

# William H. Turner Technical Arts High School



2015-16 School Improvement Plan

## William H. Turner Technical Arts High School

10151 NW 19TH AVE, Miami, FL 33147

<http://turnertech.dadeschools.net>

### School Demographics

#### School Type

High

#### 2014-15 Title I School

Yes

#### 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

88%

#### Alternative/ESE Center

No

#### Charter School

No

#### 2015-16 Minority Rate (Reported as Non-white on Survey 2)

100%

### School Grades History

Year  
Grade

2014-15  
B\*

2013-14  
B

2012-13  
A

2011-12  
A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

To work collaboratively with all stakeholders to provide a rigorous curriculum that leads to high school graduation, college readiness, and industry certification for all students.

##### Provide the school's vision statement

To equip our students with the academic and professional expertise necessary for success in a global society.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The mission of our school is to work collaboratively with all stakeholders to provide a rigorous curriculum that leads to high school graduation, college readiness, and industry certification. Turner Tech's vision is to equip our school with the academic and professional expertise necessary for success in a global society. The core values of the school are: 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
- 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.

- Students participate in EESAC meetings and provide inputs through the Students Government Association (SGA) representative.

- Through their assigned classrooms, students participate in various culture and relationship building activities, for example, the multicultural class and show, Black History Brain Bowl, Hispanic Heritage activities and show, .

The career academy programs that are offered were identified by the Office of Adult & Career Technical Education based upon projections of growth potential of high-wage jobs. Some of the academies have evolved based on projected job growth and student interest. Each of the school's career academies requires students to participate in work-based learning experiences (i.e., internship, on-the-job-training, mentoring, job shadowing, and in-school enterprise) and has business advisory committees. Career Technical Student Organizations (CTSO's) are included in all academies. Local business partner involvement is extensive. Students and teachers work closely with business partners and the advisory committees.

The schools' current structure and curriculum reflects standards identified by current research (National Career Academy Standards of Practice) as essential to successful career academy learning communities such as a focus on college and career, academy structure, integrated curriculum, advanced academic options, rigorous curriculum, employer involvement, work-based learning, and assessment of technical learning. An essential part of Turner Tech is the active role teachers have always played in the leadership process through the "Leadership Team" which is comprised of academy leaders, department chairs and other positions such as the testing chair, activities director, community involvement specialist, and college advisor. Students, counselors, faculty, and administrators work in teams within their assigned academy. By successfully completing their academy "program of study" (a prescribed sequence of core academic and technical courses),



students gain certification in one or more related fields. All students are expected to compile an active career portfolio, which includes examples of their individual work as well as a current resume. In addition, students participate in a variety of hands-on experiences in actual workplaces (i.e., internships, on-the-job training) or school-based enterprises. Students are required to take one or two "career/technical" credits per year depending on their program of study.

**Describe how the school creates an environment where students feel safe and respected before, during and after school**

William H. Turner Tech's administrative team encourages all stakeholders to be proactive in its commitment to a safe and orderly environment for students and staff necessary to ensure academic success. Enhancing each student's potential for learning and fostering positive interpersonal relationships supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Students must develop and accept the responsibilities and obligations of citizenship. The Code of Student Conduct is the district's policy that creates a safe learning environment to ensure academic success. It allows students to take control of their own learning and their ability to positively alter outcomes by employing appropriate personal choices and skills. To enhance its effectiveness, this document addresses not only the role of the parents, the students, and school, but also core values and model student behavior, rights and responsibilities of students, procedures for using corrective strategies, including suspension and expulsion.

The "reculturing" of the school to a positive school climate is also encouraged through the District-wide character development initiative, "Values Matter". During the first three (3) weeks of school, homeroom classes completed "Activity of the Day" lessons that revolved around espoused values: respect, responsibility, pursuit of excellence, kindness, integrity, honesty, fairness, and cooperation. In addition, William H. Turner Tech's administrative team utilizes numerous district initiatives designed to manage emergency situations from physical plant safety to life issues to basic security issues. On a regular basis, the administrative team conducts practice drills for emergency situations such as basic fire drills, code red or yellow lock down drills, and tornado drills. Security personnel and security cameras monitor the school campus to provide the faculty, staff, and students a safe learning environment. The administrative team conducts weekly team meetings to review concerns over safety measures, uniform policy, student ID policy, and any other issues that may affect the perpetuation of a safe learning environment.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

William H Turner Tech's behavioral system aligns with The School Board of Miami-Dade County's established protocols for disciplinary incidents, concise behavioral expectations, and zero tolerance policy toward school related violent crime. The administrative team ensures that the staff takes all necessary steps to enforce and implement all Board policies pertaining to the maintenance of appropriate student behavior. Important among these rules are those in the areas of conduct, corporal punishment, suspensions, expulsions, and climate for learning. Teachers are expected to deal with discipline problems which occur within their classroom. If a disciplinary situation arises that a teacher cannot resolve, the teachers seek assistance from the administration or guidance counselor. Every teacher and staff member is expected to correct any breach of discipline he/she may observe, providing no other teacher is directly in charge of the situation. Teachers also work collaboratively in their academy meetings to address individual discipline problems through small learning communities. All faculty and staff are expected to follow discipline procedures: Plan of Action, School-Based Alternatives to Suspension Plan and the Student Code of Conduct. All staff participate in professional development on student discipline, creating safe and orderly learning environments, and cultivating positive school-parent relationships.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The Student Services Department at Turner Tech supports the Miami-Dade County Public Schools' objective of developing each student's potential for learning and fostering positive relationships with peers and adults. As an integral part of the students' total instructional program, the Student Services staff offer a variety of services to encourage, and instruct our students in developing positive social, emotional, personal, intellectual practices. It is the intent of Student Services to reduce barriers affecting student achievement while in high school.

Dr. Renee Posey is the Student Services Chairperson, Dual Enrollment Coordinator, Homeless Liaison, and GLBTQ Liaison. Dr. Posey is also the assigned counselor for the Public Service, Industrial Entertainment Technology, and Agriscience academies. She serves on the following committees: Curriculum, Testing, Capstone, Public Service Advisory Board, PTSA, Graduation, School Improvement Planning, Recruitment, School Leadership Team, Literacy Team, Opening of School Orientation, Capstone, Master Scheduling, and AdvancED/SACS QAR Team.

Lory Brill is the assigned counselor for the following academies: Information Technology and Entrepreneurship, Business & Finance, and Construction Management & Architectural Technology. She is also the SADD Sponsor, and Red Ribbon Coordinator.

Nance Erdvig is the College Assistant Advisor (CAP) and can be reached at: [www.turnertechcap.com](http://www.turnertechcap.com). Mrs. Erdvig also serves on the following committees: AdvancED Accreditation (Chair), Testing, Capstone, Curriculum, PTSA, Graduation, Capstone, Opening of School Orientation, and the School Leadership Team.

Catherine Childress is the Testing Chairperson and Executive Internship Supervisor. Mrs. Childress also serves on the following committees: School Leadership Team, New Teachers Critical Friends Group, and Opening of School Orientation.

Janae Blatch is the assigned counselor for the Academy of Medical Sciences (AMS). Mrs. Blatch also serves on the following committees, Capstone, Community Service, Dual Enrollment, Curriculum, and Opening of School Orientation. She also serves as a club sponsor for two student organizations.

Rosalind Shipman is the Activities Director and Athletic Director. Mrs. Shipman also serves on the following committees: Graduation Chairperson, CMAT Advisory Board, School Leadership Team, Testing, PTSA, and Opening of School Orientation.

Margrett Bastien is the Registrar at Turner Tech and maintains all student records, college transcripts, Master Scheduling data, and graduation documentation.

Woodlyn Laurin-Desroches is the school's Social Worker and visits the school every Wednesday. Students may leave a message in her mailbox located in the main office.

Christine Thompson is the ESE Program Specialist. She is also a member of the school's leadership team. She works closely with the school Social Worker to provide needed services for our ESE and Gifted students.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Teachers, student services, the attendance review committee, and Multi-tiered System of Support/Response to Instruction/Intervention Team (MTSS/RtI) monitor attendance for all students. Those students that have been identified will meet with their counselor and the attendance review committee to determine what services can be provided to assist the student. Additionally, a parent-student-teacher conference is arranged to discuss available resources and discuss district and school policies and procedures. Daily ConnectEd messages are sent out to parents notifying them of an absenteeism or tardiness. Parents are invited throughout the school to attend Parent Chat Nights in order to address any issue that might arise. Currently, there are no students that have been

suspended. Data from the previous shows that 6% of students received two more behavior referrals and 1% of students received referrals that lead to a suspension. William H. Turner Tech is a Teen Court District selected school. All level I and II offenses can be referred to Teen Court by the administrative team. Parents and students that elect to participate in Teen Court will receive their corrective action upon completion of the trial. Students' academic progress is monitored by the teachers, students services personnel, and the Multi-tiered System of Support/Response to Instruction/Intervention Team (MTSS/RtI). All students receive a copy of his/her students history. Counselors meet with and students and parents to address areas of deficiency. Adult Education, online courses, and tutorial services will be provided to students that failed a ELA or Mathematics course. Additionally, intensive mathematics and reading courses will be available for students that are at level I and II. MTSS/RtI team monitors with fidelity the tiers and provides corrective strategies to address students academic or behavior needs.

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	9	15	17	21	62
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	7	28	4	16	55

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	2	7	10	2	21

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Several assessment tools (FSAs, EOCs, district Interim Assessments, FAIR FS, PSAT, Reading Plus, Read 180 reports, etc.) are used to provide aggregate data for curriculum management and differentiation. Student performance data is continuously monitored and evaluated using web-based platforms (SPI, G2D, CELLA and FAIR FS) providing educators valuable information for differentiation, curriculum management, and interim assessments creation. Data is collected continuously over the school year to provide accurate quarterly assessments of student performance to determine student weaknesses and strengths for differentiation. William H. Turner Tech's SIP delineates the vision, purpose, and goals that drive instruction. Instructional goals are set for the core disciplines through focus groups discussions with the School Based Literacy Team, Chairpersons, MTSS/RtI Team and the Curriculum administrator. The administrative team meets monthly with the School Based Literacy Team and other school organizations to analyze resource allocation and organizational performance to improve student learning by addressing the rigor and relevance of academic instruction, as well as, the organizational effectiveness of the respective departments. These discussions are steered by the goals and objectives of the SIP and the methodology of the continuous improvement model (CIM). The core academic classes have created focused action plans that address the identified students. Goals and objectives with specific, quantifiable, and displayable performance measures that reflect strategies, leaders responsible, timelines, alignments, and available budgets are provided for each of these areas. Student performance is closely monitored to

insure adherence to the high standards that will allow the administrative team and all stakeholders to provide the highest quality education to all our students so they can lead productive and fulfilling lives as lifelong learners and responsible citizens.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/197086>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

William H. Turner Tech's SIP and PIP encourage the development of collaborative partnerships with the community to augment school resources to improve the learning environment and achieve the instructional goals outlined in the School Improvement Plan. Collaboration with community organizations such as: Dade Partners, Academy Advisory Committee Members, Florida International University's Gear Up Program, Advisory Board, the Parent Teacher Student Association (PTSA), and the Educational Excellence School Advisory Council (EESAC) provide the collaborative framework to attain the SIP's instructional goals. The PTSA and EESAC organizations meet once a month to review the school improvement plan and discuss the school's progress in meeting the expectations set forth in the SIP. The school's website is a key source of communications for all stakeholders. It provides a user friendly web based medium of interaction that contains school related information on academics, special events, etc., and a series of links that include a parent portal and a student portal where academic progress can be tracked. Connect-Ed is another important source of communications with parents and students that allow school administrators to record, send, and track personalized voice messages to thousands of students, parents, and staff in minutes.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Hunter, Lavette	Principal
Mantilla, Ernesto	Assistant Principal
Allen, Tangela	Teacher, K-12
Anim, Eugenie	Teacher, Career/Technical
Black, Kenyetta	Assistant Principal
Childress, Kitty	Other
Dorvil, Louis	Teacher, K-12
Erdvig, Nancy	Teacher, K-12
Green, Heather	Teacher, K-12
Hernandez, Rebeca	Teacher, K-12
Mercado, Rigoberto	Teacher, Career/Technical
Miller, Everal	Teacher, Career/Technical
Ortiz, George	Teacher, K-12
Peterson, Walter	Teacher, Career/Technical
Posey, Renee	Guidance Counselor
Rawls, Day	Teacher, Career/Technical
Thompson, Christine	Teacher, ESE
Shipman, Rosalind	Teacher, K-12
Ugarte, Jose	Teacher, K-12
Curtis, Patrick	Assistant Principal

## Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Tier 1(Leadership Team)

Administrator(s) Mrs. Lavette Hunter, Mr. Ernesto Mantilla, Ms. Kenyetta Black, and Mr. Patrick Curtis will schedule and facilitate regular MTSS meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the School's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Mrs. Kitty Childress, Testing Chair
- Dr. Ertha Posey, Student Services Chairperson
- Ms. Tangela Allen, English Dept. Chair
- \*. Dr. Treesey Weaver, Reading Dept Chair
- Ms. Rebeca Hernandez, Science Dept. Chair
- Mr. Louis Dorvil, Mathematics, Dept. Chair
- Dr. Eugenie Anim, SLC Coordinator
- Mrs. Woodlyn Laurin-Desroches, Social Worker
- Mrs. Christine Thompson, SPED Chair
- Mrs. Wendy Jones, EESAC President
- Mrs. Teddie Laing, Business Community Member

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically once a month to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2



SPED Chair, Department Chairs, School Social Worker and an administrator of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

#### Tier 3 SST

SPED Chair, Department Chairs, School Social Worker, and an administrator of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Rtl is an extension of William H. Turner Technical Arts High School's MTSS Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering ongoing progress monitoring (OPM) for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM.

#### Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need

across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

#### Title I, Part A

Title I funds are used at William H. Turner Technical Arts High School to provide students with a curriculum that is relevant and rigorous through before and after school tutoring and Saturday School. Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, and Migrant Education. Program.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

William H. Turner Technical Arts High School uses supplemental funds for improving basic education which will be implemented as follows:

- training to certify qualified mentors for the New teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

William H. Turner Technical Arts High School implements the following violence prevention programs

- Project U-Turn Abstinence/HIV/AIDS Prevention Program infused through elective classes is monitored and coordinated by the School Counselor. Alternative to Suspension Program is implemented by the counselors to reduce the number of days students spend in out-door suspension.
- HIV/AIDS Awareness/Prevention Peer Educator Club is implemented by a Physical Education teacher who formerly taught Health and Life Management.
- Youth Crime Watch Prevention Club- provides prevention presentations, safety projects, club meeting, assemblies, rallies and special events to address school safety and violence. This is also implemented by the Counselors.
- Drug-Free Youth in Town (D-FY-IT) Program- Provides drug information developing leadership skills, organizing community services opportunities, facilitating club meetings, and coordinating special activities for students and parents.
- The Counselors focus on counseling students individually and in groups to solve problems related to drugs alcohol, stress, suicide, isolation, conflict resolution, anger management, truancy, family violence and other social and academic problems.
- A Counselor has been designated as the Emotional Behavioral Disability (EBD) Crisis Specialist, and is also responsible for Academic Support Groups. The Counselor is also the liaison for Homebound/Hospitalized students. These are students that become sick and/or hospitalized and cannot attend school for more than ten days.



- The Counselor lends support and guidance to homeless students.

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

- 1) William H. Turner Tech adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

N/A

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

High School completion courses are available to all eligible William Turner Technical Arts High School students based on the senior high school's recommendation. Courses can be taken for credit recovery, remediation, or grade forgiveness purposes.

#### Career and Technical Education

By promoting Career Pathways and Programs of Study students at William Turner Technical Arts High School will become academy program graduates achieving a certificate and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for post secondary education or work will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

#### Job Training

Student Success is supported through organized work-based learning experiences (on-the-job training, internships, clinicals, in-school enterprise and job shadowing) in collaboration with our parents/guardians, community, and business partners at William H. Turner Technical Arts High school. Work-based learning activities are designed to provide the student with practical training and skills needed to function in the workplace. Students gain practical, first-hand knowledge through a structured internship experience in which they are able to integrate occupational and academic skills. Student placement is determined by the job preparatory program in which the student is enrolled. Individualized training plans are developed and implemented with various training agencies throughout the community.

#### Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student): our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops through the Parent Academy, with flexible times to accommodate our parent schedules as part of our goal to empower parents and to build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the migrant population as applicable. School Improve Grant Funds/School Improvement Grant Initiative. William H. Turner Technical Arts High School receives funding under the School Improvement Grant Fund/School Improvement/Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, and Project CRISS. Additionally, the Title I School Improvement Grant support funding and assistance to schools in Differentiated Accountability based on need.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
LaVette Hunter	Principal
Johnathan Alba	Teacher
Eugenie Anim	Teacher
Celia Layzell	Teacher
Barbara Brayack	Teacher
Daryl Avant	Education Support Employee
Glendina Saunder	Education Support Employee
James Plather	Parent
Wendy Jones	Parent
Keith McIntosh	Parent
Richard Mitchell	Parent
Roberto Gipson	Student
Rena Mohammed	Business/Community
Serge Louis	Business/Community
Teddie Laing	Business/Community
Michelle Vetiac	Teacher
Julius Wade	Student
Christine Cueto	Business/Community
Kateland Ellis	Student
Lina Coss	Teacher

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***Evaluation of last year's school improvement plan*

The SAC committee met during the month of May during last school year to review and recommend changes to the SIP. Committee members were organized into groups of three to four. Each group was provided with a reflection sheet, a copy of the school's data and a copy of the SIP. The groups worked collaboratively to completed the reflection sheet. Refection sheet were analyzed and used in the development of the current SIP. The committee reviewed the budget to determine how monies were allocated.

*Development of this school improvement plan*

The SAC committee shall be the sole body responsible for final decision making at the school relating to implementation of the State system of school improvement and accountability. Members of the SAC committee participated in the development of the SIP plan through workshops held at the end of the school year. The SIP plan will be reviewed on a monthly basis by the committee. Inputs and recommendations provided during SAC meetings will be used throughout the school year in order to modify the plan as needed.

*Preparation of the school's annual budget and plan*

The SAC committee will meet during the next EESAC meeting in November to discuss the annual budget and plans for distribution of the funds. Once the plan has been created, the committee will allocate the funds as approved by the committee. The total amount of projected allocated funds is 7,515.00. the principal will be requesting a total of \$2,999 for ELA and EOC gift cards as an incentive to improve on the exams; Mrs. Blatch will be requesting \$1660.00 for Brain Bowl registration fees at FIU, awards, trophes, certificate, decorations, gift cards, and food and beverages; Dr. Green will be requesting \$544.90 for an AED trainer and a Prestam Professional Adult CPR-AED training manikins (4 packs); Mrs. Layzell will be requesting \$3,726.72 for the Turmitin Program; and Mrs. O'Bryant will be requesting \$2,000.00 for a PAR 56 lighting package, System AP 1, MIC 3-Pack plus stands and cables, and a camcorder.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

The total amount of allocated funds was \$7912.02. SAC committee approved the following distribution: \$2,999 for FCAT 2.0 and EOC gift cards as an incentive in improve on the exams; \$628.00 for two violins and 80 guitar books for the band class; \$2142.91 for Career Pathways/ Industry Certification (CTE) medals, Seals, Millennium Cords, and portfolios was allocated as an incentive for graduation and passing the Certification exams for all students; and \$2142.92 was allocated for the Turnitin software program. The Turnitin will improve the students' grammar, writing skills and identify plagiarism.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)****Membership:**

Name	Title
Hunter, Lavette	Principal
Mantilla, Ernesto	Assistant Principal
Allen, Tangela	Teacher, K-12
Anim, Eugenie	Teacher, Career/Technical
Black, Kenyetta	Assistant Principal
Childress, Kitty	Teacher, K-12
Dorvil, Louis	Teacher, K-12
Erdvig, Nancy	Teacher, K-12
Green, Heather	Teacher, K-12
Hernandez, Rebeca	Teacher, K-12
Mercado, Rigoberto	Teacher, Career/Technical
Miller, Everal	Teacher, Career/Technical
Opet, Delphine	Instructional Media
Ortiz, George	Teacher, K-12
	Assistant Principal
Peterson, Walter	Teacher, Career/Technical
Posey, Renee	Guidance Counselor
Rawls, Day	Teacher, Career/Technical
Thompson, Christine	Teacher, ESE
Shipman, Rosalind	Teacher, K-12
Ugarte, Jose	Teacher, K-12
Wilder, Brenda	Teacher, Career/Technical

## Duties

### ***Describe how the LLT promotes literacy within the school***

The purpose of the Literacy Leadership Team this year is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the curriculum including Common Core Standards. Common Core Standard workshops will be provided throughout the school year with a focus on implementing the Gradual Release Model in every classroom. Rigor in the classroom will include; integration of complex text, using text evidence and writing to source or analytical writing. The principal, librarian, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which meets at least once a month.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Common planning period has been built into the master schedule for reading, language arts and algebra II, teachers. The science and math department collaborate during lunch time or after school. Teachers meet monthly in their department or academy meeting to discuss and review best practices. Their meeting focus on the implementation of the Florida State Standards, rigor through explicit instruction and

model lessons. Teachers are encouraged to join the Professional Learning Communities that have been established within the various departments. When every possible, teachers are released to observe and visit model classrooms. New teachers are assigned mentors. The mentor provides curriculum and academic support throughout the school year.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

William H. Turner Tech has implemented the following strategies to develop and retain highly qualified, certified-in-field, effective teachers:

Ongoing contact with local and out-of-state colleges and universities.

Highly Qualified Teachers are given leadership/mentoring roles to recruit teachers.

MDCPS beginning teacher support program, Mentoring and Induction for New Teachers (MINT) & ongoing onsite Professional Development.

Ongoing contact with local and out-of-state colleges and universities.

Highly Qualified Teachers are given leadership/mentoring roles to recruit teachers.

MDCPS beginning teacher support program, Mentoring and Induction for New Teachers (MINT) & ongoing onsite Professional Development.

Create onsite Professional Learning Committee (PLC).

New teachers and teachers new to the building will be assigned a mentor teacher

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Newly hired teachers are paired with experienced teachers that have volunteered to act as mentors. Mentors meet before/after school to discuss classroom management, lesson planning, data analysis etc.. Opportunities are provided for mentor and mentees to visit each other's classrooms. Model classrooms are made available to the mentee.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

William H. Turner Technical Arts High School currently uses a variety of assessment tools to analyze student data. Prior to the start of the academic year, each faculty and staff member is provided with the previous year's data. Students' placement is determined by performance on state assessments. Specific assessment tools (school and district assessments, FAIR FS, CELLA, FCAT, EOCs, FSA) are utilized to direct instruction and differentiate according to student levels. Analysis of student performance data determines instructional pacing and remediation strategies for math and reading. Also, data chats are conducted with faculty members and students for the purpose of modifying existing strategies to meet student needs.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

During the Opening of Schools, the administrative team creates a data presentation to review and analyze the previous year's state performance data in order to target specific instructional goals and

objectives for curriculum planning outlined in the SIP. The Florida Continuous Improvement Model is (FCIM) utilized in correlation with student data chats specifically designed to familiarize students individually about their progress. Results of the interim assessments are visually displayed throughout out the school so that students, parents, visitors, and all stakeholders are able to continuously monitor the upward mobility of the school's progress.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 3,000

Targeted subgroups and level 1 and 2 students are provided an opportunity to participate in before/after tutorials provided by volunteer teachers. Targeted strategies include:

- enrichment activities in mathematics and reading
- using Reading Plus to address reading deficiencies

Additionally, level 1 and 2 students are encouraged to participate in Saturday School.

Targeted strategies include:

- differentiated instruction (DI)
- enrichment activities in mathematics and reading
- computer based reading and mathematics programs
- use of anchor maps and concept maps.

### ***Strategy Rationale***

The Gradual Release Model will be implemented in all classroom and will be extended to the before and after school tutorial and the Saturday Success Academy. Teachers will analyze student data to design individualized instructional program for targeted students.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

### ***Person(s) responsible for monitoring implementation of the strategy***

Mantilla, Ernesto, mernesto@dadeschools.net

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Reading and mathematics teachers disaggregate students' interim assessment, trend data, and classroom teacher-generated test prior to the beginning of the Saturday Success Academy. This data is used to place students into the Success Academy. On the first day of Saturday Success Academy, students are administered a placement test. An analysis of results is conducted by the Saturday Success Academy teacher. The data is used to develop strategies that will address the needs of the individual students. Finally, students that participate in the before/after tutoring program do so on a volunteer basis. A before/after teacher volunteer list is generated by the administration and provided to students and their parents. Students are guided to the appropriate subject area for tutorial by their counselors, administration, and classroom teachers.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).



***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

William H. Turner Tech requires all students to attend Parent Chat Nights throughout the school year. All cohorts are monitored closely both academically and behaviorally. The MTSS/RtI team, literacy leadership team, and students services meets regularly to review cohort data. A copy of the Student History is provided to all students by their assigned counselors. CAP Advisor and Counselors are available during the lunch break to meet with students. Counselors schedule grade level academic data chats with their students through the vocational courses. Those students that are identified as "lacking behind" are provided additional services such as before and after school tutorials; Saturday Success Academy; assigned student tutor; interventionist etc,. Teachers also monitor students progress through data chats and data analyzes. Teachers discuss students progress during their PLC or department/academy meetings. Referral to the MTSS/RtI team are addressed and monitored with fidelity.

**College and Career Readiness*****Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

By promoting Career Pathways and Programs of Study, students at William Turner Technical Arts High School will become academy program graduates achieving a certificate and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for post-secondary education or work will strengthen with the integration of academic and career technical components and a coherent sequence of courses

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

William H. Turner Technical Arts High School incorporates applied and integrated courses by supporting student success through organized work-based learning experiences (on-the-job training, internships, clinicals, in school enterprise and job shadows) in collaboration with our parents/guardians, community, and business partners. Work-based learning activities are designed to provide the student with practical training and skills needed to function in the workplace. Students gain practical, first-hand knowledge through a structured internship experience in which they are able to integrate occupational and academic skills. Student placement is determined by the job preparatory program in which the student is enrolled. Individualized training plans are developed and implemented with various training agencies throughout the community. All teachers and student services personnel are assigned to a technical academy which meets on a regular basis to facilitate delivery of instruction that integrates the applied and academic curriculum.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Data from the High School Feedback report showed that 90 percent of students at William H. Turner Technical Arts High taking the SAT and ACT exceeded the district and the state averages. In addition, the percent of Turner Tech graduates enrolled in Florida post-secondary institutions (community colleges, state universities, private colleges, and technical education centers) also exceeded the district and state. William H. Turner Technical Arts High School graduates scored below district and state on ACT and SAT. Turner Tech students scored below the district and the state on the PERT college placement exam.

Turner Tech offers a variety of Advanced Placements (AP), Dual Enrollment (DE), Honors (H),

Industry Certification, (IC) and Vocational courses (VC) as listed below:

AP = World History, Psychology, American History, US History, Biology, Chemistry, Physics B, English Lit, English Lang/Comp, Spanish Lit., Spanish Lang, Music Theory, Macroeconomics, Calculus AB, Calculus BC, Statistics.

DE = Writing and Rhetoric, College Algebra, Human Behavior in Criminal Justice, and Intro to Criminal Justice.

H = World History, American History, American Government, Economics, Earth & Space Science Biology, Chemistry, Physics, Anatomy and Physiology, Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus, English I-IV, and Executive Internship

IC = Horticultural Professional, Adobe Certified Associate (Photoshop), Adobe Certified Associate (Dreamweaver), NCCER Construction Technology, NCCER Concrete Finishing, Autodesk Certified Associate (AutoCAD), First Responder, Certified Nursing Assistance (CNA), Vision Care Aide, Apple Certified Pro (ACP) Final Cut Pro, Customer Service, and Ready to Work.

VC = Agriscience Foundation, Veterinary. Assistance I-V, Environmental Resources III-IV, Advanced Concepts in Agriscience, Introduction to Information Technology, Digital Design I-III, Business and Entrepreneurship, Legal Aspect of Business, Business Supervision, Foundations of Web Design, Business Cooperation of Education, Accounting Applications, Introduction to Computers, Web Masters, Health Science I and II, Nursing Assistant III, Medical Laboratory Assisting III-IV, First Responder III, Vision Care Assistant III-IV, Home Health Aide III, Electrocardio Aide III, Health Occupation, Practical Nursing II-IV, Drafting I-IV, Building Construction Technology I-IV, Carpentry and Cabinetmaking I, Television Production I-IV, Film Production Equipment Operations I-IV, Industrial Education Directed, Finance and Business Technology, Financial Operations III, Personal Financial Planning, Criminal Justice Operations I-IV, Teaching Assisting II-IV, Public Service Education Directed, and Communication Technology I-II.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Turner Tech will use the following strategies to improve student readiness for public postsecondary placement:

Extend Dual Enrollment opportunities to students across academies.

Introduce students to ePEP, and Florida Choices online.

Enhance reference and research skills through Research Career/Decision Making - Capstone Course.

Increase student awareness of requirements for TECH Prep/Career Pathways articulation with post-secondary institutions.

Provide opportunities for students to take the P.E.R.T test at Miami Dade College.

Offer courses in SAT and ACT Prep.

Investigate Florida Virtual School as an option for students to take classes in SAT and ACT Prep.

Use Junior Career Conference and College Fair to provide our post-secondary partners with the opportunity to offer college planning presentations.

Participate in College Summit Program (approximately 200 seniors; 50 who are student mentors).

Provide opportunities for students to visit and tour Miami Dade College, FAMU, UF or Florida International University.

Invite college professors to visit and present to senior classes.

Provide opportunities for students to enroll and attend courses at Miami Dade College or Florida International University.

Use Title I funds to purchase testGear software for ACT/SAT Prep.

Seniors will participate in mock interviews to present Capstone project and portfolio.

Provide students with college resources through Edmodo and the CAP Advisor's website.

Continue to provide access to College Resource Room to students during the lunch periods.



## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** The Early Warning System(EWS) will be used to identify at-risk students, provide support and intervention in order to increase student achievement.
- G3.** To increase the number of students participating in CTE/STEM related activities.
- G4.** Parental Involvement Plan is attached to SIP Plan.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. To increase student achievement by improving core instruction in all content areas.** 1a

G070617

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
Bio I EOC Pass	
CELLA Writing Proficiency	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - ED	

**Resources Available to Support the Goal** 2

- Professional Learning Communities; District Professional Development; Collegiate Support; Beacon Online Courses; Faculty Meetings; Department/Common Planning Meetings; Content Reading Plus; Read 180; Edge; Graphing calculators; khan academy; NBC learn; Pearsonsucces.net; online resources; district pacing guides; hands on manipulative; Promethean boards; smart boards; 9th grade student HP tablets; anchor maps; Gizmos/Explore Learning; Education YouTube; Hands-On-Learning; Graphing; Department Assessments; Involvement in Extracurricular Activities (i.e., Model United Nations, Brain Bowl) and District Support (i.e., Curricular Support, Materials, Technical Training).

**Targeted Barriers to Achieving the Goal** 3

- Not all instructors are reaching desired levels of rigor through use of instructional practices such as the Gradual Release of Responsibility Model (GRM).

**Plan to Monitor Progress Toward G1.** 8

Interim data, teacher-made assessments, and the results of FAIR testing will be disaggregated to monitor students' progress.

**Person Responsible**

Lavette Hunter

**Schedule**

Monthly, from 10/1/2015 to 5/31/2016

**Evidence of Completion**

Schedules; Walkthrough Logs; List of Teachers for Support, Florida Standards Assessment, data disaggregation, Interim assessments and the EOC

**G2.** The Early Warning System(EWS) will be used to identify at-risk students, provide support and intervention in order to increase student achievement. 1a

G070618

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	
2+ Behavior Referrals	
Level 1 - All Grades	

**Resources Available to Support the Goal** 2

- COGNOS; Attendance Committee; Student Code of Conduct; SPOT Success; Student Progression Plan; Counselor Conner website; Connect ED system; EDMODO; community partners; academy advisory committee; Teen Court; Alternative to Suspension Plan; Adult Ed; non-instructional personnel (clerical, paras); daily school attendance reports; student contracts; parents and gradebook.

**Targeted Barriers to Achieving the Goal** 3

- Parents are unaware of the attendance procedures.
- Teachers, students, and parents lack of awareness of the new Secondary Code of Student Conduct procedures has led to students receiving an increased number of behavior referrals and suspension.
- Students lack the academic skills to pass the ELA assessment and math EOC

**Plan to Monitor Progress Toward G2.** 8

Administrators will monitor students attendance, failure report, failure grade report; parent students meetings; SPOT Success; and use the FCIM to disaggregated data.

**Person Responsible**

Lavette Hunter

**Schedule**

Quarterly, from 9/11/2015 to 5/31/2016

**Evidence of Completion**

COGNOS report, failure, student history report, administrative walkthroughs logs, data chat logs, student progress report, MTSS/Rtl team meetings and agendas

**G3. To increase the number of students participating in CTE/STEM related activities.** 1a

G070619

**Targets Supported** 1b

Indicator	Annual Target
CTE Industry Certification Exam Passing Rate	50.0

**Resources Available to Support the Goal** 2

- STEM Expo, SECME competitions, South Florida Regional Science & Engineering Fair, MAST Academy's LandSHARC Mobile Lab, MAST Academy's Weather on Wheels (WOW) Mobile Lab WaterVentures Mobile Lab , M-DCPS/FIU Partnerships, UM/M-DCPS Partnerships, Miami Dade College, Ten80 Student Racing Challenge, GMetrix, EDMODO, Teacher Blogs, Tou/School Tube, National Academy Foundation (NAF), The Fairchild Challenge, NAF/STEM Advisory Board,CTSO Study Guides, CTSS District, State, National Competitions/Leadership Conference, Florida Ready to Work web-bases curriculum. Students that attend NAF and STEM Conferences. Career & Technical Student Organizations (CTSO), U.S. Naval Academy Mini-STEM Program, CTE community partners, Miami-Dade County Youth Fair CTE Contests, CTE Programs Aligned to STEM Career Cluster, community partners, CTE/STEM labs, National Flight Academy, Project Lead the Way (PLTW) Schools, Engineering Encounters Bridge Design Competition, and Females in STEM Careers.

**Targeted Barriers to Achieving the Goal** 3

- Access to CTE/STEM labs software, and instructional resources.

**Plan to Monitor Progress Toward G3.** 8

Administrators will conduct walk-throughs to monitor the successful implementation of differentiated instruction in CTE classes, STEM related activities and identify teachers who are in need of additional support.

**Person Responsible**

Lavette Hunter

**Schedule**

Quarterly, from 9/24/2015 to 6/3/2016

**Evidence of Completion**

Walkthrough Logs; List of Teachers for Support, and data chats logs.

**G4. Parental Involvement Plan is attached to SIP Plan.** 1a

 G070620

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

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**Targeted Barriers to Achieving the Goal** 3

**Plan to Monitor Progress Toward G4.** 8

**Person Responsible**

**Schedule**

***Evidence of Completion***

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** To increase student achievement by improving core instruction in all content areas. **1**

 **G070617**

**G1.B1** Not all instructors are reaching desired levels of rigor through use of instructional practices such as the Gradual Release of Responsibility Model (GRM). **2**

 **B184001**

**G1.B1.S1** Develop and implement professional development for the Gradual Release Model (GRM) in all Reading and language arts classes. **4**

 **S195589**

### Strategy Rationale

Classes lack the rigor necessary to address individual student needs.

### Action Step 1 **5**

Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release of Responsibility Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, student accountable talk, and application of text-evidence writing activities.

### Person Responsible

Tangela Allen

### Schedule

On 5/31/2016

### Evidence of Completion

Agenda, Sign-in Sheets

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will conduct walk-throughs to monitor the successful implementation of the GRM and identify teachers who are in need of additional support.

**Person Responsible**

Lavette Hunter

**Schedule**

Daily, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

GRM Lesson Plan,

### Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teachers will implement lessons using the GRM lesson plan framework created during collaborative planning. They will assess the progress of the students through monthly data chats.

**Person Responsible**

Tangela Allen

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Lesson Plan using GRMM Framework ; Student work ; Interim assessments, data disaggregation.



**G1.B1.S2** Develop and implement professional development for the Gradual Release Model (GRM) in all Mathematics classes. 4

 S195590

### Strategy Rationale

Classes lack the rigor necessary to address individual student needs.

### Action Step 1 5

Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, accountable talk, and application of text-evidence activities.

#### Person Responsible

Louis Dorvil

#### Schedule

On 6/3/2016

#### Evidence of Completion

Agenda, Sign-in Sheets

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrators will conduct walk-throughs to monitor the successful implementation of the GRM and identify teachers who are in need of additional support.

#### Person Responsible

Louis Dorvil

#### Schedule

Weekly, from 9/11/2015 to 6/3/2016

#### Evidence of Completion

GRM Lesson Plan Framework

## Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teachers will implement lessons using the GRM lesson plan framework created during collaborative planning. They will assess the progress of the students through monthly data chats.

### Person Responsible

Louis Dorvil


### Schedule

Monthly, from 9/18/2015 to 6/3/2016

### Evidence of Completion

Lesson Plan using GRMM Framework ; Student work ; Interim assessments, data disaggregation.

**G1.B1.S3** Develop and implement professional development for the Gradual Release Model (GRM) in all of the Science Biology classes. 4

 S195591

### Strategy Rationale

Classes lack the rigor necessary to address individual student needs.

## Action Step 1 5

Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release of Responsibility Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, student accountable talk, and application of text-evidence writing activities.

### Person Responsible

Rebeca Hernandez

### Schedule

On 6/3/2016

### Evidence of Completion

Agenda, Sign-in Sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Administrators will conduct walk-throughs to monitor the successful implementation of the GRM and identify teachers who are in need of additional support.

**Person Responsible**

Lavette Hunter

**Schedule**

On 11/26/2014

***Evidence of Completion***

GRMM Lesson Plan

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Teachers will implement lessons using the GRM lesson plan framework created during collaborative planning. They will assess the progress of the students through monthly data chats.

**Person Responsible**

Rebeca Hernandez

**Schedule**

Daily, from 10/17/2014 to 11/26/2014

***Evidence of Completion***

Lesson Plan using GRMM Framework ; Student work ; Interim assessments, data disaggregation.

**G1.B1.S4** Develop and implement professional development for the Gradual Release Model (GRM) in all of the Social Science classes. 4

 S195592

### Strategy Rationale

Classes lack the rigor necessary to address individual student needs.

### Action Step 1 5

Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release of Responsibility Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, student accountable talk, and application of text-evidence writing activities.

#### Person Responsible

Jose Ugarte

#### Schedule

On 6/3/2016

#### Evidence of Completion

Agenda, Sign-in Sheets

### Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administrators will conduct walk-throughs to monitor the successful implementation of the GRM and identify teachers who are in need of additional support.

#### Person Responsible

Lavette Hunter

#### Schedule

Daily, from 10/10/2014 to 11/26/2014

#### Evidence of Completion

GRMM Lesson Plan

## Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Teachers will implement lessons using the GRM lesson plan framework created during collaborative planning. They will assess the progress of the students through monthly data chats.

### Person Responsible

Jose Ugarte

### Schedule

Monthly, from 10/10/2014 to 11/26/2014

### Evidence of Completion

Lesson Plan using GRMM Framework ; Student work ; Interim assessments, data disaggregation.

**G2.** The Early Warning System(EWS) will be used to identify at-risk students, provide support and intervention in order to increase student achievement. 1

 G070618

**G2.B1** Parents are unaware of the attendance procedures. 2

 B184008

**G2.B1.S1** Counselors and teachers will be meeting with the parents to reiterate attendance policy and procedures. 4

 S195593

### Strategy Rationale

Students that attend Turner are bused in or dropped off by their parents.

## Action Step 1 5

Review daily attendance reports; monitor student contracts; inform parents using Connect ED; and using the FCIM to disaggregated attendance data.

### Person Responsible

Renee Posey

### Schedule

Quarterly, from 9/25/2015 to 6/3/2016

### Evidence of Completion

Results from COGNOS reports and disaggregated attendance data.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Invite parents and students to attend three parent chats.

**Person Responsible**

Renee Posey

**Schedule**

Quarterly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Parent conference sign in logs, agendas, connectEd logs, EDMODO logs.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Monitor students attendance; parent students meetings.

**Person Responsible**

Renee Posey

**Schedule**

Quarterly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

COGNOS reports, administrative data chat logs, MTSS/RtI team meetings and Agendas

**G2.B2** Teachers, students, and parents lack of awareness of the new Secondary Code of Student Conduct procedures has led to students receiving an increased number of behavior referrals and suspension. 2

 B184009

**G2.B2.S1** Teachers, students and parents will be provided access to the Secondary Code of Student Conduct handbook. Teachers will utilize the school's Alternative to Suspension Plan when addressing student behavioral issues. 4

 S195594

### Strategy Rationale

Students need to be recognized and rewarded for positive behaviors.

### Action Step 1 5

Provide professional development on Alternative to Suspension Plan; post Code of Student Conduct handbook on school website; advise parents of school's discipline policy and location of handbook; and students will receive information on the school's discipline policy during orientation. Training will be provided for teachers, students and parents to develop a discipline plan using the SPOT Success model to address behavior and attendance concerns.

#### Person Responsible

Renee Posey

#### Schedule

On 6/3/2016

#### Evidence of Completion

MTSS/Rtl, Literacy/leadership team agendas, parent chat sign in sheets, Faculty meeting sign in sheets

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor Alternative to Suspension Plan implementation; SPOT Success; professional learning community meetings; ensure posting of Code of Student Conduct handbook on school website; monitor referrals and suspensions; and provide information during student orientation.

#### Person Responsible

Renee Posey

#### Schedule

Quarterly, from 10/15/2014 to 6/5/2015

#### Evidence of Completion

Referral and suspension reports, SPOT Success certificates, letters to parents, SCMS Referral Action report.

## Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Students Services will collaborate with teachers during the department/academy meetings to support the implementation of the disciplinary plan with a focus on SPOT Success model.

### Person Responsible

Renee Posey

### Schedule

Monthly, from 10/1/2014 to 6/5/2015

### Evidence of Completion

Department/academy meeting agendas, sign in sheets, attendance, SCMS Referral Action report, MTSS/RtI team meetings and agendas.referral and suspension reports.

## G2.B3 Students lack the academic skills to pass the ELA assessment and math EOC 2

 B184010

**G2.B3.S1** Implement questioning strategies and activities in core subjects to encourage rigorous reader interactions with text to deepen understanding. Teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics. 4

 S195595

### Strategy Rationale

Student need additional assistance in text-based analysis, process analysis, and writing to source.

## Action Step 1 5

Train teachers in research-based, high yield strategies in literacy, especially as it pertain to Florida Standards in reading and mathematics.

### Person Responsible

Tangela Allen

### Schedule

On 6/3/2016

### Evidence of Completion

Agendas, sign in logs, interim assessments, and teacher-made assessments.



### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teachers will monitor the implementation of strategies through monthly students data chat.

**Person Responsible**

Tangela Allen

**Schedule**

Monthly, from 10/15/2014 to 6/5/2015

**Evidence of Completion**

Interim assessments, teacher-made assessments, lesson plans, and FAIR testing

### Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Teachers will implement lessons using the research-based, high yield strategies in literacy and core courses. Support will be provided through PLCs, common planning periods, and mentor teachers. Additionally, teachers will disaggregate students' data monthly.

**Person Responsible**

Eugenie Anim

**Schedule**

Monthly, from 9/18/2015 to 6/3/2016

**Evidence of Completion**

Interim assessment ; data chats, MTSS/Rtl team meetings and agendas

**G3.** To increase the number of students participating in CTE/STEM related activities. 1

 G070619

**G3.B1** Access to CTE/STEM labs software, and instructional resources. 2

 B184011

**G3.B1.S1** Provide training for CTE teachers in differentiated instruction with a focus on career development. 4

 S195596

### **Strategy Rationale**

Implementation of differentiated instruction to address limited resources,

### **Action Step 1** 5

Teachers will participate in professional development in order gain knowledge pertaining to differentiated instruction with a focus on career development.

#### **Person Responsible**

Eugenie Anim

#### **Schedule**

On 6/3/2016

#### **Evidence of Completion**

Student work, classroom interactions, lesson plans, interim assessment, and CTE certification exams results.

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Teacher will monitor their students' data results and utilize the results to create and maintain differentiated instruction groups.

#### **Person Responsible**

Eugenie Anim

#### **Schedule**

Monthly, from 10/10/2014 to 6/5/2015

#### **Evidence of Completion**

Teacher-made assessments, lesson plans, and data chat logs.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Teachers will disaggregate students' data to determine the effectiveness of the differentiated instruction groups.

**Person Responsible**

Eugenie Anim

**Schedule**

Daily, from 10/17/2014 to 11/26/2014

**Evidence of Completion**

Teacher-made assessments, data chat logs, lesson plans.

**G3.B1.S2** Provide opportunities for students to attend STEM related field trips, competitions, and visits from the mobile labs. 4

 S195597

**Strategy Rationale**

Students lack the background knowledge needed choose STEM careers

**Action Step 1** 5

Cross-disciplinary professional learning communities (PLC) will be established to develop STEM action plan.

**Person Responsible**

Eugenie Anim

**Schedule**

On 6/3/2016

**Evidence of Completion**

Action plan, agendas, sign in sheets

### Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Through the action plan, teachers will provide STEM related activities to students including: field trips, visits from the mobile labs. Monthly academy meeting will be held to determine the progress of the selected activities and to discuss the effectiveness of the implementation of the action plan.

#### Person Responsible

Eugenie Anim

#### Schedule

Monthly, from 9/17/2015 to 6/3/2016

#### Evidence of Completion

Field trip logs, workshop agendas, sign in sheets, mobile lab visits, lesson plans, action plan

### Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

During the academy meeting, teachers will disaggregate the data to determine the effectiveness of the strategies. Teachers will collaborate with community partners in order to increase the number of STEM related field trips, competitions, and visits from the mobile labs.

#### Person Responsible

Eugenie Anim

#### Schedule

Monthly, from 9/24/2015 to 6/3/2016

#### Evidence of Completion

Field trip logs, workshop agendas, sign in sheets, mobile lab visits, lesson plans, action plan

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release of Responsibility Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, student accountable talk, and application of text-evidence writing activities.	Allen, Tangela	9/24/2015	Agenda, Sign-in Sheets	5/31/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, accountable talk, and application of text-evidence activities.	Dorvil, Louis	9/10/2015	Agenda, Sign-in Sheets	6/3/2016 one-time
G1.B1.S3.A1	Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release of Responsibility Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, student accountable talk, and application of text-evidence writing activities.	Hernandez, Rebeca	9/11/2015	Agenda, Sign-in Sheets	6/3/2016 one-time
G1.B1.S4.A1	Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release of Responsibility Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, student accountable talk, and application of text-evidence writing activities.	Ugarte, Jose	9/14/2015	Agenda, Sign-in Sheets	6/3/2016 one-time
G2.B1.S1.A1	Review daily attendance reports; monitor student contracts; inform parents using Connect ED; and using the FCIM to disaggregated attendance data.	Posey, Renee	9/25/2015	Results from COGNOS reports and disaggregated attendance data.	6/3/2016 quarterly
G2.B2.S1.A1	Provide professional development on Alternative to Suspension Plan; post Code of Student Conduct handbook on school website; advise parents of school's discipline policy and location of handbook; and students will receive information on the school's discipline policy during orientation. Training will be provided for teachers, students and parents to develop a discipline plan using the SPOT Success model to address behavior and attendance concerns.	Posey, Renee	9/24/2015	MTSS/RtI, Literacy/leadership team agendas, parent chat sign in sheets, Faculty meeting sign in sheets	6/3/2016 one-time
G2.B3.S1.A1	Train teachers in research-based, high yield strategies in literacy, especially as it pertain to Florida Standards in reading and mathematics.	Allen, Tangela	9/24/2015	Agendas, sign in logs, interim assessments, and teacher-made assessments.	6/3/2016 one-time
G3.B1.S1.A1	Teachers will participate in professional development in order gain knowledge pertaining to differentiated instruction with a focus on career development.	Anim, Eugenie	9/7/2015	Student work, classroom interactions, lesson plans, interim assessment, and CTE certification exams results.	6/3/2016 one-time
G3.B1.S2.A1	Cross-disciplinary professional learning communities (PLC) will be established to develop STEM action plan.	Anim, Eugenie	10/1/2015	Action plan, agendas, sign in sheets	6/3/2016 one-time
G1.MA1	Interim data, teacher-made assessments, and the results of FAIR	Hunter, Lavette	10/1/2015	Schedules; Walkthrough Logs; List of Teachers for Support, Florida Standards	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	testing will be disaggregated to monitor students' progress.			Assessment, data disaggregation, Interim assessments and the EOC	
G1.B1.S1.MA1	Teachers will implement lessons using the GRM lesson plan framework created during collaborative planning. They will assess the progress of the students through monthly data chats.	Allen, Tangela	9/1/2015	Lesson Plan using GRMM Framework ; Student work ; Interim assessments, data disaggregation.	5/31/2016 monthly
G1.B1.S1.MA1	Administrators will conduct walk-throughs to monitor the successful implementation of the GRM and identify teachers who are in need of additional support.	Hunter, Lavette	9/1/2015	GRM Lesson Plan,	5/31/2016 daily
G1.B1.S2.MA1	Teachers will implement lessons using the GRM lesson plan framework created during collaborative planning. They will assess the progress of the students through monthly data chats.	Dorvil, Louis	9/18/2015	Lesson Plan using GRMM Framework ; Student work ; Interim assessments, data disaggregation.	6/3/2016 monthly
G1.B1.S2.MA1	Administrators will conduct walk-throughs to monitor the successful implementation of the GRM and identify teachers who are in need of additional support.	Dorvil, Louis	9/11/2015	GRM Lesson Plan Framework	6/3/2016 weekly
G1.B1.S3.MA1	Teachers will implement lessons using the GRM lesson plan framework created during collaborative planning. They will assess the progress of the students through monthly data chats.	Hernandez, Rebeca	10/17/2014	Lesson Plan using GRMM Framework ; Student work ; Interim assessments, data disaggregation.	11/26/2014 daily
G1.B1.S3.MA1	Administrators will conduct walk-throughs to monitor the successful implementation of the GRM and identify teachers who are in need of additional support.	Hunter, Lavette	10/10/2014	GRMM Lesson Plan	11/26/2014 one-time
G1.B1.S4.MA1	Teachers will implement lessons using the GRM lesson plan framework created during collaborative planning. They will assess the progress of the students through monthly data chats.	Ugarte, Jose	10/10/2014	Lesson Plan using GRMM Framework ; Student work ; Interim assessments, data disaggregation.	11/26/2014 monthly
G1.B1.S4.MA1	Administrators will conduct walk-throughs to monitor the successful implementation of the GRM and identify teachers who are in need of additional support.	Hunter, Lavette	10/10/2014	GRMM Lesson Plan	11/26/2014 daily
G2.MA1	Administrators will monitor students attendance, failure report, failure grade report; parent students meetings; SPOT Success; and use the FCIM to disaggregated data.	Hunter, Lavette	9/11/2015	COGNOS report, failure, student history report, administrative walkthroughs logs, data chat logs, student progress report, MTSS/Rtl team meetings and agendas	5/31/2016 quarterly
G2.B1.S1.MA1	Monitor students attendance; parent students meetings.	Posey, Renee	10/1/2014	COGNOS reports, administrative data chat logs, MTSS/Rtl team meetings and Agendas	6/5/2015 quarterly
G2.B1.S1.MA1	Invite parents and students to attend three parent chats.	Posey, Renee	10/1/2014	Parent conference sign in logs, agendas, connectEd logs, EDMODO logs.	6/5/2015 quarterly
G2.B2.S1.MA1	Students Services will collaborate will teachers during the department/ academy meetings to support the implementation of the disciplinary plan with a focus on SPOT Success model.	Posey, Renee	10/1/2014	Department/academy meeting agendas, sign in sheets, attendance, SCMS Referral Action report, MTSS/Rtl team meetings and agendas.referral and suspension reports.	6/5/2015 monthly
G2.B2.S1.MA1	Monitor Alternative to Suspension Plan implementation; SPOT Success; professional learning community meetings; ensure posting of Code of	Posey, Renee	10/15/2014	Referral and suspension reports, SPOT Success certificates, letters to parents, SCMS Referral Action report.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Student Conduct handbook on school website; monitor referrals and suspensions;and provide information during student orientation.				
G2.B3.S1.MA1	Teachers will implement lessons using the research-based, high yield strategies in literacy and core courses. Support will be provided through PLCs, common planning periods, and mentor teachers. Additionally, teachers will disaggregate students' data monthly.	Anim, Eugenie	9/18/2015	Interim assessment ; data chats,MTSS/ RtI team meetings and agendas	6/3/2016 monthly
G2.B3.S1.MA1	Teachers will monitor the implementation of strategies through monthly students data chat.	Allen, Tangela	10/15/2014	Interim assessments, teacher-made assessments, lesson plans, and FAIR testing	6/5/2015 monthly
G3.MA1	Administrators will conduct walk-throughs to monitor the successful implementation of differentiated instruction in CTE classes, STEM related activities and identify teachers who are in need of additional support.	Hunter, Lavette	9/24/2015	Walkthrough Logs; List of Teachers for Support, and data chats logs.	6/3/2016 quarterly
G3.B1.S1.MA1	Teachers will disaggregate students' data to determine the effectiveness of the differentiated instruction groups.	Anim, Eugenie	10/17/2014	Teacher-made assessments, data chat logs, lesson plans.	11/26/2014 daily
G3.B1.S1.MA1	Teacher will monitor their students' data results and utilize the results to create and maintain differentiated instruction groups.	Anim, Eugenie	10/10/2014	Teacher-made assessments, lesson plans, and data chat logs.	6/5/2015 monthly
G3.B1.S2.MA1	During the academy meeting, teachers will disaggregate the data to determine the effectiveness of the strategies. Teachers will collaborate will community partners in order to increase the number of STEM related field trips, competitions, and visits from the mobile labs.	Anim, Eugenie	9/24/2015	Field trip logs, workshop agendas, sign in sheets, mobile lab visits, lesson plans, action plan	6/3/2016 monthly
G3.B1.S2.MA1	Through the action plan, teachers will provide STEM related activities to students including: field trips, visits from the mobile labs. Monthly academy meeting will be held to determine the progress of the selected activities and to discuss the effectiveness of the implementation of the action plan.	Anim, Eugenie	9/17/2015	Field trip logs, workshop agendas, sign in sheets, mobile lab visits, lesson plans, action plan	6/3/2016 monthly
G4.MA1	[no content entered]			one-time	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** Not all instructors are reaching desired levels of rigor through use of instructional practices such as the Gradual Release of Responsibility Model (GRM).

**G1.B1.S1** Develop and implement professional development for the Gradual Release Model (GRM) in all Reading and language arts classes.

### PD Opportunity 1

Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release of Responsibility Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, student accountable talk, and application of text-evidence writing activities.

#### Facilitator

Dr. Weaver, Ms. Allen Language Arts and Reading teachers

#### Participants

Reading, Language Arts, Social Sciences, and Elective Teachers

#### Schedule

On 5/31/2016

**G1.B1.S2** Develop and implement professional development for the Gradual Release Model (GRM) in all Mathematics classes.

### PD Opportunity 1

Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, accountable talk, and application of text-evidence activities.

#### Facilitator

Ms. Ramirez, Mrs. Christie, Math teachers

#### Participants

Reading, Language Arts, Social Sciences, and Elective Teachers

#### Schedule

On 6/3/2016



**G1.B1.S3** Develop and implement professional development for the Gradual Release Model (GRM) in all of the Science Biology classes.

### **PD Opportunity 1**

Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release of Responsibility Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, student accountable talk, and application of text-evidence writing activities.

#### **Facilitator**

Ms.Ramirez, Mrs. Christie, Science teachers

#### **Participants**

All science teachers

#### **Schedule**

On 6/3/2016

**G1.B1.S4** Develop and implement professional development for the Gradual Release Model (GRM) in all of the Social Science classes.

### **PD Opportunity 1**

Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release of Responsibility Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, student accountable talk, and application of text-evidence writing activities.

#### **Facilitator**

Dr. Weaver, Ms. Allen Social Science Teachers

#### **Participants**

All Social Science teachers

#### **Schedule**

On 6/3/2016

**G2.** The Early Warning System(EWS) will be used to identify at-risk students, provide support and intervention in order to increase student achievement.

**G2.B2** Teachers, students, and parents lack of awareness of the new Secondary Code of Student Conduct procedures has led to students receiving an increased number of behavior referrals and suspension.

**G2.B2.S1** Teachers, students and parents will be provided access to the Secondary Code of Student Conduct handbook. Teachers will utilize the school's Alternative to Suspension Plan when addressing student behavioral issues.

### **PD Opportunity 1**

Provide professional development on Alternative to Suspension Plan; post Code of Student Conduct handbook on school website; advise parents of school's discipline policy and location of handbook; and students will receive information on the school's discipline policy during orientation. Training will be provided for teachers, students and parents to develop a discipline plan using the SPOT Success model to address behavior and attendance concerns.

#### **Facilitator**

Dr. Posey, Mrs. Brill, Mrs. Blatch, Mrs. Edrvig, Mrs. Thompson, Mr. Mantilla, Mr. Curtis and Ms. Black

#### **Participants**

Parents, students, and teacher

#### **Schedule**

On 6/3/2016

**G2.B3** Students lack the academic skills to pass the ELA assessment and math EOC

**G2.B3.S1** Implement questioning strategies and activities in core subjects to encourage rigorous reader interactions with text to deepen understanding. Teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics.

### **PD Opportunity 1**

Train teachers in research-based, high yield strategies in literacy, especially as it pertain to Florida Standards in reading and mathematics.

#### **Facilitator**

Mrs. Allen , Mr. Dorvil, Mrs. Hernandez, Mr. Ugrate

#### **Participants**

Academic core teachers

#### **Schedule**

On 6/3/2016

**G3.** To increase the number of students participating in CTE/STEM related activities.

**G3.B1** Access to CTE/STEM labs software, and instructional resources.

**G3.B1.S1** Provide training for CTE teachers in differentiated instruction with a focus on career development.

### **PD Opportunity 1**

Teachers will participate in professional development in order gain knowledge pertaining to differentiated instruction with a focus on career development.

#### **Facilitator**

Mrs. Hernandez and Ms. Allen

#### **Participants**

CTE Teachers

#### **Schedule**

On 6/3/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release of Responsibility Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, student accountable talk, and application of text-evidence writing activities.				\$3,399.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$499.00
Notes: Gift cards will be provided to students as an incentive to pass ELA exam.						
			District-Wide	School Improvement Funds		\$2,900.00
Notes: Turnitin software will be purchased to assist with grammar and writing skills. Also, to better prepare students for the ELA exam.						
2	G1.B1.S2.A1	Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, accountable talk, and application of text-evidence activities.				\$51,754.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$499.00
Notes: Gift cards will be provided to students as an incentive to pass the EOC exam.						
			District-Wide	Title I Part A		\$51,255.00
Notes: Teacher position						
3	G1.B1.S3.A1	Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release of Responsibility Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, student accountable talk, and application of text-evidence writing activities.				\$51,754.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$499.00

Budget Data						
			Notes: Gift cards will be provided to students as an incentive to pass the EOC exam.			
			District-Wide	Title I Part A		\$51,255.00
			Notes: Teacher position			
4	G1.B1.S4.A1	Teachers will participate in a departmental training on increasing instructional rigor through the Gradual Release of Responsibility Model (GRM). Facilitators will collaborate with teachers to provide content area specific application of GRM to increase student engagement through collaborative structures, student accountable talk, and application of text-evidence writing activities.				\$51,754.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$499.00
			Notes: Gift cards will be provided to students as an incentive to pass the EOC exam.			
			District-Wide	Title I Part A		\$51,255.00
			Notes: Teacher position			
5	G2.B1.S1.A1	Review daily attendance reports; monitor student contracts; inform parents using Connect ED; and using the FCIM to disaggregated attendance data.				\$51,255.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$51,255.00
			Notes: Two paraprofessional was purchased to assist with attendance, compliance, and parental involvement.			
6	G2.B2.S1.A1	Provide professional development on Alternative to Suspension Plan; post Code of Student Conduct handbook on school website; advise parents of school's discipline policy and location of handbook; and students will receive information on the school's discipline policy during orientation. Training will be provided for teachers, students and parents to develop a discipline plan using the SPOT Success model to address behavior and attendance concerns.				\$0.00
7	G2.B3.S1.A1	Train teachers in research-based, high yield strategies in literacy, especially as it pertain to Florida Standards in reading and mathematics.				\$0.00
8	G3.B1.S1.A1	Teachers will participate in professional development in order gain knowledge pertaining to differentiated instruction with a focus on career development.				\$0.00
9	G3.B1.S2.A1	Cross-disciplinary professional learning communities (PLC) will be established to develop STEM action plan.				\$2,545.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$545.00
			Notes: Purchase AED practice trainer and practice manikin to promote Health related activities.			

Budget Data						
			District-Wide	School Improvement Funds		\$2,000.00
			Notes: Provide opportunities for students exposure lighting and sound engineering field through their Theater classes.			
Total:						\$212,461.00