Miami-Dade County Public Schools

Terra Environmental Research Institute

2016-17 Schoolwide Improvement Plan

Terra Environmental Research Institute

11005 SW 84TH ST, Miami, FL 33173

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

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	46%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Terra Environmental Research Institute

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 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.

b. 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.

2. School Environment

a. 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.

b. 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 in conjunction with administration in an effort to create a positive, caring, and supportive school community.

The Student Development Plan created by Student Services is implemented to identify student needs, provide students with intensive support with school-based and community resources.

As a college preparatory 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.

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

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 TERRA's Magnet Contract. In addition, students and parents review and sign the contract as well as the following documents acknowledging understanding and acceptance of the uniform dress code, honor code, attendance policy, and policies on acceptable computer, cell phone, and internet usage. These policies are also made available publicly and are available all year on the school's website.

TERRA faculty and staff are aware of these school-wide policies 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.

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

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, SADD).

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.

3. Early Warning Systems

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

a. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	1	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	0	1	2	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	30	1	36	2	69

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

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

c. 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 and department chairs (including Student Services and SPED), 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 (Pathways to College and Career Success, EDGE, Vocabulary Workshop) 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.

B. Family and Community Engagement

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).

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

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

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

TERRA has created a nonthreatening environment wherein parents and the community are afforded an ease in access to administration, faculty, and staff. TERRA has a strong partnership with the PTSA. With over 1,000 members strong, the PTSA assists our students and teachers with activities, academic support, and school moral.
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, events, and/or accolades has ensured effective communication between stakeholders.
Most departments such as Activities, Student Services, Administration, and the PTSA have increased their social media presences to convey positive accolades and increase dissemination of information. Multiple grade-level 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.

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

Student Services partners with Safe Schools South Florida, Project Upstart, and mental health providers in order to connect students that have been identified as having needs for these services.

The PTSA supports TERRA activities such as parent workshops, movie night, game night, and campfire night 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. Such partnerships include Florida International University, Cici's Pizza, and Bank of America. Resources range from sponsoring an event to providing supplemental materials for classrooms and projects. In addition, 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.

C. 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).

1. School Leadership Team

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

Name	Title
Sirven, Jose	Principal
Knepper-Illa, Jennifer	Assistant Principal
Brady, Sherronni	Assistant Principal
Martinez, Diony	Assistant Principal
Carrasco, Rosa	Teacher, K-12
Friedlander, Patricia	School Counselor
Escobedo, Hector	Teacher, K-12
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

b. Duties

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

The Leadership Team (The Green Team) consists of the Principal, Assistant Principals, Activities Director, Magnet Lead Teacher, and Department Chairs of Language Arts, Mathematics, Science, Social Studies, SPED, Academies, and Student Services. The Green Team will meet every month and as needed throughout the school year to analyze and discuss student data, as well as to discuss issues as they arise.

School-site administrators understand and embrace the essential components and supports needed to effectively implement RtI. Administrators will 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 intervention and support. This will be done through: data dialogues, problem-solving meetings, and development of action plans that identify continued training needs.

All parties listed will work collaboratively in identifying those students that need the additional resources and the specific 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.

Department chairs and assigned administrators will be responsible for analyzing assessment data post interim assessments 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.

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

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 professional development opportunities by surveying the faculty in order to implement best practices in instructional strategies, classroom management, and creating professional objectives for continued student achievement.

Title III: TERRA received funds for the academic school year 2015-16 for four English Language Learners (ELL) for academic tutorial programs, but the funds were not needed, and, therefore, not used.

Title X Homeless: 0

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. Martinez) 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: 0
Adult Education: N/A
CTE and job training: N/A

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Steven Rojas	Teacher
Jose Sirven	Principal
Maitejosune Urrechaga	Teacher
Gary Holbrook	Teacher
Aldo Luna	Teacher
Deanne Getreu	Teacher
Camilo Gutierrez	Teacher
George Dedesma	Teacher
Surey Rios	Teacher
Susan Nussbaum	Teacher
Lisette Deas-Bernardo	Education Support Employee
Yamila Bermudez	Education Support Employee
Teresita Arizaleta-Groh	Parent
Adriana Aviles	Parent
Maria Diaz	Parent
Miriam Taleno	Parent
Barbara Barquin	Parent
Rosa Maria Barbara	Parent
Ana Benitez	Student
Karen Herrera	Student
Eddy Barea	Business/Community
Luis H. Perez	Business/Community

b. Duties

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

a. 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.

b. 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.

c. 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.

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

The total Expenditures from EESAC funds was $7070.58 and was used to provide supplies, materials, and incentives for all departments as necessary.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Sirven, Jose	Principal
Knepper-Illa, Jennifer	Assistant Principal
Brady, Sherronni	Assistant Principal
Martinez, Diony	Assistant Principal
Carrasco, Rosa	Teacher, K-12
Escobedo, Hector	Teacher, K-12
Fernandez, Melissa	Teacher, K-12
Friedlander, Patricia	School 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

b. Duties

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

• 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.
• 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 or in need of accommodations as indicated by an IEP or 504 Plan. 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. FSA ELA data is analyzed for patterns, 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, C-PALMS, 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.

D. 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).

1. 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 professional development activities such as PDs, PLCs, etc., which focus on research-based protocols that focus on meeting students' academic needs, assessments, and intervention. Mr. Sirven 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 writing across the curriculum, 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.

2. 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.

3. 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 2016-2017 school year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

For the last six 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, Math, etc.). For the last four years, select personnel including the principal have attended the three day District training, "Synergy". 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.

b. Instructional Strategies

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

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 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 mock exams, and Advanced Placement tutoring, and appropriate accommodations and assistance for SPED students.

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

Strategy: After School Program

Minutes added to school year: 4,860

After school tutoring will be provided for core subjects, 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
Sirven, Jose, jsirven@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.

2. Student Transition and Readiness

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

1. 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 freshmen on the transition to high school and in some cases, to public school. These orientation sessions are designed for each unique academy. 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.

b. College and Career Readiness

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

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.

TERRA utilizes the MDCPS College Assistance Program to provide services for both college preparation and career readiness. Collaborating with all of student services, the CAP department employs grade-level presentations, parent workshops, and financial aid seminars to ensure students and families have available resources and updated information regarding all aspects of the college process, from school searches to application help to financial aid guidance. We have partnered with Miami-Dade College as part of a FAFSA completion marathon and also partnered with both Miami-Dade College and FIU to hold on-site admissions services to both institutions.

Universities and Colleges from all around the world are invited to come and meet with our students.

More than 40 schools have accepted invitations for personal campus visits to interested students, and 52 schools are participating in the College Fair, sharing information to both students and parents regarding admissions policies, financial aid, and student life. 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. Raise.me, the micro scholarship aid program, has also chosen TERRA as a partner school, allowing our students first-hand access to online scholarship seminars and college profiles.

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.

2. 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). Students also have the opportunity to participate in the FIU Summer Internship program (SRI), which gives students the opportunity to work with graduate students in varied areas of research.

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

The Environmental Research and Field Studies Academy is working on numerous projects throughout the year that incorporate STEAM and environmental issues into the different courses. Throughout their course of study, students will be engaged in a variety of different projects that encompass technology, communication, and environmental action. Students will cultivate plants using different of agricultural methods, from aquaponics to robotics in gardening, communicate current environmental issues using different Web 2.0 tools, explore and explain local and global ecosystems, compete in the STEM oriented Lexus EcoChallenge and in various options of the multidisciplinary Fairchild Challenge competition. Students will culminate their four-year course of study by participating in the CAPE Certified course, Agricultural Use of UAS Technology, which leads to certification in Small Unmanned Aircraft Systems (UAS) Safety and Operations.Environmental Research/Field Studies is offering students the opportunity to work in conjunction with Emery Riddle University on certifying as commercial drone pilots.

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

Environmental Research and Field Studies, focuses on teaching the basic principles of environmental science through student-led active research. Students partake in rigorous courses such as AP Environmental Science, Zoology and Hydrology to predict the outcome of human interactions with natural systems and propose alternative solutions to global environmental degradation. Students begin their environmental studies preparation in a state-of-the-art lab equipped with aquariums, biotechnology stations and a computer lab to deliver conservation messages through student created websites and podcasts. Students are equipped with a shade house for plant propagation, an active composting site, and experimental gardens.

Biomedical students study current and future human health issues impacted by environmental changes. They research medicine, molecular biotechnology and genetics in a lab equipped with state-of-the-art medical and biotechnology research devices that enable students to conduct bio

molecular research tasks such as DNA extraction, gene manipulation and tissue cultures. Students partake in rigorous courses such as Biotechnology, Epidemiology and Biomedical Innovations. They work with medical professionals, university professors and researchers to learn the most current advancements in health care. Every year, select students intern at Florida International University where they work alongside professors in the biological and medical science laboratories.

Engineering & Robotics students study and investigate methods to conserve natural resources through the design and construction of innovative technology to address energy management and conservation needs. TERRA's engineering lab is equipped with modern machinery that allows students to manufacture robots and mechanical devices. Students partake in rigorous courses such as Civil & Architectural Engineering, Computer and Robotics Engineering. Students built a solar car that was tested at the local speedway, robotic devices that aid researchers to gather scientific data and a solar powered eco-house. TERRA students also have the opportunity to work alongside engineers from Motorola, providing them a first-hand look into what being an engineer is really about and acquiring priceless hands-on experience with some of the best in their field.

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

Based on available data, TERRA scores well above district and state levels for post graduation indicators. TERRA employs the following strategies for improving student readiness for public post-secondary opportunities by creating pre-graduation procedures to support student achievement in public and private universities in core areas of Mathematics and English. 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 administration of PSAT exam for grades 9-11, and remedial coursework or tutoring is available for optimum college performance.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

🔑 G087616

Targets Supported 1b

Indicator	Annual Target
Algebra II EOC Pass Rate	80.0
Geometry EOC Pass Rate	90.0
Bio I EOC Pass	96.0
U.S. History EOC Pass	95.0
FSA ELA Achievement	95.0

Targeted Barriers to Achieving the Goal 3

- There are time constraints on completing curriculum required by pacing guides in preparation for MYA and EOC exams in Science and Math.

- Limited preparation for instructional technology implementation and lack of reliable or sufficient instructional materials.

- Utilizing the standards as the expectation for learning and assessing the needs of students prior to instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math:Common Planning; pacing guides; professional development opportunities, specifically for Algebra II and Geometry.

- ELA: Holt MacDougal Literature Digital Collections; Membean.com; Turnitin.com; Edmodo.com; Schoology; Departmental PLCs and PDs.

- Science: Common planning by subject, pacing guides, STEM-related labs and Lab based PDs.

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

Plan to Monitor Progress Toward G1. 8

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 8/22/2016 to 5/12/2017

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]

🔑 G087616

G1.B1 There are time constraints on completing curriculum required by pacing guides in preparation for MYA and EOC exams in Science and Math. [2]

🔑 B232906

G1.B1.S1 Conduct 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. In addition, teachers will collaborate in common planning meetings to develop units/lesson plans and methods of assessment. [4]

🔑 S245856

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 10/27/2016

Evidence of Completion

DPGT (Reflection and Development Only) and any proposals for departmental and interdepartmental PDs or PLCs will be submitted through Department Chairs to PD Liaison and assigned Assistant Principal.

Action Step 2 `5`

Teachers will implement professional development opportunities during department meetings, faculty meetings, and professional learning communities after school, and/or attend district professional development workshops in concordance with DPGT goals and departmental objectives.

Person Responsible

Camilo Gutierrez

Schedule

Monthly, from 8/22/2016 to 12/23/2016

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.

Action Step 3 `5`

After mid-year district assessments across the content areas, the assigned Administrator and Department Chair 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

Diony Martinez

Schedule

On 5/12/2017

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

Diony Martinez

Schedule

Monthly, from 8/22/2016 to 5/12/2017

Evidence of Completion

Classroom observation and review of lesson/unit plans; DPGT goals and objectives; department meeting agendas and minutes; data from data chats; attendance at in-house or district 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

Monthly, from 8/22/2016 to 5/12/2017

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.

G1.B2 Limited preparation for instructional technology implementation and lack of reliable or sufficient instructional materials. 2

🔑 B232907

G1.B2.S1 Creation of in-house professional development opportunities that focus specifically on integration of technology and utilization of newly adopted curriculum. 4

🔑 S245858

Strategy Rationale

To positively impact student learning and success on the FSA and college preparation, teachers must learn to effectively use and integrate the digital tools required.

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 10/27/2016

Evidence of Completion

DPGT (Reflection and Development Only) and any proposals for departmental and interdepartmental PDs or PLCs will be submitted through Department Chairs to PD Liaison and assigned Assistant Principal.

Action Step 2 5

Teachers will implement and attend internal professional development opportunities during Early Release and Teacher Planning Days as available, and after school that focus specifically on integrating technology in the classroom in concordance with DPGT goals and departmental objectives.

Person Responsible

Camilo Gutierrez

Schedule

Monthly, from 8/22/2016 to 12/23/2016

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.

Action Step 3 `5`

After mid-year district assessments, the assigned Administrator and Department Chair 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 FSA exams.

Person Responsible

Sherronni Brady

Schedule

On 5/12/2017

Evidence of Completion

Leadership meeting agendas, data from district baseline and midyear assessments in preparation for the FSA ELA (Reading and Writing components), action plan for activities leading up to FSA ELA exam.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

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

Person Responsible

Sherronni Brady

Schedule

On 5/12/2017

Evidence of Completion

Classroom observation and review of lesson/unit plans; DPGT goals and objectives; department meeting agendas and minutes; data from data chats; attendance at in-house or district PD workshops or PLCs.

Plan to Monitor Effectiveness of Implementation of G1.B2.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
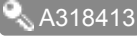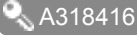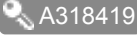
Schedule

Monthly, from 8/22/2016 to 5/12/2017

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.

G1.B6 Utilizing the standards as the expectation for learning and assessing the needs of students prior to instruction. 2

🔍 B232911

G1.B6.S1 Collaborate and meet regularly to develop unit/lesson plans and analyze teacher assignment to ensure rigor and alignment. 4

🔍 S245859

Strategy Rationale

Students can illustrate how the work in which they are engaged is rigorous and requires them to use knowledge and skills to problem solve.

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 10/27/2016

Evidence of Completion

DPGT (Reflection and Development Only) and any proposals for departmental and interdepartmental PDs or PLCs will be submitted through Department Chairs to PD Liaison and assigned Assistant Principal.

Action Step 2 5

Teachers will attend regular curricular meetings and cross-curricular alignment, as well as provide extended learning opportunities for students to implement strategies in concordance with DPGT goals and departmental objectives.

Person Responsible

Gary Holbrook

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

The assigned administrator and department chair 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

Diony Martinez

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Classroom observation and review of lesson/unit plans; DPGT goals and objectives; department meeting agendas and minutes; data from data chats; attendance records.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

The assigned administrator and department chair 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

Diony Martinez

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Classroom observation and review of lesson/unit plans; DPGT goals and objectives; department meeting agendas and minutes; data from data chats; attendance records.

Plan to Monitor Effectiveness of Implementation of G1.B6.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
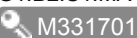
Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A318413	All teachers across the content areas will create a plan for professional development opportunities...	Gutierrez, Camilo	8/22/2016	DPGT (Reflection and Development Only) and any proposals for departmental and interdepartmental PDs or PLCs will be submitted through Department Chairs to PD Liaison and assigned Assistant Principal.	10/27/2016 one-time
G1.B2.S1.A1 A318416	All teachers across the content areas will create a plan for professional development opportunities...	Gutierrez, Camilo	8/22/2016	DPGT (Reflection and Development Only) and any proposals for departmental and interdepartmental PDs or PLCs will be submitted through Department Chairs to PD Liaison and assigned Assistant Principal.	10/27/2016 one-time
G1.B6.S1.A1 A318419	All teachers across the content areas will create a plan for professional development opportunities...	Gutierrez, Camilo	8/22/2016	DPGT (Reflection and Development Only) and any proposals for departmental and interdepartmental PDs or PLCs will be submitted through Department Chairs to PD Liaison and assigned Assistant Principal.	10/27/2016 one-time
G1.B1.S1.A2 A318414	Teachers will implement professional development opportunities during department meetings, faculty...	Gutierrez, Camilo	8/22/2016	Department meeting agendas and minutes, data from data chats, lesson plans, presentations, and/or any materials disseminated during meetings, PD workshops, or PLCs.	12/23/2016 monthly
G1.B2.S1.A2 A318417	Teachers will implement and attend internal professional development opportunities during Early...	Gutierrez, Camilo	8/22/2016	Department meeting agendas and minutes, data from data chats, lesson plans, presentations, and/or any materials disseminated during meetings, PD workshops, or PLCs.	12/23/2016 monthly
G1.MA1 M331706	Leadership Team will monitor the progress of formative and summative assessments such as Interim...	Knepper-Illa, Jennifer	8/22/2016	Data collected from formative and summative classroom such as class assessments and District Interim assessments; teacher and student feedback; progress reports and report cards.	5/12/2017 monthly
G1.B1.S1.MA1 M331699	Effectiveness will be monitored via data from formal and informal assessments (classroom and...	Knepper-Illa, Jennifer	8/22/2016	Department meeting agendas and minutes, data from data chats, lesson plans, presentations, and/or any materials disseminated during meetings, PD workshops, or PLCs.	5/12/2017 monthly
G1.B1.S1.MA1 M331700	The Leadership Team will have monthly meetings to review data, teacher feedback, and participation...	Martinez, Diony	8/22/2016	Classroom observation and review of lesson/unit plans; DPGT goals and objectives; department meeting agendas and minutes; data from data chats; attendance at in-house or district PD workshops or PLCs.	5/12/2017 monthly
G1.B1.S1.A3 A318415	After mid-year district assessments across the content areas, the assigned Administrator and...	Martinez, Diony	1/9/2017	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.	5/12/2017 one-time
G1.B2.S1.MA1 M331701	Effectiveness will be monitored via data from formal and informal assessments (classroom and...	Knepper-Illa, Jennifer	8/22/2016	Department meeting agendas and minutes, data from data chats, lesson plans, presentations, and/or any materials disseminated during meetings, PD workshops, or PLCs.	5/12/2017 monthly
G1.B2.S1.MA1 M331702	The Leadership Team and English Department will have monthly meetings to review data, teacher...	Brady, Sherronni	8/22/2016	Classroom observation and review of lesson/unit plans; DPGT goals and objectives; department meeting agendas and minutes; data from data	5/12/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				chats; attendance at in-house or district PD workshops or PLCs.	
G1.B2.S1.A3 🔑 A318418	After mid-year district assessments, the assigned Administrator and Department Chair will evaluate...	Brady, Sherronni	12/23/2016	Leadership meeting agendas, data from district baseline and midyear assessments in preparation for the FSA ELA (Reading and Writing components), action plan for activities leading up to FSA ELA exam.	5/12/2017 one-time
G1.B6.S1.MA1 🔑 M331703	Effectiveness will be monitored via data from formal and informal assessments (classroom and...	Knepper-Illa, Jennifer	8/22/2016	Department meeting agendas and minutes, data from data chats, lesson plans, presentations, and/or any materials disseminated during meetings.	6/1/2017 monthly
G1.B6.S1.MA1 🔑 M331704	The assigned administrator and department chair will have monthly meetings to review data, teacher...	Martinez, Diony	8/22/2016	Classroom observation and review of lesson/unit plans; DPGT goals and objectives; department meeting agendas and minutes; data from data chats; attendance records.	6/1/2017 monthly
G1.B6.S1.MA1 🔑 M331705	The assigned administrator and department chair will have monthly meetings to review data, teacher...	Martinez, Diony	8/22/2016	Classroom observation and review of lesson/unit plans; DPGT goals and objectives; department meeting agendas and minutes; data from data chats; attendance records.	6/1/2017 monthly
G1.B6.S1.A2 🔑 A318420	Teachers will attend regular curricular meetings and cross-curricular alignment, as well as provide...	Holbrook, Gary	8/22/2016	Department meeting agendas and minutes, data from data chats, lesson plans, presentations, and/or any materials disseminated during meetings.	6/1/2017 monthly

V. 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 required by pacing guides in preparation for MYA and EOC exams in Science and Math.

G1.B1.S1 Conduct 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. In addition, teachers will collaborate in common planning meetings to develop units/lesson plans and methods of assessment.

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, Martinez, D.; J.; Gutierrez, C.; Carrasco, R.; Ginory-Perez, E.

Participants

Teachers in Science and Mathematics departments

Schedule

On 10/27/2016

PD Opportunity 2

Teachers will implement professional development opportunities during department meetings, faculty meetings, and professional learning communities after school, and/or attend district professional development workshops in concordance with DPGT goals and departmental objectives.

Facilitator

Department Chairs/Leadership Team

Participants

Teachers in Science and Mathematics departments

Schedule

Monthly, from 8/22/2016 to 12/23/2016

PD Opportunity 3

After mid-year district assessments across the content areas, the assigned Administrator and Department Chair 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, J.; Martinez, D.; Gutierrez, C.; Carrasco, R.; Ginory-Perez, E.

Participants

Department Chairs/ Leadership Team

Schedule

On 5/12/2017

G1.B2 Limited preparation for instructional technology implementation and lack of reliable or sufficient instructional materials.

G1.B2.S1 Creation of in-house professional development opportunities that focus specifically on integration of technology and utilization of newly adopted curriculum.

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.; Brady, S.; Gutierrez, C.; Getreu, D.

Participants

Teachers in the English department.

Schedule

On 10/27/2016

PD Opportunity 2

Teachers will implement and attend internal professional development opportunities during Early Release and Teacher Planning Days as available, and after school that focus specifically on integrating technology in the classroom in concordance with DPGT goals and departmental objectives.

Facilitator

Department Chair, PD Liaison, District

Participants

English Teachers

Schedule

Monthly, from 8/22/2016 to 12/23/2016

PD Opportunity 3

After mid-year district assessments, the assigned Administrator and Department Chair 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 FSA exams.

Facilitator

Department Chair, PD Liaison, District

Participants

English Teachers

Schedule

On 5/12/2017

G1.B6 Utilizing the standards as the expectation for learning and assessing the needs of students prior to instruction.

G1.B6.S1 Collaborate and meet regularly to develop unit/lesson plans and analyze teacher assignment to ensure rigor and alignment.

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, Martinez, D.; J.; Gutierrez, C.; Holbrook, G.

Participants

All teachers in the Social Studies department.

Schedule

On 10/27/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.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 will implement professional development opportunities during department meetings, faculty meetings, and professional learning communities after school, and/or attend district professional development workshops in concordance with DPGT goals and departmental objectives.	$0.00
3	G1.B1.S1.A3	After mid-year district assessments across the content areas, the assigned Administrator and Department Chair 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
4	G1.B2.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
5	G1.B2.S1.A2	Teachers will implement and attend internal professional development opportunities during Early Release and Teacher Planning Days as available, and after school that focus specifically on integrating technology in the classroom in concordance with DPGT goals and departmental objectives.	$0.00
6	G1.B2.S1.A3	After mid-year district assessments, the assigned Administrator and Department Chair 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 FSA exams.	$0.00
7	G1.B6.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
8	G1.B6.S1.A2	Teachers will attend regular curricular meetings and cross-curricular alignment, as well as provide extended learning opportunities for students to implement strategies in concordance with DPGT goals and departmental objectives.	$0.00
		Total:	$0.00