

Miami-Dade County Public Schools

William H. Turner Technical Arts High



2021-22 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 Frazer 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 |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | <i>[Data Not Available]</i> |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities |
| School Grades History | 2018-19: B (61%) 2017-18: B (61%) 2016-17: B (54%) 2015-16: C (53%) |
| 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 | N/A |
| * 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.

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.

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

School Leadership Team

Membership

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

| Name | 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. | |
| Martinez, Iris | Assistant Principal | Build and maintain master schedule. Oversee school counseling program. Instructional leader for English Language Arts and Social Science courses. | |
| Shipman, Rosalind | Other | Activities and Athletic Director | Provides overall leadership, supervision and coordination of all activities programs in the school and to provide students with worthwhile learning experiences. |
| Jones, Tenille | Other | Test Coordinator | Manages the administration of numerous district, state, national, and international assessments programs. |
| Weaver, Treesy | Other | College Assistance Program Advisor | 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 |

| Name | Title | Job Duties and Responsibilities |
|------|-------|---------------------------------|
|------|-------|---------------------------------|

students' need for assistance. Arrange for alternative classroom and testing accommodations for students with disabilities.

Demographic Information

Principal start date

Wednesday 7/27/2016, Uwezo Frazer B

Number of teachers with a 2019 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.*

14

Number of teachers with a 2019 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.*

34

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

1,289

Identify the number of instructional staff who left the school during the 2020-21 school year.

13

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

8

Demographic Data

Early Warning Systems

2021-22

The number of students by 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 | 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 |

Date this data was collected or last updated

Thursday 8/5/2021

2020-21 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|---|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|--|
| Number of students enrolled | | | | | | | | | | | | | | | |
| Attendance below 90 percent | | | | | | | | | | | | | | | |
| One or more suspensions | | | | | | | | | | | | | | | |
| Course failure in ELA | | | | | | | | | | | | | | | |
| Course failure in Math | | | | | | | | | | | | | | | |
| Level 1 on 2019 statewide FSA ELA assessment | | | | | | | | | | | | | | | |
| Level 1 on 2019 statewide FSA Math assessment | | | | | | | | | | | | | | | |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students with two or more indicators | | |
| The number of students identified as retainees: | | |
| Indicator | Grade Level | Total |
| Retained Students: Current Year | | |
| Students retained two or more times | | |

2020-21 - Updated

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 | 363 | 324 | 309 | 299 | 1295 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 95 | 68 | 57 | 60 | 280 |
| One or more suspensions | 0 | 0 | 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 | 0 | 65 | 64 | 12 | 7 | 148 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 88 | 81 | 43 | 10 | 222 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 30 | 53 | 41 | 166 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 39 | 72 | 57 | 211 |

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 | 0 | 92 | 78 | 70 | 43 | 283 |

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 | 0 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 2 | 1 | 9 |

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).

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 |
| 09 | 2021 | | | | | |
| | 2019 | 58% | 55% | 3% | 55% | 3% |
| Cohort Comparison | | | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 56% | 53% | 3% | 53% | 3% |
| Cohort Comparison | | -58% | | | | |

| 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 |
| 2021 | | | | | |
| 2019 | 73% | 68% | 5% | 67% | 6% |

| CIVICS EOC | | | | | |
|-------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| HISTORY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 80% | 71% | 9% | 70% | 10% |

| ALGEBRA EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 36% | 63% | -27% | 61% | -25% |

| GEOMETRY EOC | | | | | |
|---------------------|---------------|-----------------|--------------------------------------|--------------|-----------------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 46% | 54% | -8% | 57% | -11% |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

All grade level progress monitoring tools include Rti:A, Rti:B, attendance reports, suspension reports, course failures, conduct grades, SCM reports, early warning systems indicators report and M-DCPS district interim assessments. Progress monitoring assessments are conducted minimally during three assessment periods to evaluate the health of Tier 1 instruction, Ongoing Progress Monitoring (OPM) assessments are conducted at least monthly to evaluate the health of Tier 2 instruction, and students receiving Tier 3 support may be progress monitored even more frequently, sometimes on a daily/weekly basis to inform instruction and to determine the general outcome of the Tier 3 plan.

| Grade 9 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 0 | 56% | 0 |
| | Economically Disadvantaged | 0 | 56% | 0 |
| | Students With Disabilities | 0 | 44% | 0 |
| | English Language Learners | 0 | 50% | 0 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 0 | 65% | 0 |
| | Economically Disadvantaged | 0 | 64% | 0 |
| | Students With Disabilities | 0 | 89% | 0 |
| | English Language Learners | 0 | 80% | 0 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |

| Grade 10 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 0 | 59% | 0 |
| | Economically Disadvantaged | 0 | 60% | 0 |
| | Students With Disabilities | 0 | 33% | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |

| Grade 11 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | 0 | 67% | 0 |
| | Economically Disadvantaged | 0 | 68% | 0 |
| | Students With Disabilities | 0 | 50% | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |

| Grade 12 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | 0 | 0 | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |

Subgroup Data Review

| 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 |
| | | | | | | | | | | | |

| 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 |
| 2018 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 2016-17 | C & C Accel 2016-17 |
| SWD | 22 | 50 | 39 | 21 | 22 | 9 | | 70 | | | |
| ELL | 13 | 25 | 32 | 44 | 42 | 27 | 69 | | | 88 | 72 |
| BLK | 50 | 47 | 40 | 48 | 48 | 47 | 75 | 89 | | 96 | 67 |
| HSP | 64 | 51 | 40 | 52 | 46 | 50 | 84 | 72 | | 91 | 78 |
| FRL | 52 | 48 | 42 | 49 | 48 | 46 | 75 | 87 | | 95 | 71 |

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index - All Students | 61 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 63 |
| Total Points Earned for the Federal Index | 674 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 46 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 55 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners 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 | 61 |
| 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 | 60 |
| 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 |
| 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 |
| 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 | 60 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |

Economically Disadvantaged Students

| | |
|--|---|
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |
|--|---|

Analysis

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 2021 FSA data retrieved from the Florida Department of Education (FDOE) and PowerBi, the following trends emerged across grade levels, sub-groups, and content areas: Math achievement has fallen over a three-year period. Suspensions have gone down in nearly all grade levels. Attendance showed an increased of 12 percentage points with students with 0-5 absences over a three-year period. Course failure in math and ELA are greater amongst 9th and 10th grade when compared to upperclassmen over a two-year review. Hispanic students are outperforming African American students in both Math and ELA from the year prior. Students with disabilities and ELL students showed an increase in achievement and learning gains.

Based on the 2021 data findings:

The school to district comparison shows a decrease in the Achievement gap widening from 9th to 10th grade in Algebra and Geometry.

All ELA Subgroups Achievement decreased except for ELL which increased by 9.2 percentage points and SWD increased by 3.5 percentage points.

All ELA Subgroups overall Learning Gains decreased by 12 percentage points.
 All ELA Subgroups Learning Gains for L25 decreased by at least 17 percentage points.
 All Math Subgroups overall Learning Gains decreased by 37 percentage points.
 All Math Subgroups Learning Gains for L25 decreased by at least 41 percentage points.
 Science Achievement levels decreased by 26 percentage points.
 Social Studies Achievement levels decreased by 13 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math achievement shows the highest need for improvement as it is the lowest reporting category with a 22-point loss in Algebra and 27-point loss in Geometry from the prior reporting year of 2019. Currently, we have 150 students that need Algebra or Geometry for graduation readiness. We have identified 50 seniors that have to pass the Algebra EOC or obtain a concordance 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?

A few contributing factors that lead to the substantial loss in math achievement were transitioning to digital learning, rescheduling, student attendance. This school year, Turner Tech High School has acted in recruiting qualified, certified instructors. Turner Tech

is increasing the efforts toward retaining these instructors with a high-quality common planning process, inclusive of a mentor-mentee system. Through Title I, a math coach has been placed on staff along with a math intervention teacher and a parent liaison. The liaison will assist in Turner Tech's attendance initiative to increase student attendance via parent awareness and engagement in the learning process.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2019 state assessments, ELA proficiency and learning gains showed an increase of 5 percentage points. This was achieved through the use 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 an increase of five points for Turner Tech High School were counselors data tracking, testing preparation/boot camps, and course remediation. For the 2020-21 graduating class, students were monitored from day one if they were considered moderate in-risk of graduation or higher. 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?

Strategies that Turner Tech High School will need to implement to accelerate learning include collaborative planning, student engagement, response to Early Warning Systems (EWS), and leadership development.

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.

This school year, Turner Tech High School will be providing professional learning opportunities to the faculty that will provide opportunities to teachers for collaborative plan, Implementing a mix of content and activity to present information in a variety of ways, increase efficiency of EWS, and expand the number of people involved in making important decisions related to the school's organization, operation, and academics.

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 LT will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with during lunch and after school tutoring and interventions as well as Saturday Academies, and National Honor Society tutoring and STEM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

Based on the 2021 data review, WHTT School target to be implemented is collaborative planning. This area of focus is based on our findings from the data that demonstrated proficiency in ELA (48%), Algebra (14%), Geometry (19%), Biology (52%), and US History (67%). Additionally, our 2019 sub-group learning gains are below district and Tier 1 schools, and our L25 subgroup learning gains are not increasing effectively in mathematics.

To mitigate the learning loss across all content areas, collaborative planning will be an essential component to improving student academic success by creating learning environments that proactively identify and address the diverse and changing needs of learners. With the creation of common planning periods, core content area teachers will meet together on a frequent and regular basis to review and craft plans to improve the academic engagement and achievement of the students they serve.

Measureable Outcome:

By end of September, facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

Monitoring:

The principal will receive feedback from the administrative team to decide on the focus of walkthroughs for teachers. The leadership team will create a plan for observing all teachers to develop a focus for teacher support. Administrators will report weekly on progress.

Person responsible for monitoring outcome:

Uwezo Frazier (ufrazier@dadeschools.net)

Evidence-based Strategy:

The Administration will establish a common period for content area teachers to meet. Collaborative planning will be specific, clear, and support an autonomous practice where teachers personalize their professional responsibilities and learning. Teachers will use common planning time to strengthen their practice, learn new practices, share what they've learned, and divide or share the day-to-day planning of lessons and activities.

Rationale for Evidence-based Strategy:

In reflecting on the 2020-21 school year, it is noted that most students were learning using the MSO model for teaching and learning. With this model, teachers had to pivot to digital learning that took away from the personalized learning with the in-school model. The MSO model had a huge impact on student achievement at WHTT. The use of collaborative learning will assist teachers with a level of normalcy that is needed to assist students with the learning loss observed with students performance data.

Action Steps to Implement

8/31-10/11- Administration will establish common planning periods through the Master Schedule for each core content area to improve teacher collaboration and instructional practices.

Person Responsible

Iris Martinez (irismartinez@dadeschools.net)

8/31-10/11- Administration will work with teachers to create a calendar with at least one Collaborative Planning per week to allow instructional leaders to have access to some of the planning time while still giving teachers most of the control over it. The goal is to create a balance between ensuring the time is well spent and providing teachers with autonomy.

Person Responsible Fabrice Laguerre (187015@dadeschools.net)

8/31-10/11- Academy leaders and department chairs will assist CTE teachers in developing the skills to integrate literacy instruction into their classroom activities to help students master literacy expectations for technical subjects and create lesson plans that strengthen student understanding of core math concepts.

Person Responsible Christina Lloyd (c_bullard@dadeschools.net)

8/31-10/11 - Provide Professional Development for teachers on effective implementation of Collaborative planning that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction such as allocated space, student folders, and posted groups.

Person Responsible Flavia Ramirez (framirez@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Based on the 2021 data review, WHTT School target to be implemented is student engagement. This area of focus is based on our findings from the data that demonstrated proficiency in Math Learning Gains (11%), Math Learning Gains - Lowest quartile (13%), Additionally, our 2019 sub-group learning gains are below district and Tier 1 schools, and our L25 subgroup learning gains are not increasing effectively in Mathematics.

The data review and classroom walkthroughs in mathematics illustrates the need for students' relationships and interactions with teachers either produce or inhibit developmental change to the extent that they engage, meaningfully challenge, and provide social and relational supports. Engaging students in the learning process will increase their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.

Measureable Outcome:

8/31 - 10/16 - Teachers will be provided with support and modeling on various strategies (Accountable Talk, Check for Understanding, Collaborative Learning/Structure, and Effective Questions/Response Techniques) and technology programs (Poll Everywhere, Kami, Spin the Wheel, Kahoots, Google Forms, etc.) that can be used to engage students through innovative learning and video conferencing programs. As a result, during faculty meetings and collaborative planning, teachers will share best practices that will enhance student engagement utilizing learned instructional strategies and various innovative and technology programs.

Monitoring:

The administrative team will monitor the use of pre and post assessments, student work samples, interim assessments, peer and principal observations and conferences, and self-reflection.

Person responsible for monitoring outcome:

Uwezo Frazier (ufrazier@dadeschools.net)

Evidence-based Strategy:

Teachers will use check for student understanding by asking for feedback from students in various ways, regularly. Research shows that this habit of 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 them learn.

Rationale for Evidence-based 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

9/7 - 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)

9/8 - 10/11 - 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)

8/31-10/11- 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)

8/31 - 10/11 - Teachers will be provided with coaching support and modeling on various strategies (Accountable Talk, Check for Understanding, Collaborative Learning/Structure, and Effective Questions/Response Techniques) and technology programs (Poll Everywhere, Kami, Spin the Wheel, Kahoots, Google Forms, etc.) that can be used to engage students through innovative learning and video conferencing programs. As a result, during faculty meetings and collaborative planning, teachers will share best practices that will enhance student engagement utilizing learned instructional strategies and various innovative and technology programs.

Person Responsible Christina Lloyd (c_bullard@dadeschools.net)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:

Based on the 2021 data review, our school will implement the Targeted Element of Early Warning Systems (EWS). Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

Measureable Outcome:

During the 2021-2022 school year, the school will decrease the amount of students with attendance below 90% from 261 to 180 across grade levels.

Monitoring:

Implementing an EWS effectively requires careful attention to team roles and responsibilities. The principal will ensure that team structure, composition, leadership, goals, and community support reflect school needs.

Person responsible for monitoring outcome:

Uwezo Frazier (ufrazier@dadeschools.net)

Evidence-based Strategy:

Early Warning Systems represent a collaborative approach among administrators, teachers, parents, and communities to using data effectively to keep students on the pathway to graduation. The school will use a combination of features that enable rapid identification of students who are in trouble; rapid interventions that are targeted to students' immediate and longer-term need for support, redirection and greater success; the frequent monitoring of the success of interventions; a rapid modification of interventions that are not working; and shared learning from outcomes.

Rationale for Evidence-based Strategy:

Based on the qualitative data from the School Climate Survey and EWS reports, the Administration will use a laser-focus to address attendance concerns that were created through digital learning. The increase absences across all grade levels has to be mitigated to ensure that every student succeed with the appropriate support. Barriers also exist to the full and successful implementation of EWS. To be able to effectively use attendance, behavior and course-performance data, the administration will share a collective vision with stakeholders that graduation rates can be improved through the timely and data-driven identification of students who require additional supports paired with an organized system to provide them. Resources will be assembled and maximized to improve student outcomes.

Action Steps to Implement

8/31-10/11-Administrators will establish and train a team to use the EWS and identify accurate indicators using reports.

Person Responsible

Iris Martinez (irismartinez@dadeschools.net)

8/31-10/11- Teachers will work with administration to map appropriate interventions to individual student needs. As a result, teachers will have student groups, appropriate resources, and access to wraparound services to assist students.

Person Responsible

Christina Lloyd (c_bullard@dadeschools.net)

8/31-10/11- Student progress in relation to the indicators (attendance, behavior, and course performance) will be examined at least monthly for the groups identified as 'sliding off target' and 'off target' for graduation. For optimal results, the data will be reviewed by the EWS team on a bi-weekly basis.

Person Responsible Fabrice Laguerre (187015@dadeschools.net)

8/31-10/11- If we successfully implement the Targeted Element of EWS, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our EWS intervention program will decrease students with two or more indicators by 5 percentage points by June 2022.

Person Responsible Uwezo Frazier (ufrazier@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

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| Area of Focus Description and Rationale: | The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings. |
| Measurable Outcome: | By the end of the first marking period, administrators will instill inspiration into every member of their cohort through positive coaching and feedback. This will be evidenced by cohort members offering at least one unique idea during the semester that the team can implement to improve our work. |
| Monitoring: | The Principal and administrative team will determine where leadership development efforts are falling short and where efforts are going well, so the leadership team can effectively address issues and concerns and do more of what's going right. |
| Person responsible for monitoring outcome: | Uwezo Frazier (ufrazier@dadeschools.net) |
| Evidence-based Strategy: | Teacher leaders are challenged to clearly express their ideas and goals, to recruit others to share their vision, to try and fail and try again, and to resolve conflict and build trust. They also have to manage time and resources, set measures of accountability for themselves and others, and establish open roads for communication. |
| Rationale for Evidence-based Strategy: | In reviewing the climate surveys and qualitative data for 2021, the Administration wants to use the targeted element of leadership development to build the capacity of our teacher leaders. Involving staff in important decision making allows them to gain professional and personal stake in the school and it's overall success. This commitment leads to the increased productivity as members of the staff are actively participating in various aspects of the school and wish to see their efforts succeed. Several ways to involve staff in decision making are regularly surveying staff to get their feedback, meeting with teams and committees often to generate ideas and set goals, and offering choices in ways to implement change. |

Action Steps to Implement

8/31-10/11- If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers in leadership roles will increase by at least 5% during the 2021-2022 school year.

Person Responsible Uwezo Frazier (ufrazier@dadeschools.net)

8/31-10/11- Administration will plan goals and actions for improvement. Identify possibilities for change that enable teacher leaders to handle current and future challenges more successfully. Focus on what they could change to improve their performance as well as results.

Person Responsible Christina Lloyd (c_bullard@dadeschools.net)

8/31-10/11- Administration will provide teachers with opportunities to partake in teachable moments by asking powerful questions to encourage novel ways of thinking, solving problems, or behaving. This approach will reinforce learning and actions, resulting in the integration of improved strategies during instruction.

Person Responsible Iris Martinez (irismartinez@dadeschools.net)

8/31-10/11 - The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

Person Responsible Fabrice Laguerre (187015@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

During the 2019-20 school year, WHTT reported 0.1 incidents per 100 students. When compared to all high schools statewide, it falls into the very low category. This rate is less than the Statewide high school rate of 3.3 incidents per 100 students.

The Administration recognizes that attendance is one of the keys to improving student achievement. To that end, we plan to actively monitor attendance by developing monitoring programs aimed at increasing attendance. EWS Reports and the attendance bulletin will be use as tools to help address the attendance issues noted from year 2020-21 to target students that need extra supports and wraparound services.

The Leadership Team will work to connect with families who struggle with attendance and identify the root cause for absences and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with emphasis on attendance trends. The Leadership Team will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

At WHTT, we honor and respect our parents, community, teachers, staff, and students. We strive to sustain a positive culture and climate through incentivizing our students to go "Back to Basics" and looking to continuously strengthen our legacy incorporating the research based strategy and supports:

1. Eagles Road Map to Graduation is WHTT's system to support fulfilment towards timely graduation.
 - a. Inform students, parents, and stakeholders of what is needed to fulfil the graduation requirements
 - b. Quarterly Graduating class Cohort Meetings (2022) through Guidance
 - c. Quarterly Graduation Status meetings to update students on Academic history
2. Academies at WHTT focuses on closing the achievement gap by preparing all students to succeed in education and global society by providing the skills and characteristics necessary towards college and career readiness:
 - a. Professional Development for teachers, parents, and stakeholders on strategies
 - b. Academic Focus days geared towards student study skills and note-taking skills
 - c. Motivational videos and in-class discussions
3. "Do the Right Thing" at WHTT is a framework that brings together the school and community to develop a positive, safe, supportive learning culture to assist all students improve social, emotional, behavioral, and academic outcomes:
4. Parent Academy training at WHTT is important because when parents are active participants in their child's education, the child is more likely to be successful. Parent training helps students generalize their skills – taking the skills they are learning in school to their home and community to apply daily towards the students future success.
 - a. Provide a series of content area curriculum focused activities to provide instructional strategies and data updates
 - b. Parents are able to attend a series of sessions which focus on technology/ instructional supports such as: Schoology, MS Teams, Zoom, Emails, Reading Plus, and FAFSA
 - c. Parents are instructed on test taking strategies specific to the content area EOCs and FSAs

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal’s role is to monitor and oversee all the school’s initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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|---------------|---------------|---|---------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Collaborative Planning | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Student Engagement | \$0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Early Warning Systems | \$0.00 |
| 4 | III.A. | Areas of Focus: Leadership: Leadership Development | \$0.00 |
| Total: | | | \$0.00 |