

Miami-Dade County Public Schools

Terra Environmental Research Institute



2021-22 Schoolwide Improvement Plan

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Terra Environmental Research Institute

11005 SW 84TH ST, Miami, FL 33173

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

Demographics

Principal: Jose S IR Ven

Start Date for this Principal: 8/1/2001

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	46%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (88%) 2017-18: A (87%) 2016-17: A (82%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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

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Part I: School Information

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 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 empowering 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 Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Cook, Plymouth-Ann	Teacher, K-12	Ms. Cook is part of the TERRA Leadership Team as an English Language Arts teacher and gradebook manager.
Sirven, Jose	Principal	As principal, Mr. Sirven guides school policy, directs academic planning and student goals, manages faculty and staff implementation of the TERRA vision, and manages all aspects of the student experience from curriculum to culture.
Knepper-Illa, Jennifer	Assistant Principal	Assistant Principal Mrs. Knepper-Illa oversees the TERRA disciplines of curriculum/faculty meetings, the Environmental Academy, World Languages, Fine Arts, Student Services, Main Office, Activities, Internal Accounts, Testing, and Professional Development, among other duties, as needed.
Vivian, Julie	Other	Ms. Vivian is the College Assistance Program Advisor and Student Services Chair, responsible for all aspects of post-secondary planning and the direction of the Student Services team, including scheduling and activities.
Pirez, Jenilane	Other	Ms. Pirez is the Activities Director, responsible for the initiation and implementation of student culture and experiences.

Demographic Information

Principal start date

Wednesday 8/1/2001, Jose S IR Ven

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

58

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

1,710

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

8

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	474	453	358	425	1710	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	7	10	6	9	32	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	2	1	5	8	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	3	1	0	5	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	5	5	4	14	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	22	0	0	0	22	

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				94%	59%	56%	95%	59%	56%
ELA Learning Gains				71%	54%	51%	68%	56%	53%
ELA Lowest 25th Percentile				75%	48%	42%	72%	51%	44%
Math Achievement				97%	54%	51%	96%	51%	51%
Math Learning Gains				83%	52%	48%	84%	50%	48%
Math Lowest 25th Percentile				93%	51%	45%	89%	51%	45%
Science Achievement				97%	68%	68%	93%	65%	67%
Social Studies Achievement				97%	76%	73%	96%	73%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	95%	55%	40%	55%	40%
Cohort Comparison						
10	2021					
	2019	94%	53%	41%	53%	41%
Cohort Comparison		-95%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	68%	29%	67%	30%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	71%	26%	70%	27%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	63%	24%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	54%	43%	57%	40%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools used are proficiency based on mid-year assessments for subject areas and grade levels, including Grade 9/10 FSA ELA, Grade 10 Geometry and Biology EOC exams, and Grade 11 U.S. History EOC exam.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	89.5	0
	Economically Disadvantaged	0	87.2	0
	Students With Disabilities	0	71.4	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	87.0	0
	Economically Disadvantaged	0	94.5	0
	Students With Disabilities	0	90.0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	87.1	0
	Economically Disadvantaged	0	89.9	0
	Students With Disabilities	0	57.1	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	28.1	0
	Economically Disadvantaged	0	20.7	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	92.3	0
	Economically Disadvantaged	0	90.0	0
US History	Students With Disabilities	0	100	0
	English Language Learners	0	0	0

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

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	87	75						91		100	81
ELL	85	71	75	89	63		100	92		100	82
ASN	86	62									
BLK	91	68								100	90
HSP	92	70	74	89	58	58	94	91		100	91

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	99	70	95	89	67		100	90		100	88
FRL	90	66	69	87	55	58	95	87		100	88
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	91	63	55	82	82					100	55
ELL	83	68	66	93	83		97				
ASN	95	76								100	93
BLK	89	69									
HSP	94	71	75	96	82	92	97	97		100	74
WHT	96	71	75	100	94		97	100		100	62
FRL	93	69	73	98	80	100	97	98		100	74
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	90	83	92	92	100		70	91		100	52
ELL	82	69								100	82
ASN	88	79								100	100
BLK	95	68									
HSP	94	68	71	96	84	88	93	96		100	80
WHT	98	69	70	91	88	93	93	100		100	77
FRL	93	66	71	96	82	89	91	98		100	76

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	82
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	822
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	87

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	84
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	87
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	82
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	89
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	80
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Here, we will use the 2019 data:

The ELA Subgroups Achievement for SWD increased by 1 percentage point.

The FRL Subgroups Achievement remained consistent at 93 percentage points.

The ELA learning gains for Black, Hispanic students increased by 1 percentage point, and White students increased by 2 percentage points .

The Math L25 for Hispanics increased by 4 percentage points.

The Science Achievement for Hispanics and Whites increased by 4 percentage points.

Based on the raw 2021 data findings the following results were available by grade level and core content areas:

The ELA Achievement for Grade 9 decreased by 2 percentage points.

The ELA Achievement for Grade 10 decreased by 2 percentage points.

The Math (Geometry EOC) achievement percentage decreased by 7 points.

The Science achievement percentage decreased by 3 points.

The United States History achievement score decreased by 6 percentage points.

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

2019 data findings:

The ELA Subgroups Learning Gains for SWD decreased by 20 percentage points.

2021 data findings show that all content areas and grade levels demonstrate significant need for improvement, with the Math (Geometry) scores, requiring the most intervention.

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

For the last 3 years, we have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our ELA subgroup for SWD. We have also developed teaching strategies that focus on scaffolding and intervention for SWD helping them access grade level content. We will be strategic

with aligning resources to support teachers through data chats and professional development coursework.

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

2019 Data findings:

Math LG L25% FRL students made learning gains of 11 percentage points from 89 to 100.

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

2019 data findings:

We created extended learning opportunities that allowed for individualized support for students with instructional needs.

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

2019 data findings:

Technology Integration, Effective Curriculum and Resource Utilization, Data-driven Instruction

2021 data findings:

Instructional Focus on Graduation, Instructional Coaching, Social Emotional Learning, and Leadership Accountability.

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

The school site allows teachers to attend Professional Development when related to their content area. Additionally, during monthly faculty meetings the leadership team will work with faculty and departments to provide an opportunity to share best practices, from Schoology to Scoir programming.

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

Administration will survey the faculty about Professional Development needs and sharing those results with faculty. Additionally, reinstating data chats with teachers and departments to discuss data and strategies to improve instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	TERRA's area of focus relating to Graduation seeks to sustain our 100% graduation rate from 2019 as a critical need to support our advanced academic programs, magnet academy mission, and college preparatory curriculum.
Measurable Outcome:	The class of 2022 will achieve a 100% high school graduation rate, meeting not only MDCPS requirements but also the academic requirements to fulfill state university requirements as well as state Bright Futures scholarship eligibility.
Monitoring:	Our area of focus will be monitored by a team devoted to graduation outcomes, including Student Services counselors, CAP advisor, administrative review, senior academy teachers, and required senior core instructors for English 12 and Government/Economics. The team reviews individual student courses, community service initiatives, dual enrollment opportunities, GPA monitoring, and university access.
Person responsible for monitoring outcome:	Jennifer Knepper-Illa (jknepper@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy of Student Engagement seeks to encourage student initiative toward their graduation outcomes, with support from the school team to guide direction, placement, and future decision-making tailored to individual students.
Rationale for Evidence-based Strategy:	The strategy of Student Engagement aligns with current data findings and the expectation to sustain a perfect graduation rate will not only benefit our students, but their families as well. Post-secondary success is the goal for all TERRA students; to achieve Student Engagement provides the buy-in needed to guide students toward effective decision making that provides opportunities beyond the high school curriculum.
Action Steps to Implement	
Senior counselor monthly review: the Student Services team, led by the senior grade-level counselor, will conduct monthly updates of student academic progress, GPA rankings, service records, and will also provide additional opportunities for coursework or service as needed to meet our measurable outcome. August 23 - October 28, 2021	
Person Responsible	Julie Vivian (jvivian@dadeschools.net)
Utilizing the Scoir college platform beginning in spring of 2021 will guide students and families with college planning, college expectations and deadlines, financial aid assistance, and decision consulting to increase Student Engagement and initiative for post-secondary planning. August 23-October 28, 2021	
Person Responsible	Julie Vivian (jvivian@dadeschools.net)
Graduation planning includes administrative procedures to verify diploma naming, implementation of student and parent assemblies to finalize planning, and also provide diploma designation opportunities through additional EOC testing, if not already met. September 2021	
Person Responsible	Jennifer Knepper-Illa (jknepper@dadeschools.net)

The implementation of test prep tutoring for both SAT and ACT exams will be provided in spring of 2022 for seniors requiring additional assistance meeting the test score requirement for Bright Futures eligibility. October 2021 - March 2022

Person Responsible Jose Sirven (pr7029@dadeschools.net)

On a monthly basis, the Student Services team, led by the senior grade-level counselor, will continue to monitor student academic progress, GPA rankings, service records, and will also provide additional opportunities for coursework or service as needed to meet our measurable outcome. November 1-December 17th, 2021

Person Responsible Julie Vivian (jvivian@dadeschools.net)

The Student Services Team will schedule and facilitate a meeting with identified students and parents to develop a plan of action to remediate needs, as well as foster student accountability on graduation requirements.

November 1-December 17th, 2021

Person Responsible Julie Vivian (jvivian@dadeschools.net)

The College Advisor will conduct individual reviews of student acceptances and financial aid packages to encourage college matriculation and Bright Futures submissions for more advantageous college opportunities.

February 1 - April 1

Person Responsible Julie Vivian (jvivian@dadeschools.net)

The Student Services team, led by the senior grade-level counselor, will monitor student academic progress including online requirements, core GPA, service records, and test scores in order to provide additional opportunities for coursework completion, service requirements, and increased test scores to meet Bright Futures eligibility. These outlets include FLVS completion during academy courses, activities assistance for service hours, and test prep for the March SAT administration.

February 1 - April 1

Person Responsible Julie Vivian (jvivian@dadeschools.net)

#2. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale: According to the 2020-2021 Staff School Climate Survey, 23% of faculty felt that students did not come prepared academically to class. Instructional Coaching was the Area of Focus identified as a critical need to supplement instruction and provide additional learning opportunities for faculty and students to feel more confident toward student and staff preparation.

Measurable Outcome: TERRA seeks to reduce the percentage of faculty members feeling their students are academically unprepared to 15% or lower by the 2021-2022 Staff School Climate Survey.

Monitoring: Instructional Coaching will be monitored through attendance at faculty meeting in-service trainings, department meeting collaboration, cross-curricular planning to supplement academy instruction, and access to additional course materials, innovative technology, and effective resources.

Person responsible for monitoring outcome: Jennifer Knepper-Illa (jknepper@dadeschools.net)

Evidence-based Strategy: Within the targeted element of Instructional Coaching, TERRA will focus on the evidence-based strategy of Effective Curriculum and Resource Utilization to maximize student achievement promoting innovative technology and additional course materials. Supporting an enriched environment to supplement instruction so that students are able to complete classwork and homework independently to achieve desired academic outcomes is necessary.

Rationale for Evidence-based Strategy: Effective Curriculum and Resource Utilization will ensure that faculty has access to materials that may supplement their instruction beyond pacing guide requirements. Shared technology and best practices throughout departments will allow faculty to become familiar with available resources and how best to infuse them in their coursework that extends beyond their classroom. This strategy allows for management and educators "to implement modern and innovative techniques and methods and augment the teaching-learning methods." The utilization of proper professional techniques ensures that educators continue to be up-to-date with the overall changes taking place, including new research strategies on how to best support their students' learning.

Action Steps to Implement

In-service training and instruction support to include best practices using Schoology, Microsoft Teams, and Turnitin.com will supplement existing resources faculty may use to enhance student instruction for use throughout their TERRA experience. Teaching-learning resources within the classroom environment at all grade-levels mostly rely on the use of computers and internet access, so supporting teachers training in the use of the innovative tools offered is imperative. Faculty and department meetings will be designated as a time to share best practices. Administration will tap faculty members to present a mini-lesson to share.

August 23 - October 28, 2021

Person Responsible Deanne Getreu (dgetreu@dadeschools.net)

Khan Academy training will empower faculty to utilize tutorials unique to their core subject areas, while also introducing students to a valuable, free tool that can be accessed for all major subjects beyond courses requiring practice.

September - October 2021

Person Responsible Sammy lassudo (siassudo@dadeschools.net)

Teachers can conduct a "Skills Review" at the beginning of the course/unit to assess student mastery of content. TERRA can host vertical planning day(s) to coordinate prerequisite skills for each course and encourage, through Professional Learning Committees (PLCs), a voluntary group of teachers to collaborate lessons/planning to help teachers better prepare students for more advanced coursework.
August 23 - October 28, 2021

Person Responsible Jennifer Knepper-Illa (jknepper@dadeschools.net)

Teachers can deliver pre- and post-assessment of student skill level which the data can be reviewed during vertical planning. Students can be identified as needing remediation and tutoring groups will be established for after school tutoring.
August 23 - October 28, 2021

Person Responsible Julie Vivian (jvivian@dadeschools.net)

A school site professional development opportunity open to all faculty will be created and facilitated by District training staff in order to support teacher training for the Schoology LMS platform adopted by MDCPS.
November 16-18, 2021

Person Responsible Deanne Getreu (dgetreu@dadeschools.net)

Teacher facilitated professional learning opportunities will be made available to enhance student instruction through available resources. Faculty and department meetings will be designated to share best practices in best practices for supplemental technology.
November 1-December 2021

Person Responsible Jennifer Knepper-Illa (jknepper@dadeschools.net)

Students will be provided free, afterschool/weekend tutoring by hourly instructors in all AP subjects beginning in February. These sessions will provide additional practice and remediation to unprepared students as well as those who are seeking additional assistance with AP exam preparation, considering that nearly 3/4 of our student population is enrolled in AP coursework.
February 11 - April 1

Person Responsible Jennifer Knepper-Illa (jknepper@dadeschools.net)

At-risk students were monitored throughout the first semester to assess progress and were placed on academic probation if grades fell below passing. This encouraged progress monitoring from Student Services to ensure students were able to improve course performance and better master their class content for future preparation or allow for schedule changes if that best fit student need.
January 31-April 1

Person Responsible Kahmran Abrahams (kabrahams@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	TERRA's Culture and Environment Area of Focus concentrates on Social Emotional Learning. Based on the School Climate survey results, for 3 consecutive school years, from 2018-19 through 2020-21 from 25 to 37 percent of students indicated that they felt as though teachers gave them meaningful homework that led to learning. There seems to be a disconnect between teachers intention of homework and student perception with regards to learning and retention of knowledge. The leadership team will help students effectively set and achieve positive goals and make responsible decisions as well as help teachers refine how to communicate the link between homework and learning.
Measurable Outcome:	By June 5, 2022, students' perceptions of the importance and meaningfulness of homework will increase by 10 percent due to teachers intentional and strategic support provided through professional development and student goal setting.
Monitoring:	The Leadership Team will work to support teachers by providing lessons during faculty and departmental meetings that address student attitudes towards and perception of homework and it's relation to learning. The Leadership Team will conduct a survey to gather evidence to be able begin monitoring more specific areas of focus relating to student and teacher attitudes and perception. After implementing professional development, the leadership team will conduct a follow-up survey to pick up on any shift in perception or change in attitude.
Person responsible for monitoring outcome:	Jennifer Knepper-Illa (jknepper@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy of Empower Teachers and Staff will provide support for teachers, students, and staff to be leaders and designers of new ways to approach challenges.
Rationale for Evidence-based Strategy:	According to the School Climate Survey, there seems to be a need to meaningful homework and the perception of the intentionality. Empowering teachers and allowing teachers to share what has worked to motivate students and help design new ways to support learning will lead to meaningful learning. Teacher Leaders will provide support by peers during monthly faculty meetings, and will be able to tailor assignments to communicate the effectiveness more clearly.

Action Steps to Implement

Teacher Leaders identify focus groups of students from multiple grade levels as a representation of the student sample to share the relationship between homework and learning.
September 2021

Person Responsible Jennifer Knepper-Illa (jknepper@dadeschools.net)

The Teacher Leadership Team will share a Student Focus Group survey twice during homeroom first quarter and second quarter) to gather data regarding student attitudes toward what constitutes meaningful homework and goal-setting that leads to learning.
August - December 2021

Person Responsible Jennifer Knepper-Illa (jknepper@dadeschools.net)

Teacher leaders will coordinate multiple surveys to be distributed before/during faculty meetings, presented to teachers, with results discussed at a later date to improve the connection between homework

and efficient learning.

August - October 2021

Person Responsible Jennifer Knepper-Illa (jknepper@dadeschools.net)

Teachers will be given opportunities for collaborative discussions to understand the data from student post survey and to plan for implementation.

September 2021

Person Responsible Jennifer Knepper-Illa (jknepper@dadeschools.net)

ELA Teachers will begin to implement the Edgenuity SEL Curriculum once per month and provide students with an opportunity for private reflection. Students will also be made aware of school and community mental health resources available to them.

December 1-May 2022

Person Responsible Deanne Getreu (dgetreu@dadeschools.net)

Teachers and administrators will be provided with research-based resources for departmental discussion on the efficacy of home learning and internal review of course homework policies.

November 1 - December 17, 2021

Person Responsible Jennifer Knepper-Illa (jknepper@dadeschools.net)

The Wolves Wellness club will include topics focusing on time management, test anxiety, and reasonable expectations as part of their spring meeting schedule in order to encourage student motivation to connect meaningful academics with healthy mental wellness.

January 29 - April 1

Person Responsible Jenilane Pirez (pirezj@dadeschools.net)

Advanced Placement teachers will provide scheduled hourly afterschool and weekend review sessions in order to assist students with more focused test preparation and guidance with AP courseloads and the pressures of high-stakes testing.

February 28 - April 1

Person Responsible Jennifer Knepper-Illa (jknepper@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:	TERRA's Leadership Area of Focus relates to Managing Accountability Systems. Based on the qualitative data from the 2020-2021 PD Needs Assessment Survey, when asked how often they participated in data chats with an administrator, 19% responded Monthly, 22% responded Quarterly, 54% responded Annually and 5% responded Never. With this vast spread of data, our Area of Focus is to increase our overall review and discussion of data on a monthly basis with the anticipation of increasing student performance and instruction.
Measurable Outcome:	When the Administrative team successfully implements data sharing practices on a monthly basis, we hope to have a measurable increase of at least 10% in our overall monthly data chats by the end of the 2022 school year.
Monitoring:	Data share through monthly leadership team meetings where this information will be discussed further within department meetings. Present available data, professional development opportunities, and provide updates to assessments and/or state testing data. Increase instructional walkthroughs and provide feedback and follow up. Document date, time, teacher and topic/concern.
Person responsible for monitoring outcome:	Jennifer Knepper-Illa (jknepper@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Managing Accountability Systems, the Administration will focus on the evidence-based strategy: Managing Data Systems and Processes. Utilizing key members of the leadership team, we will facilitate and share data with teachers on a consistent basis.
Rationale for Evidence-based Strategy:	Some strategies to ensure improvement in Managing Data Systems and Processes are to schedule monthly meetings with stakeholders to review data, conduct meaningful discussions, having pre-determined questions that will help with consistency and measure growth, as well as, guide implementing next steps. The expectation is to increase overall awareness to the faculty and staff regarding data to inform their decisions about curriculum and instruction.

Action Steps to Implement

Conduct Monthly Leadership Team Meetings to review and find patterns in the data. Preparing for productive discussions will include reserving adequate time to discuss findings, distributing the data beforehand so that the team has time to review, and providing the materials needed, i.e. printed data or digital files, and a timeline of goals that need to be completed.

August - October 28, 2021

Person Responsible Jennifer Knepper-Illa (jknepper@dadeschools.net)

Monthly Faculty Meetings Data Share- data will be shared with faculty at monthly meetings or departmental meetings. Ground rules for the discussion will be established maintaining a safe and respectful environment discussing professional effectiveness. A survey form will be sent to faculty asking for comment and hypotheses about data findings. Use data such as "curriculum maps, textbook adoption records, demographic trends, records of behavioral problems, and perceptions of various stakeholders to evaluate the hypotheses for each problem statement."

August - October 28, 2021

Person Responsible Jennifer Knepper-Illa (jknepper@dadeschools.net)

Administration will tailor communications regarding professional development opportunities to faculty and staff that may most benefit from trainings and best practices. These opportunities will be shared within department and/or faculty meetings to supplement additional opportunities regarding data platforms to guide understanding of data to guide instructional practice.

August 23 - October 28, 2021

Person Responsible Marlene Cabrera (marlenecabrera@dadeschools.net)

The Magnet Lead will share monthly data from the updated status of student magnet applications to include information on course registrations, academic history, and application trends with faculty and staff. This additional information provides insight into the academic backgrounds of future students, which may affect instructional planning and future programming as prospective student backgrounds evolve.

October 2021

Person Responsible Marlene Cabrera (marlenecabrera@dadeschools.net)

The Leadership Team will meet monthly and review available assessment data (AP, FSA/EOC, Mid-year and Baseline) and discuss trends, professional effectiveness, and intervention strategies.

November 1-December 17, 2021

Person Responsible Jennifer Knepper-Illa (jknepper@dadeschools.net)

The Leadership Team will review the October PSAT score results with the faculty and staff, and discuss the implications for instructional planning, college preparation, and student preparedness for AP courses before the subject selection process begins.

November 1-December 17, 2021

Person Responsible Jennifer Knepper-Illa (jknepper@dadeschools.net)

Select faculty will conduct subject-specific weekend and afterschool tutoring sessions to gauge initial Advanced Placement mock scores in order to best assess student need in preparation for the upcoming exam season.

February 1 - April 1

Person Responsible Jennifer Knepper-Illa (jknepper@dadeschools.net)

The administrative team will conduct informal walkthroughs and classroom participation sessions to provide meaningful feedback to faculty regarding practice and student updates to include attendance monitoring and academic improvement.

March 1-March 29

Person Responsible Jose Sirven (pr7029@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

TERRA's discipline data of 0.2 incidents per 100 students ranks "Very Low," placing the school at #8 out of 505 schools statewide. The school culture and environment is monitored through administrative and Student Services department quarterly reviews, probationary status, and opportunities to improve each quarter.

Part IV: Positive Culture & Environment

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

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

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

Our strengths within School Culture are in Relationships and Clearly Defined Expectations. Our school creates the experiences throughout the year. We celebrate student success by emphasizing accomplishments through quarterly celebrations of students who have made the principal's honor roll and highlighting student success on our school website. We provide opportunities for staff to collaborate by meeting on a regular basis and share resources through various online platforms such as Teams, Padlet, and email. We communicate to all stakeholders the academic and social/emotional expectations through departmental and faculty meetings twice a month and departmental Teams pages. Parent and Student orientation, and social media platforms, including the school websites are updated daily, and individualized data chats with students.

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

The stakeholders that are engaged in building a positive school culture and environment are the principal, the assistant principal, teacher leaders, and counselors (members of the school leadership team). The principal's role is to build and direct all of the schools' initiatives and respond to concerns, and fostering school cultural activities. The Assistant principal is in charge of coordinating with teacher leaders to recognize and acknowledge student success consistently. Teacher leaders provide opportunities for staff collaboration. Assistant principals monitor student success and communicate to students and parents if students are reaching expectations and offer additional resources and support. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
Total:			\$0.00