Terra Environmental Research Institute

2015-16 School Improvement Plan

Terra Environmental Research Institute

11005 SW 84TH ST, Miami, FL 33173

http://choice.dadeschools.net/green/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	41%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	85%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

TERRA Environmental Research Institute is committed to becoming a nationally recognized leader, not only in the academic disciplines and creative arts, but also in educating the awareness of global concerns and initiatives through three academies: Environmental Research and Field Studies, Biomedical Research, and Robotics and Engineering Technology. Our faculty and staff create a warm and positive environment continually delivering conservation messages in every aspect of the school's daily operations. A perfect balance between academic success and harmonious practices of environmental conservation is witnessed by guests who visit our extraordinary school. TERRA's Leadership Green Team seeks to engage every student in meaningful service learning projects under the influence of environmentally sound principles and social improvement philosophies throughout all disciplines in the curricula as well as through extracurricular activities and service clubs. Students graduating from TERRA Environmental Research Institute will have a strong background not only in the environmental concerns facing our planet and positive solutions for humankind, but will also possess the necessary skills to be recognized as global leaders.

Provide the school's vision statement

TERRA Environmental Research Institute is dedicated to empower students with the knowledge required to understand and care for the environment and become problem solvers of our global concerns. TERRA provides students with preparation, encouragement and inspiration for higher learning. Our ultimate goal is to prepare students to become conscious ambassadors for humanitarian issues and to deliver the message that humankind's sustainable relationship with the Earth is possible.

School Environment

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

TERRA will infuse the content required by Florida Statute 1001.32, 1001.42(3), 1003.42 and S.B. Policy 2225 as applicable to senior high students, including but not limited to multicultural education programs as required curriculum through Social Science and Language Arts courses, as well as electives, regarding the Holocaust, African American, Hispanic, Asian, and Women's History, Literature, and the Arts. This commitment to equity in education for all students, and to providing a learning environment that reflects the cultures, traditions, customs, and historic legacies that comprise the School's population will enable students and staff to acquire a broader knowledge base while developing appreciation and respect for individual similarities and differences, and to function effectively in Miami-Dade's culturally and linguistically diverse society, as well as in the State, the nation, and the world.

Relationship-building with community stakeholder is a priority, and students participate in diverse community service projects, as well as extracurricular clubs that are representative of multicultural groups and interests. In addition, the opening of school procedures for faculty and student grade-level orientation include discussions of methods for expanding positive interpersonal interaction in classrooms and via social media, thus setting a positive tone and clarifying the values that will guide interpersonal interaction between students and between the teachers and students.

Student Services and Administration have created a Student Development Plan with dedicated time

for the nurturing of the social and emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

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

TERRA provides yearly Professional Development on social-emotional learning and identifying students at-risk due to stress. Resources and action steps are discussed and outlined for intervention through Student Services and Administration in an effort to create a positive, caring, and supportive school community.
The Student Development Plan created by Student Services and Administration is implemented to identify student needs, provide students with intensive support with school-based and community resources.
As a College Prep Magnet School, TERRA has created a culture of forward-thinking students that are developing plans for academic studies post-graduation. In addition, enrichment and extracurricular engagement is highly encouraged, with all aspects of college exploration and selection, college and career assessments, and financial aid and scholarship processed through several departments including the CAP Advisor, Student Services, Testing Chair, and through curriculum with available AP classes that follow the College Board's policy of equity access.
A strict no-tolerance policy for violations of student conduct such as bullying, harassment, and violence as Outlined in the Miami-Dade Public Schools Code of Student Conduct has established a behavioral standard for all students and thus effectively created an environment where students feel safe and respected by faculty and students. All adults (faculty and staff) model appropriate behavior and are aware of the expectations for student behavior and positive interactions and the processes for reporting violations if they occur. Clear protocols have been established for arrival and dismissal, and safety procedures and regular drills for code red, fire, and severe weather have been implemented. School security personnel, staff and leadership have a visible presence at all times on campus, which fosters an environments where students feel protected and respected. Cafeteria protocols are in place and staff members have assigned duties to ensure safety for all students. Staff members use radios for continuous communication. Students use hall passes when leaving the classroom and logs are kept of students entering and leaving in each classroom.

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

During grade level orientation at the beginning of each year, each student is made aware of the school's expectations for behavior and the repercussions for student conduct violations as outlined in the Miami-Dade Public Schools Code of Student Conduct and set forth in the Magnet Contract, Uniform Dress Code Policy, and Honor Code signed upon admissions to TERRA.
TERRA faculty and staff are aware of the school-wide policies for behavior, uniform, and academic integrity as stated in the the Magnet Contract, Uniform Policy, and Honor Code, and employ effective classroom management strategies as necessary.
Administrators review data and visit classrooms to ensure the academic standards are maintained and that differentiated instruction is occurring to meet the needs of all students.

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

Student Services team meets weekly to discuss students with barriers to academic and social success.Every member of the Student Services department has a grade assignment and provides their designated students with positive adult interactions and positive feedback throughout the day. Student Services team connects students to agencies who have Cooperative Agreements (Women of

Tomorrow, Gay Straight Alliance).

Student Services will develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1)Assess the needs of the students and the barriers blocking their success (Data –Driven Decision Making),(2) Identify interventions that the research suggest works to remove barrier to success (Evidence –Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation). Students also engage with identified staff (i.e. school counselor, CAP Advisor) to provide a differentiated delivery of services based on student/school need. Included are core providers(classroom guidance, workshops, assemblies), supplemental (solution focused small group counseling), and intensive supports (individual counseling/college advisement, referral to community resources).

Student Services, Administration, and Teachers utilize data-based decision making processes to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

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

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

Attendance below 90 percent, regardless of whether absence is excused
Course failure in English Language Arts or mathematics
Failure of standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	5	13	13	25	56
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	1	12	10	23
Level 1 on statewide assessment	7	0	0	6	13

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

Indicator	Grade Level 12	Total
Students exhibiting two or more indicators	1	1

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

TERRA created a multidisciplinary leadership team comprised of Administrators, Student Services, and Department Chairs, that meets monthly to discuss areas that require academic improvement or problem solve issues for individual students or teachers and establish goals for student intervention and progression.

Intensive Reading classes use the District adopted materials (Reading Plus, Read 180) for remediation. After school tutoring is available in all core content areas on a daily basis and is open to all students. Students that have been identified as failing are monitored for progression as well as

their participation in after school tutoring sessions.
Notification procedures for parents have been established and students that exceed absences are monitored for progression. When necessary, through the Student Development Plan, students are referred to intervention resources in school and/or community-based.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

During the 2015-16 school year, parent participation increased by 5 percentage points from 85% in 2014-15 to 90%. This is due largely in part to the sense of community that TERRA has created a nonthreatening environment wherein parents and the community are afforded an ease in access to administration, faculty, and staff.
The Magnet Lead Teacher has weekly tours for prospective parents to answer any questions about the school and to introduce parents to the school culture. Furthermore, the school website has given parents an abundance of information and a method of communication to all faculty and staff. The use of Connect-Ed to notify and/or remind parents of important deadlines, functions, or events has ensured effective communication between stakeholders.
Events such as Freshman Orientation, Senior Parent Night, Open House, PTSA meetings, and other workshops held by the Activities Director and Student Services have ensured that parents have total awareness of school news and developments. The Student Development Plan created by Student Services and Administration, and multiple yearly events pertaining to college exploration and selection, college and career assessments, and financial aid and scholarship processed through several departments including the CAP Advisor, Student Services, Testing Chair, increase family involvement.
In addition, the school website and use of Remind notifications helps students and staff stay informed of important dates, events, and information for all members of the TERRA community.

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

The PTSA holds a Farmers Market twice per year that welcomes members of the community, TERRA faculty and staff, students and families to support the school as well as student achievement in this Academy.
TERRA built and maintains a strong relationship with its partners by incorporating them into some of the planning which helps shape our curriculum. We encourage and invite participation across the board. The Engineering Academy has partnered with Motorola, which sponsors our FIRST Robotics Competitions (http://www.usfirst.org/roboticsprograms/frc/) by committing substantial funding, and personnel (engineers) that have catapulted our reputation for recruitment and open doors for our graduates. Our civil engineering and architecture partnerships with SGA Architecture, and Miami Dade County ACE Program has given architectural and engineering companies a direct line to quality recruits for summer internships and potential future employees.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Montano, Carrie	Principal
Sirven, Jose	Assistant Principal
Knepper-Illa, Jennifer	Assistant Principal
Brady, Sherronni	Assistant Principal
Getreu, Deanne	Teacher, K-12
Carrasco, Rosa	Teacher, K-12
Ginory-Perez, Elizabeth	Teacher, K-12
Fernandez, Melissa	Teacher, K-12
Friedlander, Patricia	Guidance Counselor
Escobedo, Hector	Teacher, K-12
Lorenzo, Guadelupe	Teacher, K-12
Gonzalez, Angela	Teacher, K-12
Iassudo, Sammy	Teacher, K-12
Holbrook, Gary	Teacher, K-12
Gutierrez, Camilo	Teacher, K-12
Liu, Bianca	Teacher, K-12

Duties

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

The Literacy Leadership Team consists of the Principal, Assistant Principal(s), Language Arts Department Chair, Mathematics Department Chair, Science Department Chair, Social Studies Department Chair, SPED Department Chair, Magnet Lead Teacher, and Counselors. The MTSS Leadership Team will meet the first Tuesday of every month and as needed throughout the school year to analyze and discuss student data.

School-site administrators must understand and embrace the essential components and supports needed to effectively implement RtI. Administrators must prioritize resource allocation (instructional materials/software) to support the effort, as well as offer professional development to school staff on the philosophical underpinnings of Multi-Tiered System of Supports. Consequently, school-site administrators at TERRA will help establish and promote consistency between the school-district and our school that is imperative for successful implementation of RtI/MTSS. This will be done through: data dialogues, problem-solving meetings, and development of action plans that identify continued training needs.

Magnet Lead teachers will work side-by side with administration in identifying the resources needed to ensure that MTSS is implemented with fidelity with the sole purpose of student success in the form of increased academic achievement and positive behavior.

Counselors will work side by side with Magnet leads in identifying those students that need the additional resources to ensure that MTSS is implemented with fidelity with the sole purpose of student success in the form of increased academic achievement and positive behavior.

Department Chairs and Magnet Lead Teachers will be responsible for analyzing assessment data post Interim Assessment and FSA/EOC in order to identify trends and patterns and efficiently allocate resources. Through data chats with their respective departments, Department Chairs will provide a rapid response to instructional decision making based on progress monitoring, and recommend students identified for intervention based on targeted needs for remediation or enrichment.

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

The data management systems used are Thinkgate, PMRN, MTSS/RtI Behavioral Intervention Plan, and

Reading /Writing Baseline and Interim Assessments. Control D Web Suspension Reports will also be generated

Title I, Part A: N/A

Title I, Part C: Migrant: N/A

Title I, Part D: N/A

Title II: TERRA will continue providing PLC (Professional Learning Communities) opportunities by dividing the faculty by department and discussing and implementing best practices, classroom management, and objectives for continued student achievement.

Title III: TERRA received funds for the academic school year 2014-15 for four English Language Learners (ELL) for academic tutorial programs, but the funds were not needed, and, therefore, not used.

Title X Homeless: 2

Supplemental Academic Instruction(SAI): N/A

Violence prevention programs:

District Policy Against Bullying and Harassment (Policy 5517.01) is implemented at TERRA through Opening of School Procedures and training provided to staff, students, and parents/volunteers. In addition, the designated administrators (Mrs. Knepper-Illa and Mr. Sirven) will begin any investigation of bullying or harassment within 24 hours of an initial report.

Nutrition programs:

TERRA adheres to and implements the nutrition requirements during school breakfast and lunch and follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Nutrition education, as per state statute, is taught through physical education courses available at TERRA and/or through FLVS courses taken online.

Housing programs: N/A

Head Start: N/A

Adult Education: N/A

CTE and job training: N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mayka Garciga	Teacher
Carrie Montano	Principal
Maitejosune Urrechaga	Teacher
Gary Holbrook	Teacher
Steven Rojas	Teacher
Alexis Salcedo	Teacher
Aldo Luna	Teacher
Surey Rios	Teacher
George Dedesma	Teacher
Lisette Deas-Bernardo	Teacher
Yamila Bermudez	Education Support Employee
Teresita Arizaleta-Groh	Parent
Zoraima Diaz	Parent
Arlene Aleaga	Parent
Rosa Maria Barbara	Parent
Barbara Barquin	Parent
Michelle Koch	Parent
Karen Herrera	Student
Sabrina Rossell	Student
Jose Leoncio	Student
Eddy Barea	Business/Community
Luis H. Perez	Business/Community

Duties

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

Evaluation of last year's school improvement plan

TERRA made gains last year in multiple core content areas. Due to the lack of data for FSA ELA and Math EOC exams, thorough analysis of the success of the school improvement plan cannot be completed at this time. Our plan is to continue with the strategies of encouraging professional development and collaboration, to place students in appropriate math and reading classes, and provide students with extracurricular academic support in order to increase student achievement in all content areas.

Development of this school improvement plan

Based on last year's meetings which were held monthly, SAC members meet monthly and provide input to the development and implementation of school-wide programs and processes.

Preparation of the school's annual budget and plan

Each year EESAC participates in the transparency of the budget planning by advising the principal on the development of the school's budget. EESAC votes yearly to transfer funds for the use of student

incentives, awards, and any additional instructional material the school requires and votes on the utilization of school recognition funds.

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

Th total Expenditures from EESAC funds was $5941.00 and was used to provide supplies and materials for all departments as necessary.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Montano, Carrie	Principal
Sirven, Jose	Assistant Principal
Knepper-Illa, Jennifer	Assistant Principal
Brady, Sherronni	Assistant Principal
Carrasco, Rosa	Teacher, K-12
Escobedo, Hector	Teacher, K-12
Fernandez, Melissa	Teacher, K-12
Friedlander, Patricia	Guidance Counselor
Getreu, Deanne	Teacher, K-12
Ginory-Perez, Elizabeth	Teacher, K-12
Gonzalez, Angela	Teacher, K-12
Gutierrez, Camilo	Teacher, K-12
Holbrook, Gary	Teacher, K-12
Iassudo, Sammy	Teacher, K-12
Lorenzo, Guadelupe	Teacher, K-12
Rios, Surey	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

• Reading Plus-All Intensive Reading students at TERRA are required to complete two 45 minute sessions of
Reading Plus per week during school day during their class and one for Home Learning. All students will in grades 9 and 10 will have the option of tablets, and students in ESE and ESOL will be using the lab and COWs (Computers on Wheels) as well. Students are encouraged to access this web based program from home as well for further acceleration. Parents of students in Levels 1-2 have been informed of this resource through Data Chats with the Reading Coach, during EESAC Meetings, and PTSA meetings.

• Jamestown Reading Navigator- All the students in the Intensive Reading class use this web based program

during school and at home. Students are required to complete two "Journeys" or sections per week as the

program specifications for fidelity recommends.

• TERRA English Honor Society-Students in the entire school are invited to part take in a student book club to read novels from the New York Times best Seller List and high interest novels for teens. Students will meet on a monthly basis to discuss two books per month. Students from gifted, honors, regular, ESE, ESOL join to talk

about what they have read. Reading Website blog about books, recommend books, sponsor author of the

month events.

• TERRAwill host a Open Mic during lunch once each grading period. This activity is open to all students who would like to share a talent for a set period of time. The Activities Director will coordinate this activity.

• Students have access to after school tutoring for reading and writing in all grade levels. This is opened to all students.

• Teacher's Data Binders- All TERRA Staff members will have a data binder which is personalized by their

class and students. The binder will have the information of the students in the teacher's particular classes

that are struggling readers. The Reading Team will support all content area teachers by providing planning discussions, modeling and co-teaching experiences when requested.

• Data Chats- Parents meet with the Reading Team for one to one data chats about their child's progress,

what is offered at TERRA (see above), and what the parents can do to support their child's literacy development. FCAT data for the last 5 years is analyzed for patterns in lieu of FSA ELA data, FAIR data is shared and explained thoroughly, and a detailed letter is provided with recommendations for activities that can be implemented at home.

• Language Arts -Through the Language Arts classes, students will use curriculum in compliance with the Florida Standards, and prepare students for the FSA (Florida Standards Assessments) in reading and writing using benchmark lessons embedded in the Language Arts pacing guide, CPALMS, and textbook, and differentiated vocabulary instruction of prefixes, suffixes, SAT academic vocabulary via Membean.com and embedded in curriculum plans.

• Social Studies – Teachers embed reading and writing strategies in alignment with the Florida Standards, focusing specifically on reading strategies for informational texts, in preparation for EOC and AP exams.

Students are either taken to a computer lab or teachers request COW, Computers on Wheels.

• ELL Support- Students in the ELL program use Membean.com. The computer program is geared to work at the student's independent levels and helps them to improve fluency, and vocabulary comprehension. The Literacy Team monitors the implementation of school wide literacy strategies across the curriculum.

Public and Collaborative Teaching

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

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

TERRA encourages each department to participate in collaborative planning and instruction through the creation of departmental PLCs which focus on research-based protocols that focus on meeting students' academic needs, assessments, and intervention. Ms. Montano has given faculty meeting time after school for PLC sessions as well as Teacher Planning Days and Early Release days for

interdepartmental professional development relating to stress managment, SPED training, and team building activities. When viable, the master schedule has been designed to provide consistent time for teachers of the same department to have common lunch break, which promotes team building and creates a positive working environment.

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

1. Available positions are advertised by the District. (Principal)
2. TERRA incorporates the MINT program for beginning teachers. This includes monthly meetings. (Assistant Principal Curriculum)
3. TERRA has several methods of offering faculty professional developments. Informal collaborative conversations via department, Professional Learning Communities (PLC), and faculty/interdepartmental Professional Development opportunities.

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

Experienced teachers that have completed the appropriate MINT certification are paired with new teachers based on curriculum focus and schedule availability. Mentors and mentees have been identified and matched for the 2015-16 school year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

For the last four years, TERRA Environmental Research Institute has held in-house Professional Development opportunities for faculty of all departments on Early Release days and through department PLCs, as well as the participation of Department Chairs and faculty in training through their relative departments (Language Arts and Reading, Social Studies, Science, etc.). For the last two years, select personnel including Principal Montano attended the three day district Synergy training. All materials and curriculum have been aligned to the new Florida Standards through pacing guides or through new materials adopted by the district, and thus with the ongoing Professional Learning Communities established at the beginning of the year, the faculty will be able to ensure compliance with the Florida Standards.

Instructional Strategies

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

As a magnet school, TERRA monitors the progression of all students on a regular basis through data generated from state, district, and class assessments, and identifies students in need of intervention through the departmental meetings and in congruence with Student Services, the SPED Department, and Administration.
TERRA ensures that every teacher is contributing to literacy improvement through professional development for writing and reading strategies across the curriculum. Instruction is based on student needs and adheres to the rigorous expectations of the LAFS (Language Arts Florida Standards) through whole group, small group and one-on-one instruction.

Appropriate resources and materials are provided to support instruction including, but not limited to, computer labs and media center, district supplied tablets, textbooks, after school tutoring for students in intensive reading, SAT/ACT tutoring, and Advanced Placement tutoring, and appropriate accommodations and assistance for SPED students.

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

Strategy: After School Program

Minutes added to school year: 4,860

After school tutoring will be provided for core subjects, FCAT and FSA Reading Re-takers, SAT/ ACT prep, and Advanced Placement courses.

Strategy Rationale

After school programs will provide additional instruction in core academic subjects, enrichment activities that contribute to a well-rounded education, an opportunity for teacher collaboration, planning and professional development.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Montano, Carrie, cmontano@dadeschools.net

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

Students' interim assessment scores, baseline assessment scores and PSAT scores will be reviewed periodically. Specifically, effectiveness of tutoring strategies is determined by comparatively measuring progressive achievement of participating students from baseline assessment to interim assessments.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All members of the TERRA staff participate in collaborative learning communities that meet both informally and formally on a regular schedule to discuss curriculum alignment and strategies for student improvement. Collaboration occurs across grade levels and content areas. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
Students at TERRA Environmental Research Institute are expected to have successful post-secondary
experiences as much of their time at TERRA is spent preparing them for this time in their life. The academy model allows for students to receive both skills and opportunities that better prepare them

upon
graduation. Students begin their academy in the 9th grade, each year taking at least one class related to their
academy. TERRA implements a Freshman Orientation program that aids incoming freshman on the transition to high school and in some cases, to public school. Parents and students learn expectations, academic requirements, and meet members of the administration, student services, and teachers. Each year, guidance counselors meet with students regarding subject selection to prepare the students for academic and career planning to address his/her future course of study. In addition to their elective(s), students at TERRA have their core courses English, Mathematics, Science and Social Studies integrated into their academies. This allows teachers to plan curriculum that is more
relevant to the specific interest and goals of the students. Our Academy Leaders are active in maintaining
community contacts that welcome our students for academy related jobs. Academy teachers are informed of various job opportunities through the Academy Leaders and students who show interest are usually given summer placements in both jobs and internships.
Our school counselor's aide students by preparing them for acceptance into the college of their choice.Students have the opportunity to meet with various college representatives and may attend all the college presentations that are provided throughout the year. Students are also informed early in the year about financial aid information as well scholarship opportunities. The school website is updated monthly with this type of information. Students are prepared as early as sophomore year about the requirements for state schools so that students can make sure they are on track for acceptance and admission. Our academy model and academy completion criteria are matched with the Bright Futures eligibility. Our teachers ensure that the academy courses that we offer are in line with the vocational credits required of the Florida Gold Seal Vocational Scholars award. In addition to the exposure our students receive to career pathways and industry certifications, students are also exposed to college level course work. Students of all grade levels have the opportunity to take at least one advanced level class each year. If the students pass the advanced placement exam at the end of the year the student earns college credit for the course. This not only allows students to expedite their college career but it also gives them exposure to college curriculum and course work. Students may also take additional advanced placement courses online through Florida Virtual School or though
the dual enrollment program at Miami-Dade College or Florida International University. Although dual enrollment is on the students' own time students have the opportunity to take college courses at these institutions free of charge while at the same time earning high school credit. The dual enrollment program gives students a firsthand experience of a college campus while at the same time allowing them to begin their college
career.
This also aides in the transition process for the student after graduation.

College and Career Readiness

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

Guidance counselors have meet regularly with students regarding subject selection to prepare the students for
academic and career planning in order to address his/her future course of study.
Universities and Colleges from all around the world are invited to come and meet with our students. In addition, we hold a College Fair once a year where students and their parents can meet with admissions representatives from nearly 50 colleges and universities. The meetings with admissions representatives allow our students to not only learn more about each college and university, but it also allows them to meet face to face with an admissions representative and establish a relationship that will likely have a positive influence on admissions decisions.

In January, our Juniors will participate in the Florida College Tour. During this 3-day trip, 90 students will visit 4 Florida universities: the University of Central Florida, the University of South Florida, the University of Florida, and Florida State University. We will also offer half day and day long field trips to other South Florida universities.

Throughout the school year, we hold a number of informational sessions for students and parents regarding a number of topics. In the fall, we will hold two "College and Coffee" sessions where parents are invited to meet with the CAP Advisor to discuss a variety of topics in a "relaxed" setting. This year, our "College and Coffee" series will focus on SAT and ACT preparation as well as providing parents with a timeline of how their child can prepare for the college admissions process at each grade level. In addition to our "College and Coffee" sessions, we will hold numerous financial aid information sessions in the evenings to assist our parents and students in filling out the FAFSA and CSS Profile and applying for scholarships, grants, and loans. These financial aid sessions will be conducted in both English and Spanish and our presenters will include financial aid officers from local colleges and universities along with representatives from local banks, such as Wells-Fargo.

Our partnership with bank representatives and financial aid officers allows our parents and students to gain a wide array of information regarding all the possible options for funding a college education. In the Spring, we will conduct our yearly "Bright Futures Marathon." During this all day event, we invite Seniors and their parents to meet with our CAP Advisor, Guidance Counselors, and university representatives. We offer assistance in completing the FAFSA and the Florida Bright Futures Scholarship applications.

We offer a number of free Mock SAT and ACT practice tests for our Sophomores, Juniors, and Seniors throughout the school year to help them better prepare for college admissions exams. The mock sessions mimic a real life SAT or ACT and provide our students with important information regarding test taking strategies and areas of improvement.

For students who have difficulties identifying areas of interest for their college major or career, we use the Florida Choices website, a free website that provides information regarding career planning, college planning, and financial aid information. The Florida Choices website provides students with a series of questionnaires that helps students identify their interests, values, and skills and matches them up with a potential area of study that fits their lifestyle.

We assist our students in their enrollment in participation in Dual Enrollment and Early Admissions programs through Miami-Dade County Public Schools, Miami-Dade College, and Florida International University. These programs allow our students to take college classes during their high school years, free of charge.

We offer one on one and family counseling for students and families who are having difficulty navigating the college process. Any student or family who requests an appointment will be seen. In addition, students are strongly encouraged to "drop by" before school, after school, or during lunch for any questions they may have regarding the college process. Because the college process is so unique, it is important to offer each and every students and their families individualized care and attention.

We offer a "College Advising" page on our school's website with the latest information regarding college visits, financial aid, and scholarships. The college advising page is updated on a daily basis to ensure that our students and their families are kept informed. In addition, we utilize Blackboard Connect to send out important college advising information to our entire student body and their parents on a weekly basis.

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

As a School of Choice we offer three academies in the fields of Environmental Research/Field Studies,
Biomedical Research, and Robotics/Engineering. All students are required to take an academy elective in
their perspective areas of interest. Some of the industry certifications available to students in the Biomedical Academy are CPR, First Aid, and First Responder (CERT). Through the Engineering and

Robotics Academy, students will be able to earn certification in Mastercam Associate Certification - Mill Design and Toolpaths
Industry Certification Code: CNCSI002, Autodesk Certified User - AutoCAD Industry Certification Code: ADESK002, and Certified Solidworks Associate-Academic CSWA-Academic) Certification code: SOLIDOO.

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

Students at TERRA Environmental Research Institute are expected to have successful post-secondary
experiences as much of their time at TERRA is spent preparing them for this time in their life. The academy
model allows for students to receive both skills and opportunities that better prepare them upon graduation.
Students begin their academy in the 9th grade, each year taking at least one class related to their academy.
In addition to their elective(s), students at TERRA have their core courses English, Mathematics, Science and
Social Studies integrated into their academies. This allows teachers to plan curriculum that is more relevant
to the specific interest and goals of the students. Our Academy Leaders are active in maintaining community
contacts that welcome our students for academy related jobs. Academy teachers are informed of various job
opportunities through the Academy Leaders and students who show interest are usually given summer
placements in both jobs and internships. When our students eventually complete the four years of the
academy and some additional criteria, students are considered academy completers and receive an Academy
certificate.
Our school counselor's aide students by preparing them for acceptance into the college of their choice.
Students have the opportunity to meet with various college representatives and may attend all the college
presentations that are provided throughout the year. Students are also informed early in the year about
financial aid information as well scholarship opportunities. The school website is updated monthly with this
type of information. Students are prepared as early as sophomore year about the requirements for state
schools so that students can make sure they are on track for acceptance and admission. Our academy model
and academy completion criteria are matched with the Bright Futures eligibility. Our teachers ensure that the
academy courses that we offer are in line with the vocational credits required of the Florida Gold Seal
Vocational Scholars award. In addition to the exposure our students receive to career pathways and industry
certifications, students are also exposed to college level course work. Students of all grade levels have the
opportunity to take at least one advanced level class each year. If the students pass the advanced placement
exam at the end of the year the student earns college credit for the course. This not only allows students to

expedite their college career but it also gives them exposure to college curriculum and course work. Students

may also take additional advanced placement courses online through Florida Virtual School or though the

dual enrollment program at Miami-Dade College or Florida International University. Although dual enrollment

is on the students' own time students have the opportunity to take college courses at these institutions free

of charge while at the same time earning high school credit. The dual enrollment program gives students a

firsthand experience of a college campus while at the same time allowing them to begin their college career.

This also aides in the transition process for the student after graduation.

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

TERRA Environmental Research Institute was not eligible for participation in the collection of data for this report. However, based on the overall results for Dade County, TERRA employs the following strategies for improving student readiness for public post-secondary opportunities:
Students are prepared as early as sophomore year about the requirements for state schools so that students can make sure they are on track for acceptance and admission. Our academy model and academy completion criteria are matched with the Bright Futures eligibility. Our teachers ensure that the academy courses that we offer are in line with the vocational credits required of the Florida Gold Seal Vocational Scholars award. Students' college readiness is assessed in the junior year through the administration of the PERT exam, and remedial coursework or tutoring is available for optimum college performance.

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	89.0
AMO Reading - All Students	88.0
Bio I EOC Pass	96.0
U.S. History EOC Pass	95.0

Resources Available to Support the Goal `2`

- Math:Common Planning; pacing guides; tutoring after school for all math courses.

- ELA: Holt MacDougal Literature Collections; COWS, iPads; Samsung Galaxy tablets; Membean.com; Turnitin.com; Edmodo.com; after school tutoring for all English classes.

- Science: Lab based PDs.

- Social Studies: AP Review books; AP Exams; Primary Document Analysis; Computer/Tablet integration.

Targeted Barriers to Achieving the Goal `3`

- There are time constraints on completing curriculum and STEM projects in preparation for EOC exams across the curriculum and covering material in the pacing guides.

Plan to Monitor Progress Toward G1. `8`

Literacy Leadership Team will monitor the progress of formative and summative assessments such as Interim Assessments, EOC, and FSA exams throughout the year, and implement appropriate intervention strategies as necessary.

Person Responsible
Jennifer Knepper-Illa

Schedule
Monthly, from 9/23/2015 to 5/30/2016

Evidence of Completion
Data collected from formative and summative classroom such as class assessments and District Interim assessments; teacher and student feedback; progress reports and report cards.

Action Plan for Improvement

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G070747

G1.B1 There are time constraints on completing curriculum and STEM projects in preparation for EOC exams across the curriculum and covering material in the pacing guides. [2]

🔑 B184369

G1.B1.S1 Professional Development and PLC sessions on best practices and teaching strategies to use in conjunction with the pacing guide in order to cover the required curriculum more efficiently and effectively. [4]

🔑 S195896

Strategy Rationale

This will impact student learning and obtain high level results on the FSA EOC exams.

Action Step 1 [5]

All teachers across the content areas will create a plan for professional development opportunities during faculty training session on DPGT implementation requirements.

Person Responsible

Camilo Gutierrez

Schedule

On 10/8/2015

Evidence of Completion

Evidence may include faculty meeting agendas and minutes, departmental plan of action for PDs, PLCs, or other professional development opportunities, and implementation records for the PLST such as presentation materials and signed rosters.

Action Step 2 `5`

Teachers across the content areas will implement professional development opportunities during department meetings, faculty meetings, and professional learning communities after school.

Person Responsible

Camilo Gutierrez

Schedule

On 12/18/2015

Evidence of Completion

Department meeting agendas and minutes, data from data chats, lesson plans, presentations, and/or any materials disseminated during meetings, PD workshops, or PLCs.

Action Step 3 `5`

After mid-year district assessments across the content areas, the Leadership Team will evaluate data and identify areas requiring further support through professional development communities and implement any changes to in-house professional development offerings across the curriculum before EOC and FSA exams.

Person Responsible

Jennifer Knepper-Illa

Schedule

On 5/30/2016

Evidence of Completion

Leadership meeting agendas, data from district baseline and midyear assessment in core content areas, action plan for activities leading up to EOCs and FSA exams.

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

The Leadership Team will have monthly meetings to review data, teacher feedback, and participation of PLCs, and administration will make frequent classroom visits for direct observation to assess progress of implementation.

Person Responsible

Jennifer Knepper-Illa

Schedule

Monthly, from 9/23/2015 to 5/30/2016

Evidence of Completion

Classroom observation; department meeting agendas and minutes ;data from data chats; lesson plans; presentations, and/or any materials disseminated during meetings, PD workshops, or PLCs.

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

Effectiveness will be monitored via data from formal and informal assessments (classroom and District developed), and teacher feedback.

Person Responsible

Jennifer Knepper-Illa

Schedule

On 5/30/2016

Evidence of Completion

Department meeting agendas and minutes, data from data chats, lesson plans, presentations, and/or any materials disseminated during meetings, PD workshops, or PLCs.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	All teachers across the content areas will create a plan for professional development opportunities during faculty training session on DPGT implementation requirements.	Gutierrez, Camilo	10/8/2015	Evidence may include faculty meeting agendas and minutes, departmental plan of action for PDs, PLCs, or other professional development opportunities, and implementation records for the PLST such as presentation materials and signed rosters.	10/8/2015 one-time
G1.B1.S1.A2	Teachers across the content areas will implement professional development opportunities during department	Gutierrez, Camilo	10/12/2015	Department meeting agendas and minutes, data from data chats, lesson plans, presentations, and/or any	12/18/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	meetings, faculty meetings, and professional learning communities after school.			materials disseminated during meetings, PD workshops, or PLCs.	
G1.B1.S1.A3	After mid-year district assessments across the content areas, the Leadership Team will evaluate data and identify areas requiring further support through professional development communities and implement any changes to in-house professional development offerings across the curriculum before EOC and FSA exams.	Knepper-Illa, Jennifer	1/4/2016	Leadership meeting agendas, data from district baseline and midyear assessment in core content areas, action plan for activities leading up to EOCs and FSA exams.	5/30/2016 one-time
G1.MA1	Literacy Leadership Team will monitor the progress of formative and summative assessments such as Interim Assessments, EOC, and FSA exams throughout the year, and implement appropriate intervention strategies as necessary.	Knepper-Illa, Jennifer	9/23/2015	Data collected from formative and summative classroom such as class assessments and District Interim assessments; teacher and student feedback; progress reports and report cards.	5/30/2016 monthly
G1.B1.S1.MA1	Effectiveness will be monitored via data from formal and informal assessments (classroom and District developed), and teacher feedback.	Knepper-Illa, Jennifer	9/23/2015	Department meeting agendas and minutes, data from data chats, lesson plans, presentations, and/or any materials disseminated during meetings, PD workshops, or PLCs.	5/30/2016 one-time
G1.B1.S1.MA1	The Leadership Team will have monthly meetings to review data, teacher feedback, and participation of PLCs, and administration will make frequent classroom visits for direct observation to assess progress of implementation.	Knepper-Illa, Jennifer	9/23/2015	Classroom observation; department meeting agendas and minutes ;data from data chats; lesson plans; presentations, and/or any materials disseminated during meetings, PD workshops, or PLCs.	5/30/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 There are time constraints on completing curriculum and STEM projects in preparation for EOC exams across the curriculum and covering material in the pacing guides.

G1.B1.S1 Professional Development and PLC sessions on best practices and teaching strategies to use in conjunction with the pacing guide in order to cover the required curriculum more efficiently and effectively.

PD Opportunity 1

All teachers across the content areas will create a plan for professional development opportunities during faculty training session on DPGT implementation requirements.

Facilitator

Knepper-Illa, J.; Gutierrez, C.; Getreu, D.

Participants

Teachers in all content areas

Schedule

On 10/8/2015

PD Opportunity 2

Teachers across the content areas will implement professional development opportunities during department meetings, faculty meetings, and professional learning communities after school.

Facilitator

Department Chairs/Leadership Team

Participants

Teachers in all content areas

Schedule

On 12/18/2015

PD Opportunity 3

After mid-year district assessments across the content areas, the Leadership Team will evaluate data and identify areas requiring further support through professional development communities and implement any changes to in-house professional development offerings across the curriculum before EOC and FSA exams.

Facilitator

Knepper-Illa, Jennifer

Participants

Department Chairs/ Leadership Team

Schedule

On 5/30/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	All teachers across the content areas will create a plan for professional development opportunities during faculty training session on DPGT implementation requirements.	$0.00
2	G1.B1.S1.A2	Teachers across the content areas will implement professional development opportunities during department meetings, faculty meetings, and professional learning communities after school.	$0.00
3	G1.B1.S1.A3	After mid-year district assessments across the content areas, the Leadership Team will evaluate data and identify areas requiring further support through professional development communities and implement any changes to in-house professional development offerings across the curriculum before EOC and FSA exams.	$0.00
		Total:	$0.00