

Miami-Dade County Public Schools

William H. Turner Technical Arts High School



2017-18 Schoolwide Improvement Plan

William H. Turner Technical Arts High School

10151 NW 19TH AVE, Miami, FL 33147

<http://turnertech.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	B

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	19
Ambitious Instruction and Learning	20
8-Step Planning and Problem Solving Implementation	25
Goals Summary	25
Goals Detail	25
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for William H. Turner Technical Arts High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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. The school vision is to equip our students with the academic and professional expertise necessary for success in a global society. The core values of the school are:

- 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.

-Student participation is supported through student representative membership in the Student Government Association and representation on the EESAC Committee.

-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. Academies continue to evolve based on projected job growth and student interest. Each of the school's career academies requires students to participate in work-based learning experiences (e.g., internship, on-the-job-training, mentoring, job shadowing, and in-school enterprise). There are school site and district business advisory committees for the technical programs. 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 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. Practices include 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 William H. Turner Technical Arts High School is the active role teachers have always played in the leadership process through the Curriculum Council and Leadership Team. Leadership Team membership includes the administrative team, activities director, ESE teacher facilitator, student services department chair, CSI instructor, testing chair, and CAP advisor. Membership on the Curriculum Council consists of the academy leaders, department chairs and the Leadership Team. 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.

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

William H. Turner Technical Arts High School'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 Miami". Students are involved in activities that engage them in developing the values of respect, responsibility, pursuit of excellence, kindness, integrity, honesty, fairness, and cooperation. In addition, the William Turner Technical Arts High School's administrative team implements 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 issues that may negatively affect the perpetuation of a safe learning environment.

c. 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 Turner Technical Arts High School'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. In addition, teachers are expected to include parents in the disciplinary process through parent contact and parent conferences as needed. 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. A dean of students is also available to assist in disciplinary matters. 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: Discipline Plan, 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.

d. 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 William H. Turner Technical Arts High School 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 offers 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. The Student Services Management Agreement outlines support services provided by the department. Included in the document are assignments of responsibility, tools and resources used, specific activities, targeted student populations, and the effective measures used. The document is aligned with the district student services performance standards. The Student Services Department updates the Management Agreement annually. Counselors are assigned to students by career academy which support the mission of the school. Student Services team members play an active role in school leadership and serve on numerous standing and ad hoc school committees (e.g., EESAC, Leadership, Curriculum, Testing, Capstone, PTSA, SADD, Literacy Team, AdvanceED/SACS, Graduation, Opening of School, New Student Orientation, and new teacher mentoring programs). The activities director also serves as the athletic director. The school registrar maintains all student records, handles college transcripts, master scheduling data, and graduation documentation. A school social worker and school psychologist visit the school every week and address student referrals from teachers and counselors and provide ongoing services to targeted students. The ESE teacher facilitator provides needed services for ESE and Gifted students; ensures federal, state, and district ESE documentation requirements are met; and works closely with the school social worker to provide needed student services.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 through the EWS attendance monitoring meet with their counselor and the attendance review committee to determine what services can be provided to assist the student. In addition, 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 whose students are absent or tardy notifying them of the absenteeism or tardiness. Parents are invited to attend Parent Chat Nights in order to address any issue that might arise. Student referrals, suspensions, and course failures are also monitored as early warning systems indicators. William H. Turner Technical Arts High School 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, student services personnel, and the Multi-tiered System of Support/Response to Instruction/Intervention Team (MTSS/RtI). All students receive a copy of their student history. Counselors meet with students and parents to address areas of deficiency. Adult education, online courses, and tutorial services are provided to students that failed the ELA or Mathematics course. Additionally, intensive mathematics and reading courses are

available for students that are at level I and II. The MTSS/RtI team monitors with fidelity the tiers and provides corrective strategies to address students' academic or behavior needs.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	47	22	16	86	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	80	124	84	124	412	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	95	27	33	14	169	

c. 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, Power Bi, 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 Technical Arts High School'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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

William H. Turner Tech uses it's Parent Teacher Student Association (PTSA) to maintain strong parental and community involvement through a variety of activities to engage our stakeholders. The school also hosts events such as Eagle for a Day, Parent Chats, and Senior Parent Night. Yearly, the school presents a State of the District meeting with our elected School Board member. At the region level, Turner staff members attend Feeder Pattern Showcases to enlighten our community, future attendees and their guardians of the many programs that our school has to offer.

2. 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 Technical Arts High School's SIP and PFEP 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, the School Advisory Committee, Florida International University's Gear Up Program, the district and school business advisory boards, and the Parent Teacher Student Association (PTSA) provide the collaborative framework to attain the SIP's instructional goals. The PTSA and EESAC organizations meet on a regular basis 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 allows school administrators to record, send, and track personalized voice messages to all or targeted groups of students, parents, and staff.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Frazier, Uwezo	Principal
Allen, Tangel	Teacher, K-12
Anim, Eugenie	Teacher, Career/Technical
Christie, Althea	Teacher, K-12
Childress, Kitty	Other
Lloyd, Rosalie	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	School Counselor
Rawls, Day	Teacher, Career/Technical
Thompson, Christine	Teacher, ESE
Shipman, Rosalind	Teacher, K-12
Ugarte, Jose	Teacher, K-12
Curtis, Patrick	Assistant Principal
Herriott, Norbert	Other
Lloyd, Christina	Assistant Principal
Emmanuel, Nicholas	Assistant Principal

b. Duties

1. 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) Mr. Uwezo Frazier, Dr. Christina Lloyd, and Mr. 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 site Curriculum Council will include the following members who will carry out SIP planning and MTSS problem solving:

- Mrs. Kitty Childress, Testing Chair
- Dr. Renee Posey, Student Services Chairperson
- Ms. Tangel Allen, English Dept. Chair
- Ms. Rebeca Hernandez, Science Dept. Chair
- Ms Rosalie Lloyd, Mathematics, Dept. Chair
- Dr. Eugenie Anim, SLC Coordinator
- Mrs. Woodlyn Laurin-Desroches, Social Worker
- Mrs. Christine Thompson, SPED Chair
- Mrs. Teddie Laing EESAC President and Business Community member

In addition to Tier 1 problem solving, the Curriculum Council will meet periodically twice 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.

2. 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 eight 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 H. 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

All students at William H. Turner Technical Arts High School are enrolled in a Career and Technical Education Career Pathways Program of Study with the goal that all students will become academy program graduates earning a career technical program certificate. As a result of participating in a career academy curriculum, students 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 gain an understanding of business and industry workforce requirements by acquiring industry certifications. Readiness for post secondary education and work strengthens 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 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

Parents are involved in the planning and implementation of the Title I Program. An open invitation is extended to all parents to visit the school Parent Resource Center (PRC). The PRC contains resources and information on available programs to support students and families in the community. In addition, computer stations are available for parent use.

The school's Title I Parental Involvement Policy is an action plan to increase parental engagement, involvement, and empowerment. Title I activities include the development of the (with on-going

parental input) Title I School-Parent Compact, scheduling of the Title I Orientation Meeting, along with other school activities to fulfil the mission of Title I. Necessary documentation is maintained to ensure compliance with reporting requirements. Informal parent surveys are conducted to determine specific parental needs. Parent workshops are scheduled through the Parent Academy with flexible times to accommodate parent schedules. 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) are completed and submitted to Title I Administration office by the required deadlines. Confidential “as-needed services” are provided to any students in the school in “transitional housing situations” as applicable. Additional academic and support services are provided to students and families of the migrant population as applicable.

William H. Turner Technical Arts High School receives School Improvement Grant Funding 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, and Project CRISS training.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Uwezo Frazier	Principal
Barbara Brayack	Teacher
Daryl Avant	Education Support Employee
Evelyn Mike	Education Support Employee
Margaret Lorceus	Parent
Rena Mohammed	Business/Community
Teddie Laing	Business/Community
Nancy Erdvig	Teacher
Christine Cueto	Business/Community
George Ortiz	Teacher
Rena Mohammed	Business/Community
Lauren Pastrana	Business/Community
Dr. Eugenie Anim	Teacher
Steeven Louis	Student
Sharmon Fortrer	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the September 28, 2017, SAC committee meeting, all stakeholders provided feedback and input on the final SIP which was approved by the SAC for final submission. The committee reviewed the budget to determine how monies were allocated.

b. 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 throughout 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.

c. Preparation of the school's annual budget and plan

The SAC committee will meet in the fall to discuss the annual budget and plan the process for distribution of the funds. Once the process has been created and implemented, the committee will allocate the funds as approved by the committee.

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

As reflected in the November 9, 2016 meeting minutes, the SAC committee approved the following distribution of funds for the 2016-17 school year: \$380 for student induction fees and \$150 for a new chapter fee (Psychology Rho Kappa), \$273 for Consonus Music Institute license and 6 guitar workbooks, \$815 for Herff Jones, and \$596 for Casa Faroy (awards).

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

Yes

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

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Frazier, Uwezo	Principal
Allen, Tangel	Teacher, K-12
Anim, Eugenie	Teacher, Career/Technical
Childress, Kitty	Teacher, K-12
Lloyd, Rosalie	Teacher, K-12
Erdvig, Nancy	Teacher, K-12
Hernandez, Rebeca	Teacher, K-12
Mercado, Rigoberto	Teacher, Career/Technical
Miller, Everal	Teacher, Career/Technical
Victor, Manuela	Instructional Media
Ortiz, George	Teacher, K-12
Curtis, Patrick	Assistant Principal
Peterson, Walter	Teacher, Career/Technical
Posey, Renee	School Counselor
Rawls, Day	Teacher, Career/Technical
Thompson, Christine	Teacher, ESE
Shipman, Rosalind	Teacher, K-12
Ugarte, Jose	Teacher, K-12
Valdes, Marta	Teacher, Career/Technical
Lloyd, Christina	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 Florida Standards. Florida Standards 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, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which meets at least once a month.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Common planning periods have been built into the master schedule for core subject area teachers. Teachers meet monthly in their department or academy meeting to discuss and review best practices. Their meetings focus on the implementation of the Florida State Standards, rigor through explicit instruction and model lessons. Whenever possible, teachers are released to observe and visit model classrooms. New teachers are assigned mentors. The mentors provide curriculum and academic support throughout the school year.

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

William H. Turner Technical Arts High School 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.

Use of the 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.

New teachers and teachers new to the building are assigned a mentor teacher

3. 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 with new teachers during planning time, 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 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.

2. 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: After School Program

Minutes added to school year: 5,760

Targeted subgroups and level 1 and 2 students are provided an opportunity to participate in after school interventions provided by a certified teacher (2880 minutes).

Targeted strategies include:

- enrichment activities in mathematics and reading.

Additionally, level 1 and 2 students are encouraged to participate in the Saturday Success Academy program provided prior to the FSA testing window (2880 minutes).

Targeted strategies include:

- enrichment activities in mathematics and reading
- computer based reading and mathematics programs

Strategy Rationale

Whole group and individual individualized instruction will be implemented during supplemental instruction. 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

Emmanuel, Nicholas, nemmanuel@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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 Technical Arts High School invites all students and their parents to attend Parent Chat Nights throughout the school year. All cohorts are monitored closely both academically and behaviorally. The MTSS/Rtl 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 "lagging behind" are provided additional services such

as before/during/after school tutoring, after school supplemental instruction; Saturday Success Academy; assigned student tutor; interventionist, etc. Teachers also monitor students progress through data chats and data analysis. Teachers discuss students progress during their department/academy meetings. Referral to the MTSS/Rtl team are addressed and monitored with fidelity.

b. College and Career Readiness

1. 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 will become academy program graduates earning 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 cohesive sequence of courses.

2. 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 career technical and academic curriculum.

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

The percent of William H. Turner Technical Arts High School graduates enrolled in post-secondary institutions (community colleges, state universities, private colleges, and technical education centers) is 83%. This percent exceeds that of Miami-Dade County (74%) and Florida (63%). Graduates scored below district and state on ACT and SAT. William H. Turner Technical Arts High School students scored below the district and the state on the PERT college placement exam.

A variety of Advanced Placement (AP), Dual Enrollment (DE), Honors (H), Local Honors (LC), Industry Certification(IC), and Vocational courses (VC) are offered and listed below:

AP = World History, Psychology, AP Human Geography, Biology, Chemistry, Physics B, English Lit, English Lang/Comp, Spanish Lang, American Government/Macroeconomics, Calculus AB.

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

H = World History, U.S. History, American Government, Economics, Physical Science, Biology, Chemistry, Physics, Anatomy and Physiology, Algebra 1, Geometry, Algebra 2, Pre-Calculus, Calculus, English 1, English 2, English 3, English 4, Spanish 3, Spanish 4, Art History and Criticism, C

LC - Comprehensive Law Studies, Psychology 1, Psychology 2, and Executive Internship
IC = Adobe Certified Associate (Photoshop), Autodesk Certified Associate (AutoCAD), First Responder, Certified Nursing Assistance (CNA), Licensed Practical Nursing (LPN), PAL, Vision Care Aide, Apple Certified Pro (ACP) Final Cut Pro, Microsoft.
VC = Veterinary Assisting levels 1-5, Horticultural Sciences 3, Digital Information Technology, Digital Media/Multimedia Foundations levels 1-2, Digital Design 3, Business Cooperative Education, Management and Human Resources, Accounting Applications 1, Finance and Business Technology, Financial Operations, Executive Internship levels 1-4, Technology Support - Network Systems, Technology Support - Client Systems, Technology Support - Specialized Technologies, Health Science Foundations, Emergency Medical Responder 3, Health Sciences Anatomy & Physiology, Vision Care Assisting levels 3-4, Medical Laboratory Assisting levels 3-4, Practical Nursing levels 1-9, Health Occupations Education Directed Study, Executive Internship 4 (Career Experience), Technical Design 1, Building Construction Technologies levels 3-4, Drafting 4, Digital Video Production levels 1-4, Applied Engineering Technology 1, Criminal Justice Operations level 1-4.

4. 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.

The following strategies will be implemented to improve student readiness for public postsecondary placement:

Extend Dual Enrollment opportunities to students across academies.

Introduce students to My Career Shines and Florida Shines college and career planning websites.

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

Increase student awareness of requirements for 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 College/Career Conference and College Fair to provide our post-secondary partners with the opportunity to offer college planning presentations.

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.

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

Provide students with college resources through Edmodo.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. If core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas, then student achievement will improve. 1a

G096872

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	66.0
Bio I EOC Pass	
CELLA Writing Proficiency	
AMO Reading - African American	76.0
AMO Reading - Hispanic	77.0
AMO Reading - ELL	56.0
AMO Reading - ED	76.0

Targeted Barriers to Achieving the Goal 3

- Not all instructors are reaching desired levels of instructional rigor.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Growth/Professional Development Support Structures: BEACON online training, District-devised online modules, MYLearningPlan PD platform, Common /Collaborative Planning Times, Faculty Meetings, District-Wide Professional Days, Early Release Days, Needs Assessment Surveys, District Support Teams

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Uwezo Frazier

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

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

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas, then student achievement will improve. **1**

 G096872

G1.B1 Not all instructors are reaching desired levels of instructional rigor. **2**

 B260600

G1.B1.S5 Develop and implement professional development to assist teachers in increasing instructional rigor through the use of the Gradual Release Model (GRM), differentiated instruction, and district endorsed curriculum initiatives. **4**

 S276000

Strategy Rationale

Classes lack the rigor necessary to address individual student needs.

Action Step 1 **5**

Teachers will participate in professional development on the use of the Gradual Release Model (GRM), differentiated instruction, and district endorsed curriculum initiatives.

Person Responsible

Uwezo Frazier

Schedule

Monthly, from 8/17/2017 to 6/7/2018

Evidence of Completion

Agenda, site PD plan, PD attendance records

Action Step 2 **5**

Teachers will collaborate during Department meetings to determine how to effectively implement best practices acquired during professional development sessions.

Person Responsible

Uwezo Frazier

Schedule

Biweekly, from 9/1/2017 to 6/7/2018

Evidence of Completion

Department Meeting minutes and sign-in, administrative observations

Action Step 3 **5**

Teachers will collaborate during cross curricular Academy meetings to determine how to effectively implement best practices to increase rigor.

Person Responsible

Schedule

Monthly, from 9/1/2017 to 6/7/2018

Evidence of Completion

Academy Meeting minutes and sign-in, administrative observations

Plan to Monitor Fidelity of Implementation of G1.B1.S5 **6**

Administrators will conduct walk-throughs to monitor the successful implementation of the GRM, differentiated instruction, district curriculum initiatives, and district pacing guides. Consequently, teachers who are in need of additional support will be identified.

Person Responsible

Uwezo Frazier

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Walkthrough records

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 **7**

Teachers will meet quarterly to conduct data chats, monitor progress and implement appropriate intervention strategies.

Person Responsible

Uwezo Frazier







Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Agendas, sign in rosters, district interim data, mini assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M399545	Interim data, teacher-made assessments, and the results of FAIR testing will be disaggregated to...	Frazier, Uwezo	8/21/2017	Schedules, Walkthrough Logs, List of Teachers for Support, Florida Standards Assessment, data disaggregation, Interim assessments and EOC results.	6/7/2018 monthly
G1.B1.S5.MA1  M399543	Teachers will meet quarterly to conduct data chats, monitor progress and implement appropriate...	Frazier, Uwezo	8/21/2017	Agendas, sign in rosters, district interim data, mini assessment data	6/7/2018 quarterly
G1.B1.S5.MA1  M399544	Administrators will conduct walk-throughs to monitor the successful implementation of the GRM,...	Frazier, Uwezo	8/21/2017	Walkthrough records	6/7/2018 weekly
G1.B1.S5.A1  A371257	Teachers will participate in professional development on the use of the Gradual Release Model...	Frazier, Uwezo	8/17/2017	Agenda, site PD plan, PD attendance records	6/7/2018 monthly
G1.B1.S5.A2  A371258	Teachers will collaborate during Department meetings to determine how to effectively implement best...	Frazier, Uwezo	9/1/2017	Department Meeting minutes and sign-in, administrative observations	6/7/2018 biweekly
G1.B1.S5.A3  A371259	Teachers will collaborate during cross curricular Academy meetings to determine how to effectively...		9/1/2017	Academy Meeting minutes and sign-in, administrative observations	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 Not all instructors are reaching desired levels of instructional rigor.

G1.B1.S5 Develop and implement professional development to assist teachers in increasing instructional rigor through the use of the Gradual Release Model (GRM), differentiated instruction, and district endorsed curriculum initiatives.

PD Opportunity 1

Teachers will participate in professional development on the use of the Gradual Release Model (GRM), differentiated instruction, and district endorsed curriculum initiatives.

Facilitator

Department Chairperson, District Curriculum Support, PD Liaison, Professional Learning Support Team, Curriculum Council

Participants

Teachers

Schedule

Monthly, from 8/17/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S5.A1	Teachers will participate in professional development on the use of the Gradual Release Model (GRM), differentiated instruction, and district endorsed curriculum initiatives.	\$0.00
2	G1.B1.S5.A2	Teachers will collaborate during Department meetings to determine how to effectively implement best practices acquired during professional development sessions.	\$0.00
3	G1.B1.S5.A3	Teachers will collaborate during cross curricular Academy meetings to determine how to effectively implement best practices to increase rigor.	\$0.00
Total:			\$0.00