

Miami-Dade County Public Schools

William H. Turner Technical Arts High School



2022-23 Schoolwide Improvement Plan

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William H. Turner Technical Arts High School

10151 NW 19TH AVE, Miami, FL 33147

<http://turnertech.dadeschools.net>

Demographics

Principal: Uwezo Frazier B

Start Date for this Principal: 7/27/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: B (59%) 2018-19: B (61%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of William H. Turner Technical Arts High School is 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.

The vision of William H. Turner Technical Arts High School to equip our students with the academic and professional expertise necessary for success in a global society.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Frazier, Uwezo	Principal	Oversees the daily activities and operations of the school. Instructional leader of the school focused on leading teachers and staff, setting goals and ensuring students meet their learning objectives.
Laguerre, Fabrice	Assistant Principal	Vice Principal of the school overseeing school operations and school improvement process. Instructional leader for Math and Science. Manages physical and digital learning resources.
Lloyd, Christina	Assistant Principal	Oversee school culture initiatives and improvement. Instructional leader for Academies, Elective courses, Activities, and Athletics.
Shipman, Rosalind	Other	Provides overall leadership, supervision and coordination of all activities programs in the school and to provide students with worthwhile learning experiences
Jones, Tenille	Other	Manages the administration of numerous district, state, national, and international assessments programs.
Weaver, Treesy	Other	Assist students in securing information for the selection of appropriate colleges, universities, vocational and/or technical schools; obtain and complete college admissions applications; and complete financial aid applications.
Herriott, Norbert	Dean	Supports the cultural improvement of the school by assisting teachers, students, and parents in the effective creation and implementation of individual behavior plans to maximize instructional time on task.
Harriott, Suzette	Teacher, ESE	Provide the level and frequency of support needed, based upon the general educators' and students' need for assistance. Arrange for alternative classroom and testing accommodations for students with disabilities.
Ramirez, Flavia	Administrative Support	Responsible for carrying out day-to-day organizational tasks and facilitating efficient communication across an entire office or specific department. Work closely with teachers to redesign the Media Center for social innovation and support the creation and implementation of the school's signature programs.
Innocent, Julia	School Counselor	Provides advice and helpful resources to students regarding certain personal and academic situations. Responsible for offering counseling to students or Teachers, conducting group counseling sessions to help students develop their personal and academic skills and providing career advice and guidance to high school students.
Ortiz, George	Teacher, Career/ Technical	Teacher Leader overseeing the Electives Department and part of the PLST. Serve as the professional development coordinator of the school insuring

Name	Position Title	Job Duties and Responsibilities
		that training and development for the school improvement plan is provided to teachers to meet intended outcomes.
Martinez, Iris	Assistant Principal	Oversee school curriculum and instruction program. Instructional leader for English Language Arts and Social Science courses. Responsible for coordinator faculty meetings with a focus on building teacher capacity through professional development.

Demographic Information

Principal start date

Wednesday 7/27/2016, Uwezo Frazier B

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

1,249

Identify the number of instructional staff who left the school during the 2021-22 school year.

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	408	322	278	256	1264	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	51	35	55	83	224	
One or more suspensions	0	0	0	0	0	0	0	0	0	42	6	2	2	52	
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	11	14	0	26	
Course failure in Math	0	0	0	0	0	0	0	0	0	2	25	3	8	38	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	82	42	51	0	175	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	76	95	64	2	237	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	93	59	57	24	233	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	66	60	54	8	188

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	1	2	4	

Date this data was collected or last updated

Thursday 8/11/2022

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	337	350	303	297	1287
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	44	94	66	57	261
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	64	60	12	139
Course failure in Math	0	0	0	0	0	0	0	0	0	5	87	78	43	213
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	25	43	29	52	149
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	36	44	39	72	191
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	56	0	0	0	56
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	19	92	75	70	256

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	4	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	4	2	8

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	330	312	264	291	1197
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	42	62	88	0	192
One or more suspensions	0	0	0	0	0	0	0	0	0	0	6	2	2	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	24	20	2	0	46
Course failure in Math	0	0	0	0	0	0	0	0	0	0	42	7	10	0	59
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	50	57	0	0	107
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	103	73	2	0	178
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	58	58	27	0	143
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	76	62	10	0	148

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	3	0	5

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	54%	51%				57%	59%	56%
ELA Learning Gains	60%						53%	54%	51%
ELA Lowest 25th Percentile	52%						43%	48%	42%
Math Achievement	34%	42%	38%				43%	54%	51%
Math Learning Gains	48%						48%	52%	48%
Math Lowest 25th Percentile	54%						54%	51%	45%
Science Achievement	52%	41%	40%				74%	68%	68%
Social Studies Achievement	86%	56%	48%				80%	76%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	68%	5%	67%	6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	71%	9%	70%	10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	36%	63%	-27%	61%	-25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	54%	-8%	57%	-11%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	26	33	27	11	29		55				
ELL	36	56	47	16	35	41	48	79		94	29
BLK	55	61	50	32	49	57	48	86		94	51
HSP	61	60	67	42	43		71	90		89	54
FRL	56	60	52	34	48	56	52	85		93	53
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	31	57	70	18	20			36			
ELL	23	32	26	10	19	21	48	50		89	38
BLK	46	39	25	14	11	13	46	67		95	47
HSP	51	48	33	27	14	17	59	65		96	70
MUL	64	36									
FRL	47	41	26	15	11	14	46	65		94	51
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	35		40	79						
ELL	30	38	40	41	56	58	59	71		96	50
BLK	57	53	43	42	47	55	74	79		99	59
HSP	58	51	39	42	52	50	74	83		91	70
FRL	57	53	42	41	46	52	73	79		98	60

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	586
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the 2022 FSA data, 63% of 9th grade students and 49% of 10th grade students were proficient in ELA. In Mathematics, 26% of Algebra students were and 40% of Geometry students were proficient. 2021 FSA data shows that 48% of 9th grade students were proficient in ELA, 47% of 10th grade students were proficient in ELA, 14% of Algebra students were proficient and 19% were proficient in Geometry.

2022 data findings:

ELA Achievement increased from 47% to 56%, an increase of 9 points.

ELA Achievement for SWD subgroup decreased from 31% to 26%, a 5 point decrease.

ELA Learning Gains increased from 41% to 60%, an increase of 19 points.

ELA Learning Gains for SWD subgroup decreased from 57% to 33%, a 24 point decrease.

ELA Achievement for L25 subgroup increased from 26% to 52%, an increase of 26 points.

Math Achievement increased from 16% to 34%, an increase of 18 points.

Math Achievement for SWD subgroup decreased from 18% to 11%, a 7 point decrease.

Math Learning Gains increased from 11% to 48%, an increase of 37 points.

Math Learning Gains for SWD subgroup increased from 20% to 29%, a 9 point increase.

Math Achievement for L25 increased from 13% to 54%, a 41 point increase.

Science Achievement increased from 48% to 52%, a 4 point increase.

Social Studies Achievement increased from 67% to 86%, a 19 point increase.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Math Achievement shows the highest need for improvement. Math Achievement increased from 16% to 34%, an increase of 18 points. However, currently, we have 124 students who need Algebra or Geometry for graduation readiness. We have identified 30 seniors who have to pass the Algebra EOC or obtain a concordant score of 430 on PSAT/NMSQT or 420 on SAT Math or 16 on ACT Math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The pandemic widened preexisting opportunity and achievement gaps, hitting historically disadvantaged students hardest. The data analysis shows that the impact of the pandemic on math achievement was significant, leaving students on average five months behind in mathematics. Again, this school year a Title I math coach has been placed on staff along with a plan for extended math learning throughout the course of the day to support our retake students with math intervention. A plan is being developed to provide Saturday Success Academy to provide more opportunities for students to close the math achievement gap using the IXL platform, Math Nation, and Khan Academy to support instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the 2022 state assessments, ELA Achievement increased from 47% to 56%, an increase of 9 points and ELA Learning Gains increased from 41% to 60%, an increase of 19 points. These increases were a result of data-driven instruction as a way of improving instructional planning and delivery and the development of a data-driven culture in ELA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors that lead to the noted increases in ELA for Turner Tech High School were collaborative planning, student engagement, and testing preparation/boot camps, and course remediation. For the 2021-22 graduating class, students were monitored from day one if they were considered moderate at-risk of graduation. These students met with their school counselors to review action plans that included course remediation and registering for test preparation boot camps for assessments like the SAT and the ACT to earn concordance for Algebra EOC or FSA ELA.

What strategies will need to be implemented in order to accelerate learning?

To promote student engagement in the classroom, strategies include, but are not limited to question-and-answer sessions, discussion, interactive lecture (in which students respond to or ask questions), quick writing assignments, hands-on activities, and experiential learning. To accelerate learning teachers will be provided with specific feedback to improve instruction. Additionally, our focus this year will be on creating of a positive culture and environment specifically relating to inclusivity, tolerance and anti-bullying.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development will be embedded monthly in all collaborative planning and faculty meetings. PD opportunities will focus on increasing student engagement, higher order questioning strategies, bell-to-bell instruction, data-driven instruction, and student accountable talk. The focus will be on increasing students' time on task, elevating levels of student engagement, and improving teacher preparedness. Faculty meetings are scheduled for the first Tuesday of the month. Collaborative planning sessions are built into the master schedule to provide weekly opportunities for common planning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning will be scheduled weekly and a member of the Leadership Team (LT) will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. The Leadership Team will monitor the plan by observing teachers in classrooms, supporting their needs by providing guidance and training when needed. The use of data driven instruction will encourage open discussion on achievement objectives and current progress toward those objectives.

During staff meetings, Leadership Team will utilize a team of teachers that represent various subject areas, and who also display positive leadership characteristics to help build the capacity of their colleagues, so they understand the research and practices to produce the best outcomes.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Math Achievement shows the highest need for improvement. Math Achievement increased from 16% to 34%, an increase of 18 points. As a result, we have 154 students who need Algebra or Geometry for graduation readiness. Engaging students in the learning process will increase their attention and focus, motivate them to practice higher-level critical thinking skills, and promote meaningful learning experiences.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>With the implementation of Student Engagement, an additional 3% of the 9th and 10th graders (for a total of 40%) will reflect a 6 percentage point increase in proficiency, by the third 2022 – 2023 F.A.S.T. Assessment scores.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The administrative team will monitor the use of pre and post mathematics assessments, mathematics work samples, math interim assessments through peer and principal observations, teacher conferences, and teacher self-reflection.</p>
Person responsible for monitoring outcome:	<p>Uwezo Frazier (ufrazier@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of Check for Student Understanding. Research shows that asking for student feedback has more impact for learning than giving students feedback. Asking students what they understand and how the course and class sessions are structured helps students learn.</p>

for this Area of Focus.**Rationale for Evidence-based****Strategy: Explain the rationale for selecting this specific strategy.****Describe the resources/ criteria used for selecting this strategy.**

Through walkthroughs and teacher observation, the administration noted the lack of student engagement in core content areas. It is believed that checking for understanding is an important step in the teaching and learning process. The background knowledge that students bring into the classroom influences how they understand the material teachers share and the lessons or learning opportunities they provide. Unless teachers check for understanding, it is difficult to know exactly what students are getting out of the lesson. Teachers will be encouraged to use checks for understanding as part of formative assessment system to identify learning goals, provide students feedback, and then plan instruction based on students' errors and misconceptions.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/22/22-10/14/22 - Teachers will partake in a professional development training on Performance Matters and learn how to retrieve student data. As a result, teachers will utilize data to drive decision making within the classroom, provide instructional delivery of core standards, and develop systems to group students.

Person Responsible Tenille Jones (297422@dadeschools.net)

08/22/22-10/14/22 - Administrators will determine teachers who need teacher/coach collaboration and support on how to analyze data to drive instruction and make decisions that will focus on student engagement and improvement. As a result, teachers will be able to assess student learning and make data driven decisions to improve instructional quality and sustain student achievement.

Person Responsible Fabrice Laguerre (187015@dadeschools.net)

08/22/22-10/14/22 - Department Heads will work with teachers on creating a stop light or rating feedback system to check for student understanding. As a result, teachers will be able to identify student mastery on standards and make data driven decisions.

Person Responsible Iris Martinez (irismartinez@dadeschools.net)

08/22/22-10/14/22 - Mathematics teachers will conduct student data chats and guide students through academic goal setting and progress monitoring. As a result, students will feel empowered to take control of their learning and increase their academic achievement.

Person Responsible Fabrice Laguerre (187015@dadeschools.net)

October 31- December 16, 2022 - Department Heads and school leaders will work with teachers on developing robust opening and closing instructional routines that focus on creating student engagement and accountability. As a result, teachers will be able to identify student mastery on standards and make data driven decisions.

Person Responsible Fabrice Laguerre (187015@dadeschools.net)

October 31- December 16, 2022 - Collaborative planning meetings will focus on structuring the block schedule period with lessons that allow students to activate prior learning, make real world connections,

and allow opportunities for learner self-monitoring. As a result, students will become more invested in their learning and increase their academic achievement.

Person Responsible Iris Martinez (irismartinez@dadeschools.net)

#2. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 School Climate Survey, 52 percent of the school staff disagreed with the statement, "The Principal is supportive of teachers." According to the 2020-2021 School Climate Survey, 7 percent of the school staff disagreed with the statement, "The Principal is supportive of teachers." This represents an increase of 45 percentage points. This data point shows our school's leadership has to be more supportive of teacher efforts and intentional about boosting teacher morale.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Leadership Development, an additional 10% of the school staff (from 48 to 58) will agree with the statement "The Principal is supportive of teachers," as evidenced by the 2022 - 2023 Staff Climate Survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct regular classroom walkthroughs to provide timely feedback, support, and resources to instructional staff. A walkthrough schedule and log will be implemented to document visits and support. Leadership Team will debrief on teacher needs and progress on a weekly basis.

Person responsible for monitoring outcome:

Uwezo Frazier (ufrazier@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Leadership Development, our school will focus on the evidence-based strategy of Shared Leadership to build teacher capacity and provide teacher support. Shared Leadership will assist the leadership team with a collaborative approach to problem-solving, improving school climate and increasing student achievement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Collaboration among administration and teacher leaders has proven effective in teacher growth and also provides teachers with an opportunity to share their ideas for school-wide initiatives, which makes them feel like part of the decision-making process. The criteria for selecting this strategy is based on the overall sentiment that teachers do not feel heard or like they are a part of the decision-making process.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/22/22-10/14/22 - Administrators will develop a protocol to intentionally visit at least 3 classroom per day for teachers they supervise/evaluate. A classroom walkthrough tracker will be used to ensure regular visits that provide teacher support. As a result, teachers will receive timely feedback and support.

Person Responsible Uwezo Frazier (ufrazier@dadeschools.net)

08/22/22-10/14/22 - During weekly walkthroughs, administration will leave a handwritten note for the teacher based on a positive practice observed during classroom visit. As a result, the overall culture and morale will increase, and teachers will feel appreciated and valued.

Person Responsible Fabrice Laguerre (187015@dadeschools.net)

08/22/22-10/14/22 - Administrators will meet with Department Chairs monthly to discuss school-wide concerns and strategize solutions as a team. As a result, the Instructional Leadership Team will become more involved in school-wide decision making.

Person Responsible Iris Martinez (irismartinez@dadeschools.net)

08/22/22-10/14/22 - Leadership team will debrief on teacher progress during leadership meetings. As a result, administrative support will be provided for any areas of concern and teacher morale will increase.

Person Responsible Christina Lloyd (c_bullard@dadeschools.net)

October 31- December 16, 2022 - Administrators will implement an Attendance Recognition program to recognize teachers with no absences on a quarterly basis. As a result, teacher morale will improve.

Person Responsible Iris Martinez (irismartinez@dadeschools.net)

October 31- December 16, 2022 - Administrators will implement a "Thank You Card" program to recognize teacher commitment on a bimonthly basis. As a result, teacher morale will improve.

Person Responsible Christina Lloyd (c_bullard@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Elective/Academies**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 School Climate Survey, 22 percent of the student body disagrees with the statement "My classes have helped me understand the steps I need for my career." Offering Electives/Academies that are aligned with students' interests can help increase students' valuing of school and also increase student engagement and achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Elective/Academy Programs, an additional 85% of high school students (from 78 - 88%) will agree with the statement "My classes have helped me understand the steps I need for my career.", as evidenced by the 2022 - 2023 Student Climate Survey.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will monitor the implementation of our Elective/Academy programs through daily walkthroughs and timely feedback to elective and academy teachers. The Leadership Team will meet with academy leaders and student services team to monitor program effectiveness.

Person responsible for monitoring outcome:

Christina Lloyd (c_bullard@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Electives/Academies, our school will focus on the evidence-based strategy of Collaborative Spaces. This strategy will help our academies create a collaborative atmosphere and increase student engagement as teachers utilize an interdisciplinary approach to student learning.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

A vibrant elective program through our academies is considered just as valuable as the core classes, as they provide interdisciplinary and real-life connections to student learning. Collaborative Spaces will allow teachers to provide post-secondary experiences for students, making learning more relevant.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/22/22-10/14/22 - Elective teachers will create a positive classroom environment by building relationships with students and stakeholders. As a result, teachers will develop culturally responsive classrooms to foster a collaborative environment.

Person Responsible

Christina Lloyd (c_bullard@dadeschools.net)

08/22/22-10/14/22 - Academy leaders will create opportunities for mentoring by community and business leaders to add a layer of active learning and engagement to students. As a result, elective and academy courses will provide students with exposure to industry professionals.

Person Responsible

Christina Lloyd (c_bullard@dadeschools.net)

08/22/22-10/14/22 - Academy leaders will develop a plan for industry and professional certifications to validate students' professional knowledge and technical skills. As a result students will participate in Career and Technical Student Organizations (CTSO) in all program areas and explore career interest opportunities through work-based learning experiences.

Person Responsible Christina Lloyd (c_bullard@dadeschools.net)

08/22/22-10/14/22 - Administrators will foster collaborative learning among elective/academy teachers and core teachers. As a result, our school will improve programs of study and course offerings to prepare students for college and career readiness.

Person Responsible Uwezo Frazier (ufrazier@dadeschools.net)

October 31- December 16, 2022 - Collaborative planning meetings will focus on structuring the block schedule period with lessons that allow students to activate prior learning, make real world connections, and allow opportunities for learner self-monitoring. As a result, students will become more invested in their learning and increase their academic achievement.

Person Responsible Christina Lloyd (c_bullard@dadeschools.net)

October 31- December 16, 2022 - Department Heads and school leaders will work with teachers on developing robust opening and closing instructional routines that focus on creating student engagement and accountability. As a result, teachers will be able to identify student mastery on standards and make data driven decisions.

Person Responsible Christina Lloyd (c_bullard@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2022 assessment data, Students with Disabilities' (SWD) Achievement decreased in ELA Achievement from 31% to 26%, a decrease of 5 percentage points and in Math Achievement from 18% to 11%, a decrease of 7 percentage points when comparing 2021 to 2022. This data shows an achievement gap between the SWD subgroup and their general education peers. The Leadership Team will focus on improving outcomes for the SWD subgroup by significantly improving inclusion practices.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Universal Design for Learning model as a framework for the SWD subgroup, an additional 7% of SWD in ELA (for a total of 33%) and an additional of 9% of SWD in Math (for a total of 20%) will reflect a 16 percentage point increase in proficiency, by the third 2022 – 2023 F.A.S.T. assessment scores.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will work with the Exceptional Student Education (ESE) coordinator to conduct quarterly data chats, provide support facilitation to SWD subgroups based on current data. The Leadership Team will monitor the use of accommodations through regular walkthroughs and ensure that UDL is used as a framework to improve and optimize teaching and learning for all. Extended learning opportunities will be provided to those students who are not showing growth on data collected for SWD from Ongoing Progress Monitoring (OPM).

Person responsible for monitoring outcome:

Uwezo Frazier (ufrazier@dadeschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Student with Disabilities, our school will focus on the evidence-based strategy of Universal Design for Learning to provide students with flexibility on lesson presentation and demonstration of mastery.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for

Based on the 2022 assessment data in ELA and Math for our SWD subgroup, UDL was selected to ensure that teachers use a variety of teaching methods to remove any barriers to learning. UDL was selected to offer teachers a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in meaningful, challenging learning opportunities. Teachers will continually make adjustments to their instruction, lesson plans, and instructional delivery as new data becomes available.

selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/22/22-10/14/22 - Teachers will strategically implement the UDL framework during extended learning opportunities with fidelity. Activities will be selected to target key ideas and details for SWDs as this is a direct correlation as to why these subgroups fell below the 41% threshold. As a result, the SWD subgroup will show progress in monitoring data.

Person Responsible Iris Martinez (irismartinez@dadeschools.net)

08/22/22-10/14/22 - During classroom walkthroughs, the Leadership Team will develop Look-fors to observe the implementation of the UDL framework with fidelity and alignment with the usage of appropriate resources. As a result, the percentage of SWD students making adequate progress will increase.

Person Responsible Uwezo Frazier (ufrazier@dadeschools.net)

08/22/22-10/14/22 - Teachers will develop lesson plans that are infused with the UDL framework with a focus on engagement, representation, action and expression. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect the use of the UDL framework.

Person Responsible Fabrice Laguerre (187015@dadeschools.net)

08/22/22-10/14/22 - The leadership team will facilitate weekly collaborative planning meetings to provide teachers opportunities to collaborate and brainstorm challenges, needs, and best practices. As a result, instructional practices will support SWD students' varying needs.

Person Responsible Suzette Harriott (sharriott@dadeschools.net)

October 31- December 16, 2022 - Teachers will continue to develop lesson plans that are infused with the UDL framework with a focus on engagement, representation, action and expression. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect the use of the UDL framework.

Person Responsible Suzette Harriott (sharriott@dadeschools.net)

October 31- December 16, 2022 - In support of UDL implementation, department Heads and school leaders will work with teachers on developing robust opening and closing instructional routines that focus on creating student engagement and accountability. As a result, teachers will be able to identify student mastery on standards and make data driven decisions.

Person Responsible Suzette Harriott (sharriott@dadeschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

To establish a positive school culture and climate, William H. Turner Technical Arts High School will engage in district wide training on social and emotional well-being. A core team of teachers and administrators from Turner Tech High School, which includes a newly hired Positive Behavior Support Coach, will attend district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and family needs. The professional learning at Turner Tech High School will use the CASEL Framework and Social Emotional Learning (SEL) strategies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. Turner Tech High School's leadership team will collaborate with students, staff, and families, through processes such as the Educational Excellence School Advisory Council (EESAC) and Parent, Teacher, Student Association (PTSA) to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Turner Tech High School will strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The Leadership Team will work with stakeholders to create meaningful parental involvement with clear, open communication with parents to avoid misunderstanding and remove feelings of mistrust or hostility. During our EESAC and PTSA meetings, stakeholders will be given a platform for feedback on school programs to share their hopes and concerns regarding their child's education.

Leadership Team - Leadership team members serve as guides and role models for all teachers and students, demonstrating and leading the positive school culture and environment.

Instructional staff – Teachers have the most direct contact with students on a regular basis. These individuals will create a positive culture environment in their classrooms that will reflect the overall culture and environment of the school.

Parents - Parents will be encouraged to participate in school activities to demonstrate positivity. They will also be encouraged to promote the same positive culture and environment at home.

Students - Students will be guided to learn the school culture and will be expected to demonstrate the same level of positivity as adults when interacting with other students, staff, and visitors.

Community - Community members will observe the positive culture and environment of the school and will be encouraged/expected to demonstrate the same.