

Miami-Dade County Public Schools

# Terra Environmental Research Institute School



2023-24

Schoolwide Improvement Plan (SIP)

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# Terra Environmental Research Institute

11005 SW 84TH ST, Miami, FL 33173

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

## School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

## 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.

#### 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, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Leal, Kathryn	Teacher, K-12	English/Language Arts instructor tasked with a full schedule of 10th grade ELA courses as well as Mindfulness Champion and Wolves Wellness sponsor. 320297@dadeschools.net
Vivian, Julie	Teacher, K-12	The College Assistance Program advisor is tasked with assisting the college journey for all students, including application advice and graduation progress. jvivian@dadeschools.net
Cardenas, Christina	School Counselor	As freshmen counselor, Ms. Cardenas advises incoming ninth graders regarding course scheduling, college planning, and social-emotional support. christinacardenas@dadeschools.net
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. jsirven@dadeschools.net
Garcia, Nersa	Assistant Principal	Ms. Garcia serves as the Assistant Principal over multiple academic departments including Math, Social Studies, Science, and our Biomedical Sciences Academy. nersagarcia@dadeschools.net

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team reviewed all data, including testing and survey results, to assess strengths and weaknesses to create opportunities for improvement throughout the school year. Additional stakeholders include PTSA members, faculty and staff, and students, who also contribute to the action steps to best suit each Area of Focus.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

TERRA'S School Improvement Plan will be regularly monitored by quarter to ensure implementation with fidelity and revise action steps, as needed, to address the evolving needs.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	91%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	46%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A

	2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

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

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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



Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	14

**The number of students by current grade level that had two or more early warning indicators:**

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

**The number of students identified retained:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

**The number of students by current grade level that had two or more early warning indicators:**

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

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	94	55	50	96	54	51	93		
ELA Learning Gains				77			70		
ELA Lowest 25th Percentile				84			76		
Math Achievement*	96	43	38	95	42	38	90		
Math Learning Gains				91			59		
Math Lowest 25th Percentile				90			58		
Science Achievement*	98	62	64	97	41	40	94		
Social Studies Achievement*	96	69	66	96	56	48	91		
Middle School Acceleration					56	44			
Graduation Rate	100	89	89	100	56	61	100		
College and Career Acceleration	78	70	65	82	67	67	91		
ELP Progress		49	45						

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	94
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	562
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	91
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	908
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	100

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	89			
ELL	93			
AMI				
ASN	98			
BLK	85			
HSP	94			
MUL				
PAC				
WHT	93			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	94			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	89			
ELL	85			
AMI				
ASN	79			
BLK	96			
HSP	90			
MUL				
PAC				
WHT	94			
FRL	89			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	94			96			98	96		100	78	
SWD	90			100			100			56	5	
ELL	84			100			94				3	
AMI												
ASN	94			100			100				3	
BLK	100									54	3	
HSP	94			96			98	96		77	6	
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	93			90			100	94		83	6	
FRL	93			100			97	98		74	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	96	77	84	95	91	90	97	96		100	82	
SWD	93	68		100			100			100	75	
ELL	91	76	73	94	82		94					
AMI												
ASN	90	75	55							100	75	
BLK	100	91										
HSP	96	77	85	94	89	89	97	96		100	81	
MUL												
PAC												
WHT	97	72	87	100	100		100	100		100	87	
FRL	95	76	85	92	88	82	95	97		100	79	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	93	70	76	90	59	58	94	91		100	91	
SWD	87	75						91		100	81	
ELL	85	71	75	89	63		100	92		100	82	
AMI												
ASN	86	62										
BLK	91	68								100	90	
HSP	92	70	74	89	58	58	94	91		100	91	
MUL												
PAC												
WHT	99	70	95	89	67		100	90		100	88	
FRL	90	66	69	87	55	58	95	87		100	88	

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	95%	54%	41%	50%	45%
08	2023 - Spring	*	51%	*	47%	*
09	2023 - Spring	96%	51%	45%	48%	48%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	59%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	40%	*	44%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	56%	32%	50%	38%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	52%	45%	48%	49%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	65%	33%	63%	35%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	66%	30%	63%	33%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The lowest data component included the FAST/ELA 10th grade proficiency percentage of 95%. Though this proficiency rating is still double the state average of 48% demonstrating high achievement, factors contributing to the remaining five percent can be attributed to the new FAST testing format compared to the prior FSA.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

TERRA did not experience any academic declines from the prior year, only slight increases and sustained scores. US History EOC proficiency remained at 96% for both the 21-22 and 22-23 school years, Biology EOC proficiency increased from 97% in 21-22 to 98% in 22-23, and Geometry scores increased from 95% on the 21-22 EOC to 97% on the BEST Geometry exam in 22-23.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

TERRA's 2022-2023 BEST Geometry proficiency of 97% exceeds the state average with a gap that is 49% superior to state of Florida scores. We attribute this gap to extracurricular tutoring available to students of all math levels, as well as an advanced academic schedule that requires four years of high-level math.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Our greatest area of improvement was demonstrated through the BEST Geometry proficiency scores of 97% in 2022-2023 compared to a 95% proficiency rate during the 2021-2022 year Geometry EOC. Our actions in this area focused on regular extracurricular tutoring and collaboration amongst math faculty members.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

An area of concern stemming from 2022-2023 Early Warning Sign data includes a focus on 27 students holding 18+ absences. We have and will continue to utilize grade-level counselors who will individually meet with each student to discern reasons for potential excused or unexcused absences and how the pattern can be changed to benefit academic improvement. School-created initiatives work to encourage attendance and family engagement to relieve probation status.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

Priorities for TERRA school improvement for the upcoming school year include:

1. Maintaining 100% graduation rate,
2. maintaining and/or increasing our FAST/ELA 10th grade proficiency percentage of 95%,
3. increasing our acceleration rate utilizing AP/DE course promotion,
4. Attendance by decreasing probations, and
5. Maintain or increase out US History EOC proficiency.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)



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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST/ELA, 95% of 10th grade students demonstrated proficiency on the PM3 exam, compared to the state average of 50% and the district average of 54%. Based on the data and the identified contributing factors of the implementation and transition to a new testing format from prior years' FSA/ELA, we will focus on the targeted element of improvement within English/Language Arts.

**Measurable Outcome:**

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

With the implementation of Goal-Oriented Learning, we hope to increase proficiency on the 2023-2024 FAST/ELA PM3 in 10th grade by one percent to 96% proficiency by June 2024.

**Monitoring:**

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

The English Department will be able to review progress monitoring data from each FAST administration in order to best meet student improvement and work toward overall proficiency rates. Data is provided and reviewed by the Test Chair and the Assistant Principal over English Language Arts in order to more clearly facilitate the needs of both 9th and 10th grade FAST test-takers as we seek to improve overall 10th grade proficiency.

**Person responsible for monitoring outcome:**

Sherronni Brady (sbrady@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of English Language Arts, our school will focus on the Evidence-Based Intervention of Goal-Oriented Learning, which will ensure that both students and faculty are working toward the same end goal of FAST proficiency improvement.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The strategy of Goal-Oriented Learning ensures that all students hold a clear understanding of learning goals and expectations as a result of focused lessons. This understanding allows for a more proactive in invested student learning, once they are able to relate educational tasks with meeting a final result.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

English Honor Society members are traditionally our highest-achieving scholars with demonstrated mastery in writing and comprehension. During the first quarter, members offer voluntary support to those students in need of additional assistance with writing essays and grammar review.

**Person Responsible:** Marlene Cabrera (marlenecabrera@dadeschools.net)

**By When:** By October 26, 2023

10th grade ELA instructors will hold data chats with students to focus on strengths and weaknesses from previous exams and diagnostics to highlight opportunities for improvement.

**Person Responsible:** Sherronni Brady (sbrady@dadeschools.net)

**By When:** By October 1, 2023

10th grade ELA instructors will participate in grade-level collaboration during the October Professional Development day to share best practices and lesson updates regarding FAST skills.

**Person Responsible:** Sherronni Brady (sbrady@dadeschools.net)

**By When:** By October 26, 2023

## #2. Graduation specifically relating to Graduation

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to both 2022-2023 school data and Florida Office of Student Financial Affairs, 100% of our Class of 2022 students graduated high school, and 77% of our high school graduates earned eligibility for the Bright Futures scholarship. In order to improve the correlation between our high-level graduation and scholarship rates, we will focus on the Targeted Element of Graduation.

### Measurable Outcome:

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

With the implementation of the strategy Communicate with Stakeholders, we seek to sustain our 100% graduation rate and improve our Bright Futures eligibility by one percent by June 2024.

### Monitoring:

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

The Student Services team and Assistant Principal over Student Services will conduct monthly graduation checks to ensure all students are on track for graduation requirements as well as Bright Futures application requirements. Tools to monitor progress include the Aspen Graduation Summary, MDCPS Grad Tracker tool, SCOIR college planning platform, and OSFA Bright Futures application reports.

### Person responsible for monitoring outcome:

Nersa Garcia (nersagarcia@dadeschools.net)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Graduation, our school will focus on the Evidence-Based Intervention of Communicate with Stakeholders. This commitment will ensure that all stakeholders necessary to encourage graduation and scholarship eligibility, including students and parents, are made aware of opportunities to secure scholarship level status as well as complete graduation requirements.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The strategy of Communicate with Stakeholders highlights thorough and targeted communication protocols in order to inform and educate students, parents, and staff about all processes and opportunities to improve high school completion and college readiness.

### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### 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.

Engage families during Senior Parent Night to share graduation information and Bright Futures criteria through policy explanations and opportunities for application completion and test preparation.

**Person Responsible:** Julie Vivian (jvivian@dadeschools.net)

**By When:** By October 1, 2023

Provide high school completion and college application strategies to all high school seniors through the Fall Senior College Workshop presented to all senior English classes.

**Person Responsible:** Julie Vivian (jvivian@dadeschools.net)

**By When:** By September 15, 2023

Increase SCOIR family participation rates through targeted messaging and college readiness opportunities to students and families through the SCOIR platform.

**Person Responsible:** Julie Vivian (jvivian@dadeschools.net)

**By When:** By October 25, 2023

**#3. Instructional Practice specifically relating to Career & Technical Education****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2022-2023 school enrollment, TERRA held a population of 1680 students, while the current 2023-2024 student population stands at 1627 students. In 2022-2023, approximately 82% of the students applying to the Engineering Academy were male, and in 2023-2024, approximately 80% of entering Engineering students were male. As the #36 Top Magnet High School in the nation as ranked by 2022 U.S. News and World Reports, TERRA seeks to increase both overall enrollment and a more balanced demographic within our highly competitive magnet programming.

**Measurable Outcome:**

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

With a stronger focus on our Shared Mission and Vision, TERRA seeks to leverage school enrollment and overall program excellence. By June 2024, we will increase enrollment by (50) more academically qualified students with a targeted approach to share our academy strengths with a diverse audience.

**Monitoring:**

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

Our Magnet Lead Teacher will recruit, participate in, and promote current and proposed opportunities that best fit academy programming. Efforts will be made to highlight involvement for varying demographics to ensure that all students feel encouraged and supported within an array of possible activities and/or competitions beyond the traditional high school experience.

**Person responsible for monitoring outcome:**

Ann Carranza (212739@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Career and Technical Education, our school will focus on the Evidence-Based Intervention of Shared Mission and Vision. This focus will allow for wider community reach of the award-winning academy programs we offer as well as student participation in each.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The Evidence-based Intervention of Shared Vision and Mission highlights our school purpose that features school beliefs, values, and aims of our learning community, to include academy programming and publicity of awards and accolades that align with our mission while awarding student accomplishments.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

TERRA Tours will take place every Tuesday and include an information session, student testimonials, open Q&A, and school classroom tours to inform potential new families on the programming and opportunities available at our school.

**Person Responsible:** Ann Carranza (212739@dadeschools.net)

**By When:** October 26th, 2023

TERRA will host a Magnet Night to highlight academy courses, accolades, and student testimonials to engage both community members and prospective families about academy opportunities.

**Person Responsible:** Ann Carranza (212739@dadeschools.net)

**By When:** October 10th, 2023

The Open House Expo in the gym will create an exhibition for current stakeholders to review programming, course options, and activity highlights as a recruitment tool for current and future families.

**Person Responsible:** Jenilane Pirez (pirezj@dadeschools.net)

**By When:** September 15th, 2023

**#4. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Climate Student Survey, 84% of students agreed that their "teachers require that [they] work very hard for the grades [they] get" while only 38% of students agreed that "what [they] learn in class helps [them] outside the school." Based on the data and contributing factors of high-achieving students benefiting from time management and setting realistic expectations, we will implement the Positive Culture and Environment Targeted Element of Resilience, since the higher a person's level of resilience, the lower that person's level of academic stress.

**Measurable Outcome:**

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

With the focus on increasing Resilience, we hope to affect our 2023-2024 Student School Climate Survey results by a 2% reduction in students feeling that "teachers require that [they] work very hard for the grades [they] get" from 84% to 82% as well as increasing by 2% from 38% to at least 40% the students who feel that "what [they] learn in class helps [them] outside the school."

**Monitoring:**

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

The Leadership Team, under the direction of the Assistant Principal over Student Services, will be able to disseminate future school climate survey data to gauge student perspective. Action steps designed to increase a sense of resiliency by fostering connections and providing support to manage expectations will be implemented and reviewed to ensure a consistent focus on student well-being.

**Person responsible for monitoring outcome:**

Sherronni Brady (sbrady@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

With the Targeted Element of Resilience, our school will focus on the Evidence-Based Intervention of Providing Growth Mindset. This intervention will create a more positive connection between students and faculty as we seek to relate a manageable academic workload with long-term post-secondary goals.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The Evidence-Based Intervention of Promoting Growth Mindset integrates growth mindset-oriented learning and practices to be encouraged and supported to foster ideas and strategies to promote resiliency.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Class socials implemented by grade level outside of the academic environment and beyond the regular school day will encourage camaraderie and social connections.

**Person Responsible:** Jenilane Pirez (pirezj@dadeschools.net)

**By When:** October 9th, 2023

The Student Services team will complete grade-level orientations and classroom visits to welcome students, share information, provide emotional support, and update on grade-level opportunities.

**Person Responsible:** Sherronni Brady (sbrady@dadeschools.net)

**By When:** September 5th, 2023

Club Rush will provide a multitude of student opportunities including service, interest, and honor societies to provide tailored inclusivity based on student preference to foster positive outside relationships outside of the classroom.

**Person Responsible:** Jenilane Pirez (pirezj@dadeschools.net)

**By When:** September 22nd, 2023

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

### Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A



### Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

#### Grades K-2 Measurable Outcomes

N/A

#### Grades 3-5 Measurable Outcomes

N/A

### Monitoring

#### Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

#### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

### Evidence-based Practices/Programs

#### Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement**

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

**Title I Requirements**

**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school’s webpage\* where the SIP is made publicly available.

N/A

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.**

List the school’s webpage\* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

N/A

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

N/A

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

N/A

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

N/A

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

N/A

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

N/A

## **Budget to Support Areas of Focus**

### **Part VII: Budget to Support Areas of Focus**

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Graduation: Graduation	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Career & Technical Education	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No