

Miami-Dade County Public Schools

Terra Environmental Research Institute



2022-23 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: 7/20/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	46%
2021-22 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	2021-22: A (91%) 2018-19: A (88%) 2017-18: A (87%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>46%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>91%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Name	Position Title	Job Duties and Responsibilities
Brady, Sherronni	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.
Cook, Plymouth-Ann	Teacher, K-12	Ms. Cook is part of the TERRA Leadership Team as an English Language Arts teacher and gradebook manager.
Vivian, Julie	Other	Ms. Vivian is the College Advisor and Student Services Department Chair.
Sirven, Jose	Principal	Mr. Sirven directs all aspects of School Operations, including supervision over three Assistant Principals.
Carranza, Ann	Magnet Coordinator	Ms. Carranza oversees all magnet program activities and awards implementation, as well as all recruiting and admissions efforts.

Demographic Information

Principal start date

Thursday 7/20/2017, Jose S IR Ven

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

0

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

0

Total number of teacher positions allocated to the school

71

Total number of students enrolled at the school

1,647

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

7

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

7

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	465	440	376	339	1620
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	4	8	7	6	25
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	6	0	3	0	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	4	4	0	0	8
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	10	0	3	1	14

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

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

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

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

Date this data was collected or last updated

Thursday 8/11/2022

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	474	453	358	425	1710
Attendance below 90 percent	0	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	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	2	1	5	8
Level 1 on 2019 statewide FSA ELA assessment	0	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	0	5	5	4	14
Number of students with a substantial reading deficiency	0	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	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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	474	453	358	425	1710
Attendance below 90 percent	0	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	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	2	1	5	8
Level 1 on 2019 statewide FSA ELA assessment	0	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	0	5	5	4	14
Number of students with a substantial reading deficiency	0	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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	96%	54%	51%				94%	59%	56%
ELA Learning Gains	77%						71%	54%	51%
ELA Lowest 25th Percentile	84%						75%	48%	42%
Math Achievement	95%	42%	38%				97%	54%	51%
Math Learning Gains	91%						83%	52%	48%
Math Lowest 25th Percentile	90%						93%	51%	45%
Science Achievement	97%	41%	40%				97%	68%	68%
Social Studies Achievement	96%	56%	48%				97%	76%	73%

Grade Level Data Review - State Assessments

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

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	68%	29%	67%	30%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	71%	26%	70%	27%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	63%	24%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	54%	43%	57%	40%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	93	68		100			100			100	75
ELL	91	76	73	94	82		94				
ASN	90	75	55							100	75
BLK	100	91									
HSP	96	77	85	94	89	89	97	96		100	81
WHT	97	72	87	100	100		100	100		100	87
FRL	95	76	85	92	88	82	95	97		100	79
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									

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
BLK	91	68								100	90
HSP	92	70	74	89	58	58	94	91		100	91
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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	91
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	908
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	89
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	85
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	96
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	90
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	94
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	89
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

TERRA continues to earn exemplary pass rates in all tested areas, with scores improving even higher in 2022 than in 2021. FSA ELA results improved to 96% proficiency from 93% in 2021, Mathematics achievement improved to 95% compared to 90% in 2021, our 2022 Science achievement improved (3) points to 97% proficiency, and our Social Studies achievement improved (5) percentage points to 91% proficiency. We have either maintained or improved upon all measurable components, ranking us as the #1 school in the state based on the ten measurable components of a traditional 9-12 public high school.

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

Based on 2022 assessments, TERRA's greatest need for improvement focuses on our College and Career Acceleration rate of 82%, compared to 91% in 2021.

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

The need for improvement within our 2022 College and Career Acceleration reflecting a nine-point decrease between 2021 and 2022 displays a shift in Advanced Placement and Dual Enrollment participation. Advanced Academics is a large component of our magnet school curriculum, and the transition back to in-person instruction from online learning has benefited our student population; students are more encouraged and willing to extend learning opportunities now that they are able to receive direct instruction and traditional course offerings from our local college and university dual enrollment partners.

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

Based on 2022 state assessments, Mathematics Learning Gains of the Lowest 25% vastly improved to 90% compared to Mathematics Learning Gains of 58% in 2021.

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

Contributing factors to the 32% improvement in Mathematics Learning Gains for the Lowest 25% from 2021 to 2022 results include a return to full-time instruction and staffed in-person afterschool tutoring. Students in the Lowest 25% subgroup benefited from twice-weekly free math tutoring given by hourly teachers and advanced math students, enabling this subgroup to received directed, individualized instruction that was not available the year prior due to Covid restrictions.

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

In order to accelerate learning, we anticipate utilizing the evidence-based strategies of Data-Driven Decision Making, Effective Curriculum and Resource Utilization, and Student Engagement.

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.

To support teachers and leaders, TERRA professional development opportunities focus on our efforts to increase academic rigor, support our STEAM mission, and maintain student and faculty well-being. Accordingly, opportunities include subject-specific workshops such as the AP Curriculum Review, post-secondary success workshops including College Board and State University System of Florida reviews, and continued mental health trainings and trauma-informed practices.

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

TERRA continues to look ahead as we work to provide a top-tier education directed toward college and career programming. Beyond professional development opportunities and leader training, we plan to implement free extra-curricular student tutoring for math, science, and AP course topics, utilize our competitive honor societies as friendly, approachable service- and student-centered ambassadors, and increase parent communication through enhanced social media and Scoir initiatives. Our high test scores are a testament to our devoted faculty and conscientious students, so we aim to accept the challenge of not just sustaining, but consistently meeting the need to improve.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Graduation**Area of Focus****Description and****Rationale:**

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

TERRA's area of focus relating to Graduation seeks to sustain our 100% graduation rate from 2022 as a critical need to support our advanced academic programs, magnet academy mission, and college preparatory curriculum as we increase our post-secondary readiness and leverage acceleration for all.

Measurable**Outcome:**

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

The class of 2023 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:

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

This area of focus will be monitored by a team devoted to student success in all areas including graduation outcomes, consisting of (4) Student Services counselors, (1) CAP advisor, (3) senior academy teachers, administrative review, and required senior core instructors for English 12 and Government/Economics. The team seeks to review individual student courses, scholarship eligibility, community service initiatives, dual enrollment opportunities, GPA monitoring, and university access.

Person responsible for monitoring outcome:

Julie Vivian (jvivian@dadeschools.net)

Evidence-based**Strategy:**

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

The evidence-based strategy of Goal-Oriented Learning seeks to encourage student initiative toward their own graduation outcomes, with support from the school team to motivate, guide direction, and future decision-making tailored to individual student need. When families are able to understand the end-goal of their efforts, which include progress monitoring toward both high school graduation and college admissions, learning and mastery become inherent rewards of overall goal-setting.

Rationale for Evidence-based Strategy:

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

This strategy was selected to facilitate student and parent engagement as they finalize their high school careers. Goal-Oriented Learning allows understanding and support for long-term planning and post-secondary opportunities including admissions and financial aid.

Action Steps to Implement

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

Senior counselor review: the Student Services team, led by the senior grade-level counselor, will conduct monthly updates of student academic progress, GPA rankings, work and service records, and will also provide additional opportunities for coursework or service as needed to encourage post-secondary planning.

(8/31/22-10/14/22)

Person Responsible Julie Vivian (jvivian@dadeschools.net)

The CAP advisor will begin student and parent informational meetings designed to share options, application strategies, and program requirements for college and technical programs. Through use of Scoir emails and personal messaging, students will remain updated with platform suggestions and common deadline reminders.

(8/31/22-9/30/22)

Person Responsible Julie Vivian (jvivian@dadeschools.net)

Student Services will host scholarship and college completion workshops, utilizing senior class time during the October schoolwide PSAT, in order to provide directed assistance with the Bright Futures application and state school application and scholarship processes, including FIU and Miami-Dade programs.

(10/1-10/14/22)

Person Responsible Julie Vivian (jvivian@dadeschools.net)

The implementation of test prep tutoring for FSA and EOC retake exams will be provided in fall of 2022 for seniors and underclassmen requiring additional assistance meeting the test score requirement for high school graduation criteria as well as future Bright Futures eligibility.

(9/1/22-10/14/22)

Person Responsible Sammy Iassudo (siassudo@dadeschools.net)

Senior Parent Night on 11/1/22, presented by the Activities office, Student Services and the College Director.

Person Responsible Julie Vivian (jvivian@dadeschools.net)

TERRA Alumni Forum will take place on 12/16/22 during school for all current Seniors.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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

According to the 2021-2022 Staff School Climate Survey, 49% of faculty felt that the school was providing opportunities for Professional Learning Communities (PLCs). Instructional Coaching and Professional Learning was the Area of Focus identified as a critical need to provide additional learning opportunities for faculty to feel more confident with regards to faculty/staff preparation.

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

TERRA seeks to increase the percentage of faculty members that feel that school leadership is providing more opportunities for professional learning communities (PLCs) through instructional coaching to 65% or higher by the 2022-2023 Staff School Climate Survey.

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

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

Person responsible for monitoring outcome:

Jose Sirven (jsirven@dadeschools.net)

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

Within the targeted element of Instructional Coaching and Professional Learning, TERRA will focus on the Standards Based Collaborative Planning to provide time for multiple teachers, or a team of teachers, either by department or cross-curricular, to come together to collaborate during mandatory PD days, faculty meetings or department meetings, that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Professional Learning Communities (PLCs) will allow for collaboration among teachers and promotes learning, insights, and constructive feedback for lessons and approaches to teaching and learning.

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

Standards Based Collaborative Planning will ensure that faculty has access to materials that may supplement their instruction beyond pacing guide requirements and learn best practices from their colleagues. Collaboration between teachers of the same department, or in the cross-curricular manner, will allow for teachers to provide support for their colleagues through PLCs by sharing best practices with course content and/or provide support with the new technology (LMS platform) implemented by the district. 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

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

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 and technology support. Administration will tap faculty members to present a minilesson to share.

(8/31/22-10/14/22)

Person Responsible Jose Sirven (jsirven@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.

(9/1/22-10/14/22)

Person Responsible Jose Sirven (jsirven@dadeschools.net)

Teacher facilitated Professional Learning Communities (PLCs) will be made available to enhance faculty learning of best practices and lesson studies. Faculty and department meetings will be designated to share best practices for supplemental technology and LMS platform.

(9/1/22-10/14/22)

Person Responsible Jose Sirven (jsirven@dadeschools.net)

Leadership can conduct a "Skills Review" at the beginning of the year to assess teacher concerns with lessons, standards, and technology, through a survey. TERRA can host vertical planning day(s) to coordinate PLCs for faculty/staff who need support through a voluntary group of teachers who are willing to collaborate lessons/planning to help teachers better prepare them for new standards and the LMS platform.

(9/1/22-10/14/22)

Person Responsible Sherronni Brady (sbrady@dadeschools.net)

The PLST Team will attend the Fall PLST 2022 Conference on 10/27/22. Following the conference the team will gather the data from the PD Interest Survey pertaining to our school site and share our findings with faculty during our December 6th, 2022, Faculty Meeting.

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

The Exploration of the South Florida Ecosystem Professional Development will take place on 11/8/22. The members will provide a summative presentation to the Faculty at our December 6th, 2022, Faculty Meeting. This will support our initiative to increase PD's as a school as well as, increase participation in STEAM related PD's.

Person Responsible [no one identified]

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus

Description and

Rationale:

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

Based on the feedback received from the faculty from the last phase of the SIP for the 2021-2022 school year, it was determined that the teachers wanted more feedback and contact with administration. Every department reported similarly that they wanted an increase in leadership team meetings in order to clearly define department meeting and disseminate data.

Measurable Outcome:

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

Based on the Staff School Climate Survey Results, 79% disagree that the Principal is supportive of teachers. Additionally, 73% feel the lack of concern/support from the Principal. The administrative team would like to increase the support to address this concern.

Monitoring:

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

In order to increase support of our faculty, we will conduct monthly Leadership Team meetings, increase walkthroughs and provide support to the new teachers in the school building.

Person responsible for monitoring outcome:

Jose Sirven (jsirven@dadeschools.net)

Evidence-based

Strategy:

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

Involving Staff in Important Decision Making is the evidence-based strategy that we as a leadership team seek to support our teachers, students and staff to be leaders, innovators, risk-takers and designers of new ways to approach challenges.

Rationale for Evidence-based Strategy:

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

The main purpose for conducting classroom walkthroughs is to observe the teaching learning process in a classroom. Classroom walkthroughs give leaders a strong sense of current instructional practices that becomes a qualitative data on the strengths and needs of the students and plan improvement efforts accordingly.

Action Steps to Implement

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

Conduct Leadership Team meetings to review responsibilities, daily findings, follow through on briefings, and bring news to the table so that all members are up to date.

(8/31/22-10/14/22)

Person Responsible

Sherronni Brady (sbrady@dadeschools.net)

Assign MINT or Buddy Teachers to new staff members.

(8/31/22)

Person Responsible

Jose Sirven (jsirven@dadeschools.net)

Challenge Accepted Competition for staff collaboration and increase morale.
(8/31/22-10/14/22)

Person Responsible Jose Sirven (jsirven@dadeschools.net)

Monthly department walkthroughs with feedback to department chairs.
(8/31/22-10/14/22)

Person Responsible Jose Sirven (jsirven@dadeschools.net)

Monthly departmental walkthroughs with feedback to department chairs.
(10/31/22 - 12/16/22)

Person Responsible Jose Sirven (jsirven@dadeschools.net)

Students will be given test results from the PSAT, which they will link to the Khan Academy. Instructions from the Student Services department, College Director and the Testing department will collaborate to ensure all students have access to their testing data. (12/12/22 - 12/16/22)

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

#4. Positive Culture and Environment specifically relating to Career & Technical Education

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

As an "all magnet" and Platinum level STEAM high school with programs in Biomedical Research, Environmental Research/Field Studies and Engineering/Robotics, it is critical our teachers develop students who are academically prepared and career ready for STEAM related and technical fields. They must teach students with the latest technology based resources in our Miami Dade County Career and Technical Education (CTE) department, engage students in competitions through student volunteer organizations to apply the skills taught in the classroom and provide them with real-life experiences through internship opportunities provided by local business and community partners, higher-level institutions and boards established by the STEAM Certification and Designation Program and the CTE department.

When our teachers were surveyed, it was evident we could improve collaboration among department/grade level members to improve student outcomes as only 44% felt this was taking place "some of the time." We realized 48.84% felt the PLST promotes a school culture of collaboration and collective responsibility but we can do better. Collaborative and interdisciplinary efforts have established us as a Certified National Demonstration Magnet School and a Certified Platinum STEAM School. We have an important role ensuring continuity of high academic standards to meet the needs of our community. Florida's ecosystem is closely studied and researched. There is much hope that Miami will become a hub for cutting-edge technology and business opportunities because it can serve as a gateway to other regions. Therefore, our three magnet programs are designed for teachers to develop social and environmental stewards on the cutting edge of technology.

Our teachers believe they will benefit most from PDs that focus on Professional Learning Communities (PLC) 20.59%, Teacher Driven Observation (Peer Observations) 17.65% and Lesson study (11.76%). Therefore, our goal is to promote teacher collaboration to support our CTE magnets and attain Gold STEAM designation.

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

A minimum of 95% of our STEAM teachers will attend a professional development in their content area to ensure they are trained on the latest technology, resources and instructional methods. They will regularly communicate with the greater community of teachers outside TERRA and collaborate with their colleagues in TERRA on projects and school activities so we can increase magnet student participation in STEAM activities and our overall score by atleast 2% as outlined by the STEAM Designation rubric to achieve standard driven mastery as a STEAM school offering certifications, engaging with partners to create student opportunities and delivering 5.0 lessons by the end of the school year.

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

The Leadership Team will work to support teachers in identifying and attending professional development opportunities in their respective fields to be better equipped to develop and execute lessons using the utmost latest technologies and provide their students with opportunities to acquire certification credentials, competition and internship opportunities.

Person responsible for monitoring outcome:

Sherronni Brady (sbrady@dadeschools.net)

Evidence-based Strategy:

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

Professional Development will ensure standard aligned instruction is taking place to allow for research based practices that follow the state adopted standard within each specific content area. As experts in their fields, the teachers will support one another as shared decision-makers in their classrooms and departments and be able to share best strategies thereby increasing student outcomes. We will focus on the evidence based strategy of Shared Leadership. This will address the need our teachers and community members have expressed to collaborate and as they focus on providing shared governance over programming, they will pave the way for the planning and implementation that is at the center of the STEAM Designation process.

Rationale for Evidence-based Strategy:

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

This strategy is a proven strategy that will lead to shared team building, increase teacher morale and effectiveness which will open the door for interdisciplinary projects that will ultimately further engage students and promote student competitions, recognition, and achievement. The more the teachers are involved in their academic community and fields the greater their ability to ensure they are professional prepared to teach our students and provide them with hands on learning, certifications and credentialing relevant in today's career fields so they are marketable in the workforce and competitive in their networking efforts.

Action Steps to Implement

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

Professional development opportunities will be provided to STEAM teachers to increase their content knowledge and avail them of the latest technology and resources.
(9/1/22-10/14/22)

Person Responsible

Marlene Cabrera (marlenecabrera@dadeschools.net)

STEAM Designation process and rubrics will be shared with all STEAM teachers through the September faculty meeting to ensure all teachers understand the elements of a 5.0 lesson, CTE and academic departments are working with business partners in the field to supplement standards, students are engaging in STEAM related activities and competitions throughout the year and where possible, students are afforded the ability to earn industry certifications. There will be continuous monitoring and support throughout the year and opportunities for discussion and collaboration provided to reach the goal.
(9/1/22-10/14/22)

Person Responsible

Ann Carranza (212739@dadeschools.net)

When 5.0 STEAM lessons are developed, departments will be able to create a Lesson Study. This should take place towards the end of the first grading period or start of the second grading period. This lesson

study will allow teachers to explore student learning, thinking and behavior as they discuss, reinforce and adapt lessons accordingly.

(9/1/22-10/14/22)

Person Responsible Ann Carranza (212739@dadeschools.net)

Peer Observations can take place as teachers will benefit greatly from observing their colleagues executive lessons they have collaboratively designed, The teachers have indicated a desire to conduct peer observations and support will be provided to facilitate this.

(9/1/22 - 10/14/22)

Person Responsible Ann Carranza (212739@dadeschools.net)

STEAM Strategies at TERRA Professional Development will take place on 11/2/22. This PD will enable the participant to identify the latest instructional strategies, innovative tools and instructional materials that can be used in developing 5.0 STEAM lessons.

Person Responsible Ann Carranza (212739@dadeschools.net)

TERRA Trashion Show will take place on 11/4/22 to display recycled and repurposed items in a fashion show. This will advertise the STEAM related lessons within the Environmental Academy as well as the purpose of our initiative to reuse and recycle.

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

Positive Culture & Environment

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

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

Our strengths within School Culture are in Effective Use of School and District Support Personnel. TERRA creates a culture that supports our students and families through its accessibility and defined process for communication with our staff. We communicate to all stakeholders the academic and social/emotional expectations of our students through departmental and faculty meetings twice a month and departmental Teams pages. We support communication with our stakeholders by holding yearly Parent and Student orientations, and social media platforms including the school websites are updated daily and individualized data chats with students. The Students Services department, including CAP advisor, School Psychologists and support staff have defined roles and provide support, care and physical and emotional safety. We encourage a balance between academics, activities/athletics and the overall wellness of our students.

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

TERRA stakeholders that are engaged in building a positive school culture and environment are the staff, including the principal, three assistant principals, teacher leaders, and Student Services, as well as the students and families who seek to collaborate with staff and administration to hold TERRA standards high. The principal's role is to build and direct all of the schools' initiatives and respond to concerns and foster school cultural activities. The Assistant Principals are tasked with coordinating with teacher leaders to recognize and acknowledge student success and maximize communication efforts. Teacher leaders provide opportunities for staff collaboration and student engagement at all academic levels, and the Student Services team monitors requirements, encourages accountability and progress, and creates a spirited high school culture in and out of the classroom. All stakeholders are responsible for making positive and constructive efforts to connect and build relationships with students, parents, and families as a reminder that TERRA is not just an academic powerhouse, but a family, as well.