1/2005	9/30/2005
Update the Capstone Manual based on input from teachers so that student research skills are strengthened for their capstone experience.	Vice Principal	8/2/2005	10/31/2005
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	8/2/2005	5/24/2006

### 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**

The following formative evaluations will be used to measure progress: interim reading and writing assessments. The summative evaluation will be measured by the percent of seniors participating in the capstone activity.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

***GOAL 10 STATEMENT:***

To have William H. Turner Technical Arts High School rank at or above the 90th percentile statewide on the Return on Investment (ROI) Index of value and cost effectiveness of educational programs.

***Needs Assessment***

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2003–2004 William H. Turner Technical Arts High School ranked at the 46 percentile on the State of Florida ROI Index.

## Measurable Objective

Given emphasis on the alignment of standards and resources, William H. Turner Technical Arts High School will improve its ranking on the ROI Index from the 46th percentile in 2003-2004 to the 51st percentile on the next publication of the ROI Index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Deming's Model Plan Do Study Act (PDSA) for continuous improvement.	Principal	8/2/2005	5/24/2006
Collaborate with District personnel to improve resource allocation.	Principal	8/2/2005	5/24/2006
Increase school stakeholder knowledge about the use of financial resources in relation to school programs to improve resource allocation.	Principal	8/2/2005	5/24/2006
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	8/2/2005	5/24/2006
Consider shared use of facilities and/or partnering with community agencies to improve return on investment.	Principal	8/2/2005	5/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

On the next Florida ROI Index publication, William H. Turner Technical Arts High School will show progress toward reaching the 51st percentile.



## GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 11 STATEMENT:**

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

**Needs Assessment**

William H. Turner Tech High School has continued to improve the school’s graduation rate for the past six years. The graduation rate of 83.6% for the 2003-2004 school year exceeds both the Miami-Dade District rate of 60.6% and the Florida rate of 71.6% for the same school year. The school’s dropout rate has been consistently below 2.5% for the past four years for which data is available. The 2003-2004 dropout rate was 1.4% compared to 4.6% for the District and 2.9% for the State. The continuous improvement of the Smaller Learning Community Model and strengthening of High Schools That Work recommended practices has been instrumental in the year to year improvement of the school’s graduation rate.

## Measurable Objective

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

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Deming's Model Plan Do Study Act (PDSA) for continuous improvement.	Principal	8/2/2005	5/24/2006
Provide counseling services to students with above ten excused absences or tardies.	TRUST Counselor	8/2/2005	5/24/2006
Implement an Alternative to Suspension Plan in conjunction with the Progressive Student Discipline Plan to motivate students to stay in school.	Assistant Principal	8/2/2005	5/24/2006
Implement a program using peer mediation to resolve student conflict to improve student sense of community and belonging.	TRUST Counselor	8/2/2005	5/24/2006
Implement an advisement period for students to insure that all students have an adult advisor who stays with them for multiple years.	Vice Principal	8/2/2005	5/24/2006

## 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 1% 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 supplemental supplies, software, workbooks, and books 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 encouraged the request for technology based on “mini grants” which supported Turner Tech’s “2 for 1” program, consistent with SIP objectives.

### ***Staffing:***

EESAC supported the school budget allocation for after school and Saturday tutorial programs to improve student achievement and prepare them for the FCAT. EESAC also supported the expansion of honors and advanced placement offerings consistent with the SIP.

### ***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 was involved in establishing a Customer Satisfaction Program to better service all stakeholders.

***Benchmarking:***

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

***School Safety & Discipline:***

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

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*